



**People, Pay
and Pensions
Agency**

**External Recruitment for
Band D and C**

**Preparing for the
External Management
Competence
Assessment Centre**

Preparing for the External Management Competence Assessment Centre

Recruiting for the Broader Banded D and C

This guide is designed to help you prepare for the External Assessment Centre which you have been invited to attend.

This guide contains information on:

- Introduction to the External Management Assessment Centre
- The recruitment process for Broader Banded D and C grade
- The Assessment Centre and how to prepare for it
- Frequently Asked Questions
- Ministry of Defence Core Competency Framework

Introduction to the External Management Competence Assessment Centre

In June 2007 the Ministry of Defence launched the new e-enabled External Recruitment process under the management of the People, Pay and Pension Agency (PPPA). Under this new policy External candidates who apply for managerial posts (usually called “Band D” or “Band C” posts) will be required to complete a Management Competence Assessment (MCA). The MCA is a competence-based assessment and is designed to assess your capabilities and potential for a managerial level position in the Ministry Of Defence.

The MCA process has been introduced to ensure a common standard is applied to all entrants to D and C posts. Internal progression to Band D from Band E and equivalents has been conducted via Assessment Centres since 2005. The MCA ensures external candidates are required to meet a similar benchmark to our existing staff.

The External Management Competence Assessment Centre is designed to test the candidate’s level of Management competence as part of the recruitment process.

Assessment Centre Aim:

Assessment Centres (ACs) allow us to gain an objective assessment of an applicant’s ability to operate as a manager within the Ministry of Defence. The Assessment Centre tests an applicant’s core competences through written MCA and, if you proceed to interview, your actual examples where you have demonstrated capability. This is consistent with the internal promotion process and therefore helps the MOD to achieve a corporate standard of manager, whether a promotee or a new recruit resulting in a corporate standard for both internal and external post holders.

The Recruitment process for Broader Banded D and C

Applicants required to sit the MCA will compete for a job alongside substantive holders of the grade and existing passport holders. Time has been built into the process to allow for an Assessment Centre for these candidates.

Application

All applicants complete a job application, listing relevant qualifications and giving evidence against the required competences. An eligibility sift will be carried out by the PPPA and those that meet the criteria will be passed onto the Line Manager who will consider the qualifications and competences evidence before creating a shortlist (this process is known as the sift)

Line Manager/Eligibility Sift

The Line Manager will conduct the sift with an independent reviewer based on the evidence provided by the applicant in the application form. The PPPA will also conduct a sift to ensure that applicants meet the required eligibility for the post (these requirements are contained in the eligibility statement of the advert). Applicants can be sifted out at this stage if their competency based evidence and qualifications are insufficient for the post, or they do not meet the eligibility requirements.

Assessment Centre

Applicants who have met all of the sift requirements will be required to attend an Assessment Centre prior to interview. Applicants will complete two Management Competency Tests at an external venue and normally only successful Assessment Centre candidates will be called to interview.

Interview

All applicants who were successful at the sift stage including those who have successfully completed the MCA will have a competence based interview with the Line Manager and an independent interviewer.

Job offer

Candidates who pass the Management Competency Assessment process but do not receive an offer from the recruiting Line Manager will be awarded 12 month "Management Passports". These Passports are valid for any other externally advertised job within the D and C Broader Banding.

Management Competence Test Example Questions

The Assessment Centre and how to prepare for it

You have been invited to an Assessment Centre Venue to undertake two Management Competence Tests. The Assessment Centre MCTs are paper based and each paper will consist of a series of 30 multiple choice questions based upon a given scenario. You will be given 10 minutes to read a candidate brief which will provide you with details of the scenario. Once this time is up you will then be given a further 90 minutes to complete as many of the 30 questions as possible.

The Assessment Centre will take a total of four hours, including registration, which gives you time to complete the two 90 minute tests and a rest period between. You will sit the MCTs in exam conditions with other candidates at an external venue to the site for which you have applied. It is important for applicants to bring some proof of identity, preferably a passport or photo drivers licence for our recruitment records.

In order to prepare yourself for the MCTs, you should familiarise yourself with the Ministry of Defence's Single Core Competency Framework which can be found in Annex A of this guide. The MCT are based upon this framework and the behaviours it expects Band D Managers to exhibit.

Sample questions are contained in the next section of this brief to provide you with an example of the format of the MCT questions and to explain the response system.

Guaranteed Interview Scheme and Reasonable Adjustments

We are happy to make any reasonable adjustment in order to facilitate attendance at interview / Assessment Centre. Please contact us as soon as possible to discuss reasonable adjustments you may require.

