



## Behavioural Competency Framework

<b>Agreed by QPAG</b>		20151118
<b>Consulted with Staff</b>		201511
<b>Adopted by QPAG</b>		20151118
<b>Ratified by Board</b>		
<b>System Updated &amp; Staff Notified</b>		
<b>Review Date</b>		20171101

# 1. Trust and Respect

## *How we present ourselves to others, and treat one another*

- I treat those I work with respectfully, and respect the opinions of others
- I take pride in my work, and am reliable in timekeeping and getting work completed on time
- I understand how my behaviours can be interpreted and consider the impact I have on others
- I trust others to undertake their roles within the organisation
- I recognise that staff, volunteers and carers bring rich and diverse knowledge, experience and skills to the benefit of the organisation
- I display an appreciation of my team's efforts, and support them when things are difficult

<p><b>Meeting Expectations</b></p> <p><i>Demonstrates a professional attitude, both in approach to work and towards others</i></p>	<p><b>Building on Expectations</b></p> <p><i>Demonstrates self-knowledge and awareness of their impact upon others, building trust and confidence</i></p>	<p><b>Exceeding Expectations</b></p> <p><i>Demonstrates support for others and recognises their contribution to the organisation</i></p>
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### Positive indicators (examples only)

<ul style="list-style-type: none"> <li>• Listens to others and is able to see things from another point of view, regardless of differences of opinion</li> <li>• Treats others with courtesy, respect and dignity</li> <li>• Works with others in a way which respects diversity and promotes efficiency and quality of service</li> <li>• Is professional in their approach to work and how they present themselves</li> <li>• Takes personal responsibility for actions and behaviours</li> <li>• Displays a level of self-awareness, recognising how actions and behaviours impact on others</li> </ul>	<p><b>In addition to the first level;</b></p> <ul style="list-style-type: none"> <li>• Considers the impact of own behaviours and is able to adapt personal style and approach to get the best from others</li> <li>• Builds rapport based on mutual respect, trust and collaboration</li> <li>• Sets an example to others by giving and seeking constructive feedback and acting on feedback received</li> <li>• Displays trust and confidence in others, which supports their effective performance and development</li> <li>• Takes actions which promote a supportive working environment</li> </ul>	<p><b>In addition to the first and second levels;</b></p> <ul style="list-style-type: none"> <li>• Acts as a role model to others – displaying an inclusive approach and representing the team/organisation positively</li> <li>• Actively seeks and encourages the contribution of others, valuing a diverse range of views and experiences</li> <li>• Encourages feedback in order to improve performance and quality and uses this in a positive way e.g. to motivate others, identify and resolve issues and improve services</li> <li>• Champions the contribution of others</li> </ul>
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### Negative indicators (examples only)

- Allows bias and stereotypes to affect behaviour towards others and/or demonstrates a reluctance to challenge inappropriate behaviour by others
- Operates a “blame culture”, which negatively impacts on trust and confidence
- Is dismissive of others' viewpoints and contributions or seeks to undermine their efforts
- Lack of self-awareness and understanding of how own behaviour impacts on others and is reluctant to accept constructive feedback
- Is accepting of poor standards, either in own work/presentation, or that of others and/or applies standards and policies inconsistently

### Self-development tips (examples only)

- Be familiar with and work in accordance with Carer Support Wiltshire's Mission and Values at all times. Be familiar with policies and procedures and ensure that you follow and apply these fairly and consistently
- Act as a role model to others, in modelling behaviours of trust and respect towards others
- Identify and take up opportunities to seek feedback from others to highlight strengths and identify areas for personal development. For some roles it may be helpful to seek support from a mentor or similar
- Seek advice on how best to prepare and provide constructive feedback to others, where this is part of your role
- Develop knowledge and awareness of the local area, communities and services; to improve understanding of the diversity of knowledge, skills and experiences available and how best to engage with these to the benefit of carers and the organisation

## 2. Working Together

***How we work together, as individuals, in teams, between teams and with other organisations, to reach the required outcomes for carers***

- I enable my team to work with other teams by appropriate communication, and a willingness to learn more about the organisation
- I celebrate team success, and work to create a positive team spirit
- I share skills and knowledge, to support and encourage others to apply them in their area of work, where this is relevant to their role and responsibilities
- I look to maximise the benefits of working together to achieve the organisation’s objectives
- I facilitate the involvement of all levels in developing new strategies and areas of work
- I build networks locally, regionally or nationally to support the organisation, its aims, and for the benefit of carers

