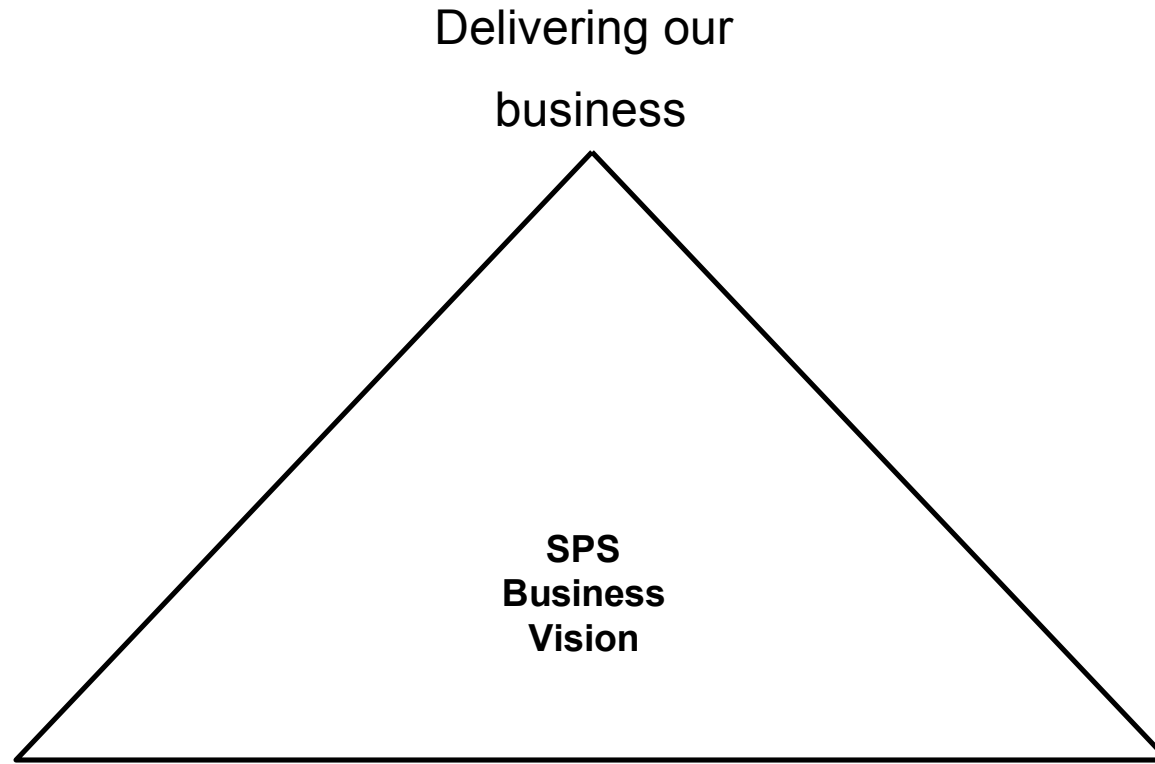


Behavioural Competencies Framework

VERSION 6

Overview of Model



Delivering our
business

**SPS
Business
Vision**

Relationships with
people

Developing our
organisation

Delivering our Business

You understand the vision of SPS - you understand how your job supports and delivers correctional excellence (and you demonstrate this in line with the values of the organisation).

Issue identification and analysis - you assess, review and remember information in order to recognise relevant themes, problems and issues.

Problem solving & decision making - you come up with a broad range of solutions, take decisions that tackle the root cause of problems.

Planning, implementation and control - you establish a systematic course of action and follow it through to ensure full implementation on time.

Efficiency focussed - You find ways to do things to ensure quality, speed and cost effectiveness.

Written communication - you write in a way that gets your message across and meets the needs of the reader.

Relationships with People

- **Building & maintaining relationships** - you understand your impact on, and how to work with, others. You share ideas and experience to achieve objectives.
- **Clear & easy to understand face to face communication** - you are able to vary your style of communication with different people and in different situations to ensure mutual understanding.
- **Assertive and influential** - you positively influence others to achieve desired results and are prepared to constructively challenge inappropriate behaviour.