Management Passport

Candidates successful at the Assessment Centre but not selected for the job they applied for will be recorded as having a "management passport". This passport will be valid for 12 months from the date of the second stage test results being released. During this period management passport holders can apply for any other Band D or C vacancy and will not have to take the tests again, the application should be marked appropriately and it will then be matched with the previous test and put forward to the sift stage.

Management Competence Test Example Questions

To assist you in your preparation we have provided a sample of some of the typical Management Competence Test questions that you might be expected to answer throughout the course of the Assessment Process.

This will help you prepare for the Assessment Centre which is timed. Read the instructions, the sample question and the candidate brief, then try to complete the exercise in 20-25 minutes.

General Exercise Instructions:

- All questions are in a multiple choice response format.
- You may feel that usually you would consider another course of action equally or more valid; for **the purposes of this exercise however, you will be asked to make a judgment purely on the options presented to you.**
- There are no 'trick questions'; you should answer as honestly as possible.

Responding to the Questions

When responding to each question, there are TWO separate actions that you are required to complete:

1. Rating

Rate the responses (A, B, C, D and E) for each question, based on the following 1 – 4 rating scale:

- 1 = strong response
- 2 = above average response
- 3 = below average response
- 4 = poor response

Because you are rating 5 responses with a 1-4 scale, you will have at least two (or possibly more) responses with the same rating. See over the page for an example.

2. Top Response

Choose the **one** response (A, B, C, D or E) that you feel is most appropriate. See over the page for an example.

A table has been provided for your ratings and top response. It looks like this:

Rating (1-4)					
Question	A	B	C	D	E
1					

Top Response (A - E)

Let’s do a sample question together:

You are on your first day in a new post and a member of your team, Marie McClure (Band E2) comes to you to say that she is concerned about getting her database work done. She has been allocated tasks to complete by your predecessor with very tight deadlines, but given her lack of experience in this area she feels under severe pressure.

Your own workload is already heavy, given that, as a newcomer, you also need to allow time to become familiar with the work and the Unit. You have also been informed that overtime is allowed only in extreme circumstances.

1. How will you deal with this situation?	
A	Offer to do some of the database work yourself. Tell Marie that you will be able to arrange some database training for her once the scheduled work is completed.
B	Tell the whole team they really must concentrate and work hard without distraction to meet the deadlines. Say you will sanction overtime if required.
C	Email the other team members to ask if anyone has experience in database work. If there is, ask them to help Marie. If no one can help offer your own assistance.
D	Call a meeting of the team. Ask them to summarise their experience and work preferences. Discuss how to best manage the database work within the team. Offer your help if there are any gaps in resource or expertise.
E	Ask Marie what her skills are. Email the team to ask if there is anyone with experience in database work. See if they would be prepared to support Marie in exchange for her supporting them within her skills areas. If there is no response, you will need to come up with another plan.

So you could complete the table like this on your answer sheet:

Question	Rating (1 – 4)					Top Response
	A	B	C	D	E	
1.	4	4	2	1	3	D

Candidate Brief

For the purposes of this scenario, today's date is **Tuesday 5 January 2015**.

You have just taken over a Band D role as Team Support Officer in a Diversity Advisory Team (DAT). The DAT consists mainly of civilian MOD staff, along with a Military Representation Team (MRT).

The DAT's latest project is to support and advise the Joint Services Committee of the Republic of Meputo in their review of women's roles in the armed services. The DAT was invited to work on this project by the recently elected Meputo government in response to pressure from women within Meputo.

There had been a similar MOD project, three years ago, looking at potential reform in the Meputo armed forces. However, whilst recommendations were made at the time, very little was actually implemented on the ground.

Key points about the DAT scope and responsibilities include:

- To review the current situation and to provide a set of firm recommendations on ways in which women's employment opportunities in the armed services should be updated.
- The recommendations should reflect current thinking on equal opportunities whilst addressing the operational needs of the services within Meputo.
- The DAT recommendations should be seen to be independent. The DAT can carry out its task as it sees fit. The DAT aim is also to see that the recommendations are accepted and implemented, even though the Meputo government is not bound to do so.
- The project is expected to last for four months.

You do not have experience of this type of work, and your role is:

- To oversee the management of the more junior staff
- To liaise with the MRT
- To manage the day-to-day running, resourcing and co-ordination of the project.