### Meeting Expectations

*Participates as a member of the team and collaborates with others to reach the required outcomes for carers*

### Building on Expectations

*Actively contributes as a member of the team and builds working relationships with others to reach the required outcomes for carers*

### Exceeding Expectations

*Promotes positive team working within and beyond own team, building and developing wider working relationships and networks to reach the required outcomes for carers*

### Positive indicators (examples only)

- Works positively with others to achieve tasks/objectives as an active member of the team
- Contributes positively to team discussions and meetings
- Is supportive of others, helping colleagues with work problems
- Shares information and ideas with colleagues and uses appropriate systems to ensure information is accurate and up to date
- Works effectively with others to identify carers’ needs and signpost them to appropriate services and support
- Acknowledges team’s efforts and achievements

- In addition to the first level;**
- Builds positive working relationships with team members, which actively contributes to team effectiveness and well-being
  - Uses own skills and knowledge to support and develop others
  - Develops and builds co-operation with other teams and stakeholders, working together to meet carers’ needs
  - Recognises and praises individual and team contributions and successes
  - Identifies barriers to team effectiveness and actively seeks solutions

- In addition to the first and second levels;**
- Builds trust, respect and support across the team, promoting collaboration between members with differing interests and/or opinions
  - Manages conflicts proactively.
  - Develops networks and collaborative working relationships with a range of stakeholders in support of the work of the organisation and for the benefit of carers
  - Is creative and innovative in identifying new strategies and areas of working with others to reach the required outcomes for carers

### Negative indicators (examples only)

- Works in isolation, without engaging or co-ordinating with other team members and colleagues and/or takes an inflexible, “silo-working” approach
- Does not take responsibility for own actions and/or blames others for problems.
- Fails to acknowledge or respect the contribution of others

- Creates conflict or disruption within the team
- Unable to identify or address barriers to working together, either by raising issues with an appropriate person or (for team leaders/line managers) through problem solving and seeking solutions

**Self-development tips (examples only)**

- Understand your own role and how this contributes to the work of your team, to Carer Support Wiltshire and to our service to carers. Develop your knowledge of local services and providers. For some roles, you may also need to understand the importance of wider working relationships and directly working with other partners, stakeholders and other organisations
- Keep yourself up to date with all the relevant information necessary to enable you to carry out your own role effectively and to be able to support others. For some roles, this may also include keeping up to date with wider developments within health and social care and the sector
- Act as a role model to others, in working collaboratively with others; within and across teams and/or organisations
- Identify and participate in networking opportunities and events
- Look for opportunities/projects which involve cross-team working or in partnership with others, to build new working relationships and networks

### 3. Creativity

***How we work, learn and grow, encouraging new ways of working to achieve the outcomes desired for those we work with and the organisation***

- I take a constructive approach to finding solutions to difficulties, whether externally or internally driven
- I display open mindedness to new ideas, proposals and ways of working
- I use to full advantage the available information and computer systems when working to achieve outcomes
- I change my communication style to best meet the needs of those I am working with, and regularly check that there is mutual understanding
- I regularly review my activities and processes to ensure that CSW resources are used effectively
- I design, innovate and influence solutions to address challenges

#### *Meeting Expectations*

*Open to new ideas, with a willingness to engage with change, to improve outcomes for those we work with and the organisation*

#### *Building on Expectations*

*Adaptable and creative in approach, encouraging new ideas and solutions, to improve outcomes for those we work with and the organisation*

#### *Exceeds Expectations*

*Committed to innovation and development, actively seeking new ideas and solutions, to improve outcomes for those we work with and the organisation*

#### **Positive indicators (examples only)**

- Willing to develop and maintain IT and other skills, try new ways of working and/or adopt new techniques/technologies
- Suggests improvements to existing practice and how they could be made
- Adopts a problem-solving approach
- Understands and supports the need to make changes in order to improve practice, performance and/or services
- Works efficiently, by making the best use of time and resources available which ensure value for money
- Displays a positive and adaptable attitude to changing circumstances