Developing our Organisation

- **Change orientation** - You support opportunities for positive change and actively explore ways of improving what you do.
- **Determined and resilient** - you work hard, take pride in what you do, recover from setbacks and keep on going when times are tough.
- **Continuous improvement** -you continually look for ways to improve yourself and the way your work.

Background

- **Top level - 3 clusters**
- **Each cluster has competencies within it**
- **Each competency has a definition**
- **Each competency has 4 levels of complexity**
- **Each level of complexity has a descriptor**
- **Each descriptor has some behavioural indicators**
- **One behavioural indicator per level has several examples of what it means in practice - these are called behaviours in action**

Behaviours in Action

- These were derived by carrying out interviews on a number of grades and functions within SPS
- In many cases they are direct quotes of what individuals actually said - hence they are not all in the same tense
- Not all behaviours in action will apply to everyone
- By looking at the behaviours in action you can see concrete examples of what the behavioural indicator may mean in practice and hence identify what it may mean in some jobs

You understand the vision of SPS - you understand how your job supports and delivers correctional excellence (and you demonstrate this in line with the values of the organisation)

Levels of Complexity

4 - Implements and Informs government policy within the wider criminal justice environment

- Anticipates the environmental changes both within and outside SPS
- Prepares the directorate/establishment to face the future with confidence
- Conversant and is up to date on a broad range of SPS related policies

3 - Understands how SPS fits into the criminal justice system

- Discusses SPS matters jargon free with external partners
- Understands SPS's stakeholder environment
- Aware of legal issues within area of expertise
- Explains to others how their jobs fit into the wider SPS agenda

2 - Understands how your job is aligned with correctional excellence

- Awareness of who their stakeholders are in their jobs
- Explains to others how their job adds value to SPS
- Lives the SPS values in all aspects of their work
- Understands how their role contributes to the Local Action Plan

1 - Understand the purpose of your job and know what the SPS vision is

- Helpful towards colleagues and external partners
- Treats prisoners with respect
- Understands why their job is important
- Complies with the rules and regulations of their job

Ineffective - Fails to support correctional excellence

- Uses derogatory language about and at prisoners
- Supports people to further their personal agenda
- Keeps boss happy but nobody else
- Gives away confidential information

You understand the vision of SPS - Behaviours in action



4 - Anticipates the environmental changes both within and outside SPS

- I have a very good understanding of the CJS through personal experience and by keeping up to date from a variety of sources of information
- I sit on the UK panel and am up to date with new H&S legislation. As soon as I know that a relevant legal change is coming out, I circulate information within SPS on the subject so we can anticipate the impact

3 - Discusses SPS matters jargon free with external partners

- I represent SPS positively, informatively, clearly to audiences with little knowledge about SPS
- When working with external partners I can form a link between what they need to know about SPS and the relevant information which I explain clearly

2 - Aware of who their stakeholders are in their jobs

- I don't just keep my boss happy, I think about the people who are impacted by what I do and keep them informed
- I have many stakeholders on my project and I listen to their ideas and suggestions

1 - Helpful towards colleagues and external partners

- I treated those prisoners with respect, even though they were difficult
- I helped the contractors by proving the information they needed
- I found that department difficult to deal with, but by explaining why I needed things, they responded more quickly

Ineffective - Uses derogatory language about and at prisoners

- I call them names because they deserve it
- I use language like animals to describe prisoners
- I told the prisoner's family what I thought of him and then hung up

Issue identification and analysis

You analyse and remember information in order to recognise relevant themes, problems and issues

Levels of Complexity

4 - Recognises cause and effect in highly complex situations

- Identifies the root causes of highly complex problems
- Analyses the significance of external events on SPS
- Integrates internal information with information about the criminal justice system
- Identifies trends from complex or conflicting data

3 - Recognises multiple relationships

- Works with complex information
- Links information from a range of sources
- Understands complex written information
- Seeks information external to SPS to identify issues

2 - Recognises basic relationships

- Makes linkages between facts and behavioural observations
- Identifies links between events and information
- Considers the causes of issues rather than just the symptoms
- Spots patterns in behaviours