Background on Meputo

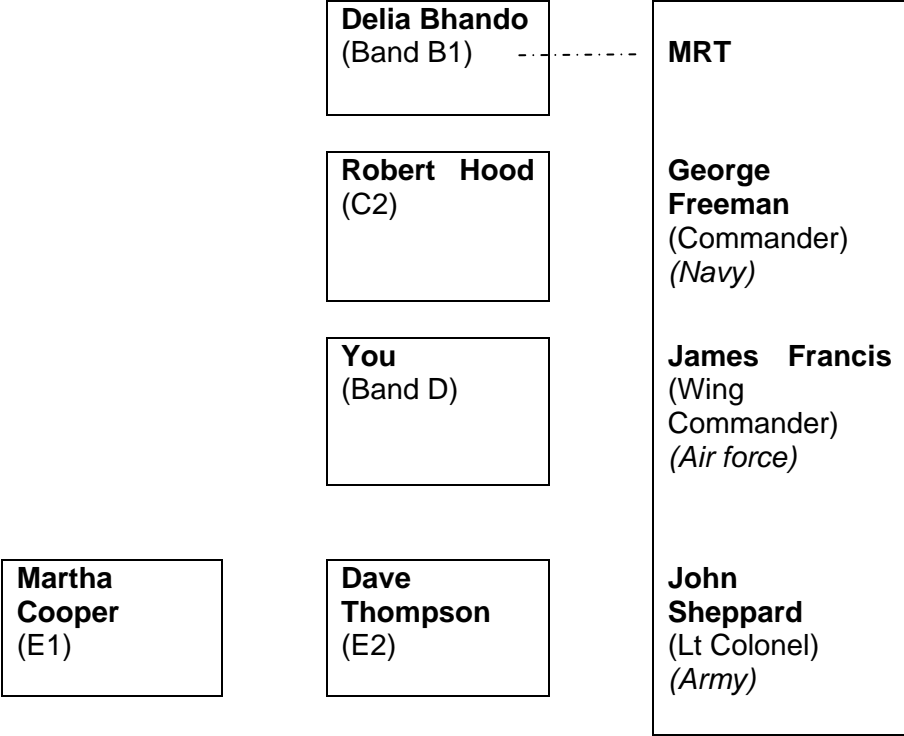
Meputo is a small but wealthy country with strong historical ties to the United Kingdom. The first language of the country is Meputo, although English is widely spoken.

Up until the 1970's the view of women's roles, in Meputo in general, could be termed 'traditional'. Over the last 30-40 years, however, this view has slowly changed and women now form 47% of the workforce.

Women currently make up around 18% of the total workforce in the armed services.

The team is headed by **Delia Bhando** (Band B1) and includes a Military Representation Team (MRT) within the unit. The MRT acts as a conduit between the civilian and military communities.

The DAT Structure



The DAT Profiles

Delia Bhando (Band B1)

Delia is ex Army and joined the MOD seven years ago. She has a reputation for being very hard working and impatient of those who are less industrious than herself. She has a poor opinion of the Meputo armed forces.

Robert Hood (Band C2)

Robert has been in the MOD for thirty-five years and has spent the last nine years in similar DATs. He has a very good working relationship with Delia Bhando.

Martha Cooper (Band E1)

Martha joined the MOD a year ago and has performed extremely well. She is bright, shows initiative, works hard, gets on well with her colleagues and seems very committed to her work. She does, however, seem ill at ease with her more senior military colleagues and can be a little blunt with them.

Dave Thompson (Band E2)

Dave has been in the civil service for two years and recently transferred to the MOD from the Department for Education and Skills. Friendly and enthusiastic, he is very resourceful and proactive but can be easily distracted, spending insufficient time on the detail. He was very eager to be a part of the project to Meputo as he has a keen interest in the country’s history.

Situation Update

The date is 9 March. The DAT and the MRT have now been working in Meputo for a month and the project is going well with data gathering and recording in full flow.

You received notification from Head Office in the UK, requesting that you change to a new computer-based data management system called DATAI immediately. DATAI will save you time in producing reports and Head Office will be able to make better use of your data. However, it will take approximately one day to load all of your data into DATAI. Subsequent data entry will also take slightly longer while the team gets to know the new system.

Martha (Band E1) and Dave (Band E2) are the only people required to use the system at present but everyone in the team will need to at some point in the coming months.

1. How would you deal with the request to change to DATAI?

A	Explain to the team that we have been asked to change to DATAI, highlighting the benefits to the project and Head Office. Ask Martha and Dave to take the tutorial and begin using the new system immediately. When others need to use DATAI, ensure that they have time to learn to use it.
B	Tell the team that you need to change over to DATAI but it is their decision when they, as individuals, do this. Explain the strengths and drawbacks of changing.
C	Explain to Head Office that whilst you will get to know the programme now, it will probably be more productive for the team to change over to DATAI after the current project is finished.
D	Arrange a session where the whole team is together and then work through the tutorial as a group so you all know how to use it to its maximum effectiveness. Ensure this is done within the week.
E	Ask everyone in the team whether they want to change over to the new system. If they do, have a tutorial day in which everyone can familiarise themselves with the system. If they don't, inform Head Office you will not change to DATAI at the moment.