#### **In addition to the first level;**

- Constructively challenges existing practices and/or ways of working, in order to seek improvements in quality, services and/or more effective use of resources
- Generates new ideas and solutions to overcome difficulties and/or encourages others to put forward ideas and suggestions
- Clearly explains and makes sure others understand the rationale for change, in order to improve practice, performance and/or services
- Able to adapt and implement good ideas from other teams/parts of the organisation and/or externally
- Contributes to change initiatives with enthusiasm and is identified as a supporter of new ideas

#### **In addition to the first and second levels;**

- Actively seeks out and researches best practice examples and/or new models/concepts and how these might be applied to the benefit of carers and the organisation, to drive improvements in quality, services and/or more effective use of resources
- Creates a working environment where creativity is rewarded and supported, bringing energy and enthusiasm to the introduction of new ideas
- Demonstrates forward thinking, with the ability to anticipate changing requirements and generate ideas which move the organisation forward
- Leads and champions new initiatives

#### **Negative indicators (examples only)**

- Only willing or able to operate within own "comfort zone"

- Dismissive of new ideas and/or the need for change
- Only sees the immediate problem, without being able to recognise the wider situation and identify possible solutions
- Waits for others to make suggestions
- Fails to challenge practice or ways of working where there is a need for improvement

**Self-development tips (examples only)**

- Offer to support and/or pilot new ideas or initiatives, or allow team members the development opportunity to do so
- Act as a role model in putting forward new ideas and encouraging others to do so
- Use own knowledge, skills and experience to provide support to others e.g. use of new technology/systems
- Look at other teams, organisations and sectors to scan for new developments and ideas and identify how these might be applied and/or adapted
- Develop a list of improvement areas and put forward suggestions and/or ask others for ideas

## 4. Responsibility

***A willingness to be open, to explain our actions, and communicate with one another***

- I encourage team members to recognise and value individual contributions
- I make sure I take the time to understand the issues people raise
- I acknowledge when I make mistakes and take responsibility for addressing and correcting them
- I take responsibility for my development needs, and communicate them to my manager
- I enable a blameless environment, empowering my team to initiate improvements without fear of reprisal
- I provide my team with defined structures and clear direction to enable individuals to have a sense of ownership and responsibility for the delivery of objectives and outcomes

<i>Meeting Expectations</i>	<i>Building on Expectations</i>	<i>Exceeding Expectations</i>
<i>Takes personal responsibility, acting with openness and integrity in all aspects of work</i>	<i>Takes personal responsibility and encourages an environment which enables personal ownership</i>	<i>Takes personal responsibility and promotes an environment which develops and empowers others</i>
<b>Positive indicators (examples only)</b>		
<ul style="list-style-type: none"> <li>• Accepts responsibility for own actions and well-being</li> <li>• Provides clear direction and appropriate support to others</li> <li>• Willing to acknowledge mistakes and seek ways to address these</li> <li>• Takes responsibility for own learning and ensuring learning needs are clearly communicated</li> <li>• Encourages others to share information and views</li> <li>• Acts within remit of own role, responsibilities and limits of authority</li> <li>• Takes responsibility for own contribution towards the delivery of objectives and outcomes, using time and resources as efficiently as possible</li> </ul>	<p><b>In addition to the first level;</b></p> <ul style="list-style-type: none"> <li>• Provides opportunities for information sharing and open communication</li> <li>• Takes responsibility for personal development and seeks out relevant opportunities to improve personal effectiveness and performance</li> <li>• Open and honest in communication and actions, even when communicating messages others may not want/be prepared to hear</li> <li>• Encourages learning from mistakes, in order to improve practice</li> <li>• Seeks opportunities to take on new responsibilities/challenges</li> </ul>	<p><b>In addition to the first and second levels;</b></p> <ul style="list-style-type: none"> <li>• Builds trust by acting as a role model to others, through open and honest communication of difficult messages</li> <li>• Champions personal and professional development and supports the development of others</li> <li>• Provides the opportunities for ownership and delivery of objectives by others, within a supportive framework</li> <li>• Facilitates shared learning in order to initiate and drive improvements</li> </ul>
<b>Negative indicators (examples only)</b>		
<ul style="list-style-type: none"> <li>• Fails to acknowledge or accept mistakes or tries to “pass the buck” or have a “blame culture”, which negatively impacts on trust and confidence and on individual/team well-being</li> <li>• Withholds information, provides incorrect or misleading information</li> <li>• Avoids communicating if the messages are difficult or are potentially unpopular</li> <li>• Does not accept personal responsibility for actions and/or behaviours</li> <li>• Unwilling to seek out or take up opportunities for feedback, advice and/or learning and development, to help meet the changing needs of carers and the organisation and/or unsupportive of others’ development</li> </ul>		
<b>Self-development tips (examples only)</b>		
<ul style="list-style-type: none"> <li>• Ensure that team meetings and other opportunities provide opportunities for individuals to contribute to discussions</li> </ul>		