1 - Identifies problems

- Observes how people behave
- Recognises problems within remit
- Picks up clues in other people's behaviour
- Understands basic written information
- Attentive to detail

Ineffective - Misinterprets information and/or behaviours

- Forgets important information
- Does not notice obvious abnormal behaviours
- Does not understand written information
- Struggles with basic calculations

Issue identification and analysis - Behaviours in action

4 - Identifies the root causes of highly complex problems

- You look beyond the standard information available when assessing a situation
- You integrate information from outside SPS with experiences to generate solutions

3 - Works with complex information

- You are able to read, understand and critique a complex report with calculations and detailed narrative
- You are able to integrate complex qualitative and quantitative information in order to assess a situation and respond effectively

2 - Makes linkages between facts and behavioural observations

- You link changes in a prisoner's behaviour with intelligence information
- A colleague gives you information nervously - you notice their expression doesn't fit well with the information they have given you

1 - Observes how people behave

- You observe prisoners and hence notice changes in behaviour
- You notice when people are behaving differently
- You are curious about why people behave as they do

Ineffective - Forgets important information

- You do not remember important information about prisoners
- You forget to include relevant information when briefing people
- You omit important facts when writing reports
- You do not understand the significance of information and hence omit it

Problem Solving & Decision Making - you come up with a broad range of solutions and take decisions that tackle the root cause of problems

Levels of Complexity

4 - Proactively takes action and makes strategic decisions	<ul style="list-style-type: none"> • Thinks through the ramifications of decisions • Breaks down highly complex information into workable components for others • Determines results which are aligned to strategic decisions
3 - Helps others resolve problems	<ul style="list-style-type: none"> • Integrates disparate information to resolve problems • Facilitates others to solve problems • Helps others generate ideas to develop solutions • Empowers rather than commands • Allows others to make creative decisions which meet business requirements
2 - Makes decisions confidently	<ul style="list-style-type: none"> • Identifies causes rather than just symptoms • Confident in making decisions • Uses context to inform solutions • Identifies trends and patterns in information
1 - Finds solutions to problems	<ul style="list-style-type: none"> • Willing to make decisions within remit • Shares appropriate information with others • Gathers information from valid sources for making decisions
Ineffective - Avoids problem resolution	<ul style="list-style-type: none"> • Finds excuses not to make decisions • Repeatedly doing something that does not work • Pretending that problems do not exist • Always goes to manager for help making decisions he/she should make

Problem Solving & Decision Making

Behaviours in action

Levels of Complexity

4 - Thinks through the ramifications of decisions

- Major incident - I had to make decisions. I projected a number of possible consequences of the decision+ took steps to prepare to deal with them
- You have created a new policy which may be unpopular with some groups. You have considered how they may undermine the policy and made decisions to help affect the implementation of the plan

3 - Helps others generate ideas to develop solutions

- I knew that if they came up with the solution they would own it - so I set the criteria and discussed their suggestions
- He kept coming to me asking me to make decisions - I stopped telling him the answers and worked with him to make the decisions

2 - Anticipates problems

- You were forced to make a decision about a difficult prisoner, you think about what the consequences may be and how to deal with them
- As a result of a recent incident you consider a number of implications
- You spot a worrying trend in some figures and consider why the trend has occurred