Rating (1-4)					
Question	A	B	C	D	E
1					

Top Response (A - E)

Situation Update

Representatives of the Junior Officer’s Committee (JOC), an official body representing the interests of Meputo’s junior officers (male and female), have sent Delia Bhandu (Band B1) the following note, which she has forwarded to you:

To Delia Bhandu (DAT),

We thank you for the work you are doing on behalf of our country and assure you that you have our full support. However, we would like to register some concerns. The data from the previous report showed that sickness, training drop-out and absenteeism had all been higher amongst women than men in the armed forces and that fewer of the best quality men might apply to the services if women’s roles were expanded.

We are not challenging your decisions but we would value a response to these concerns and how you will overcome them to produce the Armed Services that we all want to be a part of.

Regards,
JOC

As Delia (Band B1) and Robert (Band C2) are both tied up in various meetings, they have asked you to recommend an appropriate response to this letter.

2. How will you recommend responding to this note?	
A	Thank the JOC for their note. Explain that you have read the previous report and there is little you can say at this point since the current project’s data have not been analysed.
B	Arrange to meet the JOC to explore what they want and how your project might support this. Acknowledge their concerns and thank them for their input whilst reassuring them that similar projects have been successful elsewhere, though no two situations are the same.
C	Thank the JOC for their note and suggest a meeting to fully explore their concerns. Assure them that these will be fully addressed when making the recommendations. Explain that it would be useful to explore emerging issues with them, if acceptable by the project sponsors.
D	Thank the JOC and acknowledge their concerns. Confirm that changes are a political reality but you are happy to address specific issues to provide reassurance, although they should realise that new data may change the picture.
E	Write to the JOC, thanking them and addressing the specific issues they raised, highlighting some benefits the original report identified. Advise them of the various consultation groups on the project and suggest they apply for representation on these to express their views.

	Rating (1-4)				
Question	A	B	C	D	E
2					

Top Response (A - E)

Situation Update

The date is 12 March.

Wg Cdr Francis drops into your office to express concerns about Martha (Band E1). He tells you that she is extremely bright and hard working, but is becoming slightly abrasive and was very patronising to Cdr Freeman. Before you are able to do anything you receive the following voicemail from Martha who has been working in the north of the country this week:

We had a meeting booked for Monday and I would like to use it to sort out my future. I feel the work I am doing is routine and trivial and not what I expected. Everyone I work with expresses how pleased they are with the quality of my work but I don't feel rewarded. In short I would like to be given a more demanding role or to be released from the project as soon as possible. At the moment my preference is for the latter. Sorry this is so blunt but I am busy.

3. How will you address these issues at your meeting on Monday?	
A	Express your concerns to Martha about what you have heard from Wg Cdr Francis and ask for her views on the matter. Acknowledge her strengths and reassure her that she is a highly valued team member. Ask her to identify areas she would like to be more stretched in.
B	Reassure Martha that you to have heard very good things about her performance. Explain that it is her choice to return but that she would be missed. You will endeavour to find her more demanding work on the project.
C	Reassure Martha that, in general, you are pleased with her performance but that there are significant issues that she needs to overcome – for example her behaviour towards the MRT. Tell her she will need to sort these matters out before she can consider taking on more demanding tasks.
D	Feedback to Martha what you heard but reassure her that you are generally pleased with her performance. Explore her development needs with her and explain that you will try to find opportunities to address these, whilst using her strengths, but she will still have to do some routine work.
E	Be honest with Martha about her strengths but also about Wg Cdr Francis's feedback. Ask for her opinions on what he has said and what she will do about it. Explore what she wants from the job and then identify roles that will suit these but minimise any contact with MRT.

	Rating (1-4)				
Question	A	B	C	D	E
3					

Top Response (A - E)

Situation Update

It is 18 March. Martha (Band E1) has resolved to stay in Meputo and has made efforts to improve her interaction with others.