and bring forward ideas and/or issues

- Be willing to acknowledge personal mistakes and development needs, to provide an example to others of how to learn from experiences and seek solutions
- Clearly communicate plans and objectives – anticipate likely questions and plan for these, so that the information provided is as full and informative as possible
- Set clear objectives for team members and look for opportunities to delegate/allow ownership of projects/deliverables to support development of others
- Seek feedback from others on areas for self-development, identify and take up learning opportunities in support and improvement of these

## 5. Leadership

### *Helping ourselves and others to do the right thing, through inspiring, motivating and coaching*

- I recognise and develop potential within myself and within my team
- I enable leadership by engaging and seeking guidance from others on personal, team, organisational and community activities
- I recognise good performance and take the time to thank and praise others
- I resolve conflicts and disagreements quickly and professionally
- I am motivational and drive positivity, taking an optimistic approach and engaging others
- I explain the organisation's vision, meaning and direction to focus delivery of the objectives within my team

<i>Meeting Expectations</i> <i>Provides a positive example, which motivates and engages others</i>	<i>Building on Expectations</i> <i>Takes a lead in inspiring and motivating others to improve performance</i>	<i>Exceeding Expectations</i> <i>Provides clear leadership which achieves the best from others, to drive improvements in quality and performance</i>
<b>Positive indicators (examples only)</b>		
<ul style="list-style-type: none"> <li>• Models behaviours which create a positive and motivated team working environment e.g. self-motivation, enthusiasm, drive</li> <li>• Demonstrates trust and confidence in others' abilities</li> <li>• Seeks the appropriate help and/or supervision to support own activities and/or those of the team, organisation or others, as required</li> <li>• Expects and encourages high performance</li> <li>• Uses appropriate CSW performance review processes to identify development needs and/or manage performance</li> </ul>	<ul style="list-style-type: none"> <li>• Provides mentoring and/or coaching to enable others to grow and learn</li> <li>• Inspires commitment and motivates others to achieve objectives and improve performance</li> <li>• Ensures team understands how individual and team objectives contribute to organisation vision and direction to develop and maintain a common purpose</li> <li>• Provides opportunities which challenge and motivate team members</li> <li>• Seeks out opportunities to develop specific personal skills and/or expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains a clear vision of organisational goals and direction and is able to translate into actions and objectives which drive improvement and deliver value for money services</li> <li>• Able to identify and develop potential in others, building loyalty and expertise within the team/organisation</li> <li>• Leads by example in ensuring that problems and disputes are tackled promptly</li> <li>• Seeks to overcome challenges and difficulties and is able to bring others on board</li> </ul>
<b>Negative indicators (examples only)</b>		
<ul style="list-style-type: none"> <li>• Fails to motivate and provide support or direction to the team</li> <li>• Unwilling to delegate and/or avoids responsibility and decision making</li> <li>• Focuses on the negative, rather than the positive</li> <li>• Fails to clarify expectations and manage performance</li> <li>• Feels threatened by others' achievements and/or development</li> </ul>		
<b>Self-development tips (examples only)</b>		
<ul style="list-style-type: none"> <li>• Act as a role model to others, projecting a positive and enthusiastic approach</li> <li>• Hold regular team meetings to create an open forum for the exchange of ideas and suggestions and create ownership of plans and objectives</li> </ul>		

- Seek out opportunities for development through coaching/mentoring, as an alternative to formal learning, and/or provide this to others
- Know and utilise your own personal strengths and set personal goals for development
- Be familiar with CSW business and strategic plans and be able to communicate how this relates to team and individual objectives.