Weekly briefing meetings are now in place, so that the MRT can update the DAT and each other on what they have done. Dave (Band E2) and Martha are required to attend all of these meetings, usually with one of the senior members of the DAT. You have only attended one of these meetings to date. You receive the following email:

E-mail	
<hr/>	
To:	You (Participant)
From:	Martha Cooper (Band E1)
Date:	18 March 2010, 9:03am
Subject:	Briefings
<hr/>	
<p>I must admit that I find the briefings unhelpful and, like most communication from MRT, overly formal. They never send e-mails, preferring long and complex letters, and I know Dave feels the same. Is there anything we can do?</p>	

4. How would you approach this situation?	
A	Meet with Dave and Martha and explain that they need to adapt more to the MRT style of doing things, as the MRT are unlikely to change.
B	Meet with MRT and tell them their communication style is inappropriate for civilian staff. Point out that this is causing resentment and could damage the project. Suggest the civilians and MRT meet to arrange a compromise.
C	Explain to Dave and Martha that the MRT approach is just as effective in their own environment as the civilian approach is. Meet with the MRT to brief them about the issues and to find a resolution. Arrange a full team meeting to discuss the outcome.
D	Tell Dave and Martha that you appreciate their difficulties and that this is not uncommon when people are unused to working so closely with the military. Offer to be a channel of communication between them and the MRT.
E	Brief MRT about the issue and then bring the full team together to design a common strategy. Make it clear that they both need to establish a way in which they can work together most effectively for the benefit of all involved.

	Rating (1-4)				
Question	A	B	C	D	E
4					

Top Response (A - E)

Situation Update

You receive the following note from Robert (Band C2):

I just had a very difficult session with the Meputo Joint Services Committee (JSC). They are getting quite different messages from the civilian DAT members to those from the MRT. They believe there is a lack of co-ordination within the DAT and we are all losing credibility. Their tone suggested they might be less willing to provide input if we can't organise ourselves and they are assuming it is us, and not the MRT, who are getting it wrong.

I don't care where the blame lies but it has to be sorted out. Please look into this for me and recommend a course of action to rectify the situation.

Robert

5. How would you approach the situation?	
A	Suggest that you bring the civilians and MRT together for a meeting to clarify objectives and co-ordinate activities, setting up an ongoing mechanism. Suggest a meeting with the Meputo JSC to apologise for the problems and reassure them that these have been addressed.
B	Suggest that you explain the issues to civilian and MRT teams and set up a programme of meetings to ensure greater co-ordination throughout the project. Suggest reassuring the JSC that the issues have been addressed.
C	Suggest that the civilian team should follow the MRT lead more closely in future.
D	Suggest that Robert meets with the Meputo JSC to explain that because the JSC cannot see the full picture it probably appears to them that we are not co-ordinated. The JSC will have to trust us.
E	Suggest that you ensure that MRT and civilian activities are co-ordinated in future by setting up regular meetings between the two. Suggest that you do not address the issue directly with the Meputo JSC but point out areas of civilian-MRT co-ordination in future meetings.

		Rating (1-4)				
Question	A	B	C	D	E	
5						

Top Response (A - E)

Situation Update

The Meputo Veteran’s Association has been working well with MOD researchers on an entirely different project (Project KR - managing the image of the British Army across different cultures) and Delia Bhandu (Band B1) is keen to distribute a questionnaire to the Association’s 4,500 members to establish exactly what their views are on women’s roles in the armed services.

Delia (Band B1) and Robert (Band C2) have told you that they see this data as important, though not absolutely crucial.

The Committee of the Association has previously stated that they are opposed to the project, because it “undermines our brothers in the armed forces”, and they do not want to be involved. You do not want to antagonise them, especially as they are cooperating on Project KR.

6. How would you propose that the DAT approach this situation?	
A	Send questionnaires directly to the homes of Veterans (their membership list and details are held by the Defence Ministry in Meputo).
B	Incorporate the key questions into the questionnaire being distributed by the Project KR team.
C	Ask the Meputo military to request that the Association cooperate with us, as it will provide an opportunity for them to state their views.
D	Send the proposed questionnaire to the Association Committee explaining the purpose of the questionnaire and offering to answer any questions.
E	Abandon the attempt to collect the data from the Association.

	Rating (1-4)				
Question	A	B	C	D	E
6					

Top Response (A - E)

Situation Update

The DAT (not including the MRT) run regular Friday meetings with each team member making a presentation on what they are doing. Dave (Band E2) has failed to attend the meetings for three weeks now. He admitted to you that he finds the meetings stressful and whilst he insists that his reasons for being absent were true, he accepts that he didn't make an effort to keep things clear for the meetings.

He feels very unskilled at presentations and notes that the others are very good at it, Robert (Band C2) conspicuously so. He has worried that he will let the team down. Your observation is that Dave presents quite adequately although he tends to rush through things and becomes flustered when questioned.

7. How would you deal with the situation with Dave?

A	Tell Dave that you are sure that his presentations are fine and that he should carry on with them. The more he does the less of an issue they will be for him. Advise him to watch what others do and copy their techniques.
B	Tell Dave that he should not be overly concerned at this stage. Excuse him for the next four weeks until he can attend a 'presentation skills' course then return him to the normal routine.
C	Reassure Dave that many people find presentations hard. Excuse him from the full presentations until he can attend a 'presentation skills' course in four weeks time, but get him to give brief two-minute summary presentations of what he has been doing so that he is still involved.
D	Tell Dave his performance is adequate and he just needs to work on some aspects. Suggest Robert mentors him and that you support him in presentations to begin with. He can make brief summary presentations until he develops greater confidence. Keep the formal training as an option.
E	Excuse Dave from doing presentations for this project but make it clear that as someone else will be doing this for him he will need to take on some of their workload. Let the team know about this so they can plan appropriately.

	Rating (1-4)				
Question	A	B	C	D	E
7					

Top Response (A - E)

That is the end of the sample questions. You should now discuss you ratings and final decisions with your line manager, explaining your reasoning behind them.

Please note – this is a sample question only, designed to familiarise you with the format of the exercises. No “correct” answers are available.

Frequently Asked Questions

What happens at the Assessment Centre?

Applicants will be invited to the Assessment Centre to take two paper based MCT's in exam conditions with other candidates. You should allow four hours for the completion of both MCT's including the introductory briefing and refreshment breaks. The Assessment Centres will be conducted at various locations. You will be asked to bring with you forms of ID specified in your invite letter to establish your identity.

What if I am unsuccessful at the Assessment Centre?

You will not be invited for interview if you do not meet the standard at the AC. Only in exceptional circumstances if there are no other applicants who have progressed to the interview stage a line manager may call you for interview and if successful you may be employed in the post. However, you will be "ring fenced" in the post, meaning that you will not be able to move posts until such time as you pass the Internal Band D Assessment Centre.

If you are unsuccessful at the AC you will be ineligible to apply for other Band D and C jobs requiring the MCT for a period of twelve months from the date of the assessment centre.

You will be eligible to apply for the Internal Band D Assessment Centre during its annual application period.

What if I pass the external Assessment Centre but do not get offered the job?

You will be awarded with a "Management Passport Stage 2" which will allow you to apply for any other externally advertised posts without the need to complete the online MCT or the Assessment Centre. This Passport will remain valid for 12 months from the date of the letter.

Why do I have to sit the Management Competence Assessment if the Line Manager doesn't see the scores from the Assessment Centre?

The two MCTs taken at the Assessment Centre are to ensure candidates applying for D and C posts can demonstrate their suitability for a management grade rather than an individual post. This is why only candidates who are not already in a broader banded management grade are required to sit the MCA. Once the MCA process has confirmed the applicant's suitability for the grade the Line Manager will evaluate the applicant's suitability for a particular post.

How should I prepare?

An example of the type of question presented in a MCT, is included within this guide. The Centre aims to evaluate the core competence profile and Management experience you have built up during your life. You will be asked to demonstrate the Band D core competences. Consequently you should familiarise yourself with the MOD 2005 Core Competence Framework (see annex A).

Can I see old Management Competence Test (MCT)?

Full Management Competence Test Exercises and correct answers will not be released. There is a public interest in protecting the integrity of the AC process by ensuring that all candidates are tested fairly. Since there is a limited number of the type of questions for the MCTs it is intended that the material will be used to devise future exercises. The decision to exempt the exercise material under the Freedom of Information Act 2000 has been supported at Ministerial level.

Are provisions made for people with individual requirements?

Yes. It is however your responsibility to contact the Assessment Team in advance, through the People Service Centre on 0800 345 7772, if you require any reasonable adjustments with regard to any special requirements/circumstances both at the sift exercise and Centre stages. We are able to provide large print exercises, allow extra time for people with dyslexia and make other adjustments depending on your circumstances.

How long is the Assessment Centre process and what does it consist of?

The Assessment Centre has two Management Competence Tests which will take place over half a day (either am or pm). Each exercise is 90 minutes with 10 minutes additional time for reading. There will be a Centre Manager Brief at the start and a break between exercises. In total you should allow for 4 hours to complete the MCTs.

Where is the centre held? Do I get a choice of which centre I attend?

Where demand allows Centres will be held at 4 venues throughout the UK; London, Bristol, Glasgow and Manchester. You will normally be allocated the Centre nearest the location of the post for which you are applying.

Can I claim for any expense incurred for attending the Assessment Centre (e.g. an overnight stay)?

Your invite to Assessment Centre letter will include an information leaflet explaining the expenses you can claim as well as a PPPA Form 88 to make your claim on.

How/When will I get results?

Results will be issued as quickly as possible. We aim to have all results collated and approved within four weeks of the closure of the final centre. You will be informed via e mail.

How long does the Management Passport remain valid?

The passport will remain valid for 12 months from the date of the issue of the Results letter.

If I am unsuccessful, can I apply for other Broader Banded D and C posts ?

Unfortunately candidates who are unsuccessful at External Assessment Centre are prevented from applying for Broader Banded D and C posts for 12 months from the date of Centre. This is to allow candidates sufficient time to develop their competencies.

Annex A: Band D Core

Competence Framework

- ❖ **Working Together**
- ❖ **Leadership and Developing People**
- ❖ **Communicating and Influencing**
- ❖ **Analysing and Using Evidence**
- ❖ **Managing Customers and Suppliers**
- ❖ **Improvement and Change**
- ❖ **Planning and Managing Resources to Deliver Business Results**
- ❖ **Programme and Project Management**

<u>Competence</u>	<u>Outcome</u>	<u>Effective Indicators</u>	<u>Ineffective Indicators</u>
Working Together	People work together in a productive, open and supportive way.	<ul style="list-style-type: none"> • You promote diversity and fair treatment for everyone. You are open, honest and polite in dealing with other people. You answer questions readily and listen to the views and opinions of others. • You treat information, knowledge and experience as vital assets, readily sharing and learning from others and encouraging others to do the same. • You are aware of, and carry out, your responsibilities in line with legislation and Departmental policies (for example, Anti-discrimination, Security, Freedom of Information, Health and Safety). • You understand your own role and that of others in the team, and work together to achieve team goals. • You willingly accept responsibility for your own work while keeping other people informed of progress and possible problems. • You appreciate shared team goals and work with others to achieve Departmental aims. 	<ul style="list-style-type: none"> • You are not aware of the needs and values of others. • You work alone, rarely involving others, which threatens the overall group or team aims. • You do no more than the minimum amount of work. • You check up on your team as you do not trust them to deliver. • You do not co-operate with other people • You leave staff and colleagues to struggle. • You blame others for your mistakes

<u>Competence</u>	<u>Outcome</u>	<u>Effective Indicators</u>	<u>Ineffective Indicators</u>
Leadership and Developing People	<p>People are motivated to achieve success and to inspire others to do so.</p> <p>People develop the necessary skills and experience to perform well and continuously improve.</p>	<ul style="list-style-type: none"> • You are committed to continuously developing your skills and those of other people. You recognise your own limitations and learn from experience and setbacks. • You make sure that staff understand what they need to do and how this links to the business plan through setting SMART objectives. • You are aware of your own leadership style. • You recognise other people’s strengths and weaknesses, delegating effectively to provide suitable development opportunities. You coach/mentor other people, encouraging them to develop broader skills. • You recognise and reward good individual and team performance, and celebrate success. You act promptly and positively to deal with poor performance and inappropriate behaviour. • You monitor people’s progress and provide encouragement and constructive feedback without apportioning blame. You ask for and act on feedback, and respond constructively to criticism. • You encourage ideas and involve others in making decisions. You delegate responsibility to the right level so that others can deliver, and you know when to intervene. • You know how and when to engage with human resources experts in tackling people issues. 	<ul style="list-style-type: none"> • You are aloof and arrogant. • You intimidate colleagues and staff. • You constantly change rules or conditions. • You do not accept people’s differences. • You keep work that should be done by your team. • You are not aware of what the team is doing. • You do not consider your development needs or those of other people. • You take sole credit for achieving results. • You do not meet your obligations with the performance management process

<u>Competence</u>	<u>Outcome</u>	<u>Effective Indicators</u>	<u>Ineffective Indicators</u>
Communicating and Influencing	Outcome – People share the right information to support agreed courses of action.	<ul style="list-style-type: none"> • You provide balanced, impartial advice, presenting information and dealing with people tactfully. You use the most appropriate method, language and style of communication for the situation and people involved. • You check your own and other people’s information for accuracy and consistency. • You listen, clarifying to check mutual understanding. You take account of other people’s views when deciding what action to take. • You present a case confidently and persuasively. • You speak and write clearly and accurately, and check that people understand your message. • You develop good working relationships, and recognise breakdowns in communication. • You negotiate with colleagues to agree day-to-day activities. • You stick to the point in discussions or meetings. 	<ul style="list-style-type: none"> • You talk down to other people. • You do not listen. • You do not make yourself understood • You do not make adjustments for other people’s needs. • You ignore all challenge or criticism and react with hostility

<u>Competence</u>	<u>Outcome</u>	<u>Effective Indicators</u>	<u>Ineffective Indicators</u>
Analyzing and Using Evidence	Outcome – People make informed decisions based on clear analysis of relevant evidence and information.	<ul style="list-style-type: none"> • You take decisions at the right time, within the limits of your own authority. • You identify the main parts of, and solutions to, a problem. • You check sources of evidence to make sure they are valid and accurate. • You can collect and summarise information and data relating to your area of work • You analyse evidence to support the development of policies, projects and programmes. • You identify what sources of evidence and experts are needed to make decisions. • You are able to work with changing priorities and uncertainty 	<ul style="list-style-type: none"> • You base decisions on rumours, not facts. • You work only from your own point of view or make assumptions about issues. • You fail to make connections between wider issues, people or organisations. • You accept all evidence without question

<u>Competence</u>	<u>Outcome</u>	<u>Effective Indicators</u>	<u>Ineffective Indicators</u>
Managing Customers and Suppliers	People develop productive relationships with customers and suppliers that give value for money.	<ul style="list-style-type: none"> • You get best value for money using relevant commercial policies and processes. • You promote a strong focus on customers and suppliers and know how to shape business processes and priorities around the customer • You establish relationships that will get the best out of each party and optimise the distribution of risk. • You motivate improved performance, sharpening the way business is done with a clear distinction between requirement and delivery. • You understand customers' and suppliers' needs and explore practical solutions with them. You manage expectations by explaining what is and is not possible. • You work effectively with different organisations to achieve common goals. 	<ul style="list-style-type: none"> • You do not try to identify customers and suppliers. • You don't look beyond existing services. • You are uncooperative and unhelpful. • You make promises that cannot be met. • You propose change for the sake of change. • You ignore new ideas and proposals without considering them. • You use rules as an excuse to prevent change. • You will not risk exposure of uncertainty

<u>Competence</u>	<u>Outcome</u>	<u>Effective Indicators</u>	<u>Ineffective Indicators</u>
Improvement and Change	People are committed to improving the business, turning visions for change into reality and adapting well to change.	<ul style="list-style-type: none"> • You improve relevant practices and tackle issues with an open mind. • You understand the need for change and encourage and support other people to become involved in the process. • You respond quickly, flexibly and positively to change, using it as an opportunity to learn, develop and practise new skills. You put into practice new ways of working and exploit new technology. 	<ul style="list-style-type: none"> • You cannot justify change. • You stick to outdated methods and are not willing to change. • You do not learn from previous experience • You always see difficulties, not possibilities.

<u>Competence</u>	<u>Outcome</u>	<u>Effective Indicators</u>	<u>Ineffective Indicators</u>
<p style="text-align: center;">Planning and Managing Resources to Deliver Business Results</p>	<p style="text-align: center;">People Plan effectively and make best use of resources to deliver business results</p>	<ul style="list-style-type: none"> • You lead by example in incurring expenditure and managing business relationships and risks, promoting and enforcing business rules including scrutiny and controls to ensure propriety. • You understand and interpret business (including financial) data to inform decisions. • You understand, and can explain, the operation and structure of the MOD, and your own and other people's roles in delivering business results. • You are aware of parliamentary and ministerial procedures and processes and how these influence business. • You use resources appropriately and follow appropriate business rules. • You know when to engage with other functional experts (such as Finance or Commercial) when making business decisions. • You understand and interpret business (including financial) data relating to your own area of work. • You gather and present evidence to support bids for resources. • You review spending against budget and seek best value from resources (people, money, assets and time). • You make best use of business processes, information and tools to deliver results, including seeking and acting on feedback to improve business performance and processes. 	<ul style="list-style-type: none"> • You focus on process at the expense of results. • You ignore people's needs. • You misuse resources. • You fail to deliver business results.

<u>Competence</u>	<u>Outcome</u>	<u>Effective Indicators</u>	<u>Ineffective Indicators</u>
Programme and Project Management	People use programme and project management techniques and tools to do business faster, cheaper and better.	<ul style="list-style-type: none"> • You plan ahead, setting realistic targets. • You review progress to improve performance • You understand basic programme and project management techniques including risk management. • You understand how you contribute to delivering programme benefits and developing business cases. • You understand the need to involve key stakeholders. • You make basic links between issues, and recognise the effects of decisions on other areas. • You engage with programme and project management experts, and in acquisition projects, procurement and commercial experts. 	<ul style="list-style-type: none"> • Your plans are not structured or realistic. • You fail to keep stakeholders informed. • You fail to consider risks. • You do not monitor and review progress. • You approach tasks in a disorganised way.