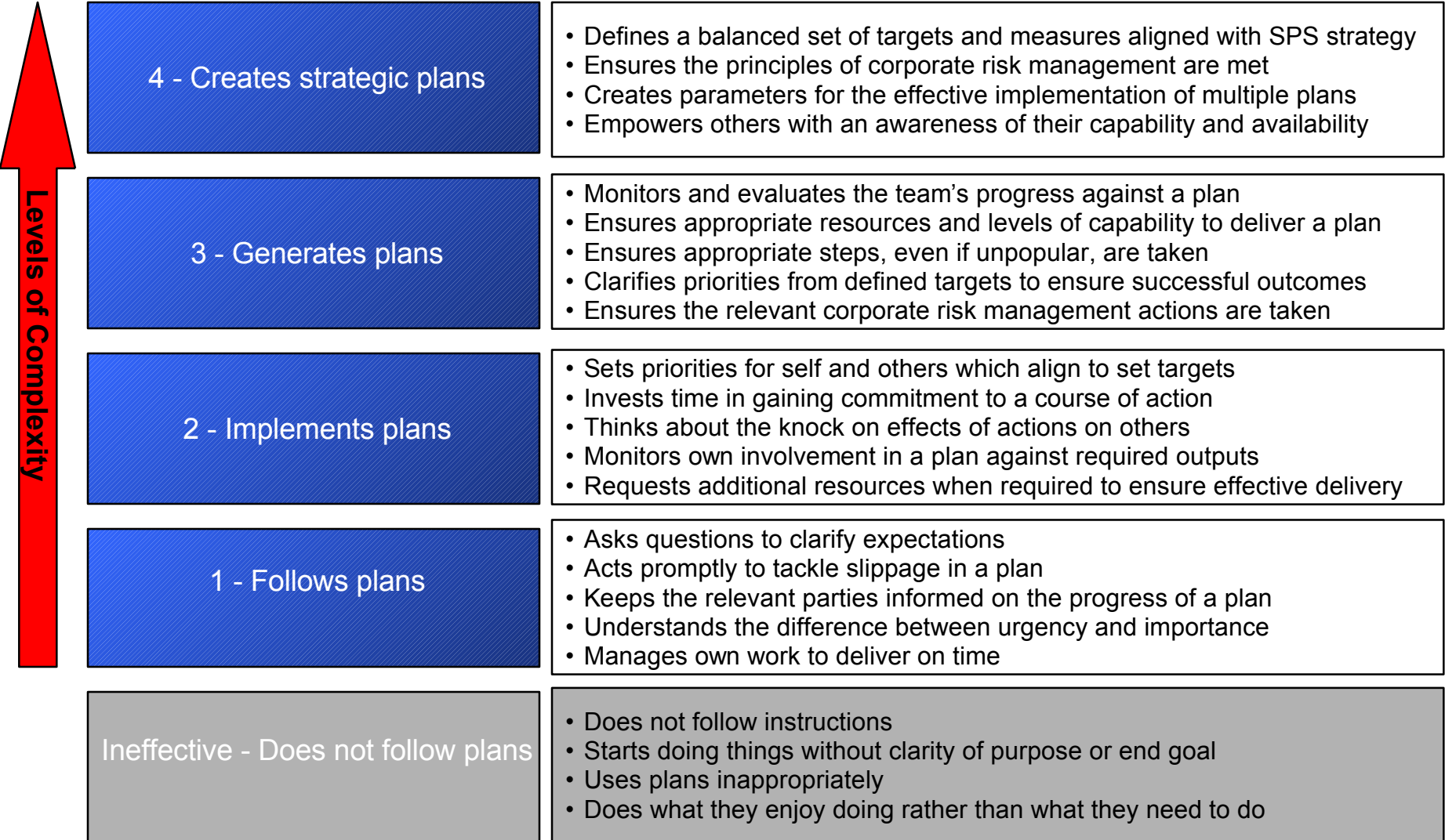
1 - Willing to make decisions within remit

- You are prepared to make the decision you are required to make in your job, even if the prisoner does not like it
- I knew there are grey areas in making decisions in this situation, but I stuck with the basic principles

Ineffective - Finds excuses not to make decisions

- You won't make the decision, even though it is your responsibility
- A decision needs to be made by you. Rather than making it, you look for more information which is not relevant to delay making the decision

Planning, implementation and control - you establish a systematic course of action and follow it through to ensure full implementation on time.



Planning, implementation and control - Behaviours in action

4 - Aligns plans
with SPS strategy

- You notice that there are three major projects going on which should be connected but are not - you take steps to join them up
- You are aware of changes which will impact your establishment and you ensure that ongoing plans are modified accordingly

3 - Monitors team's
progress against a plan

- You review projects against project plans at appropriate time scales
- You use methodology such as Prince 2 effectively to ensure the delivery of a project
- When you notice a major plan is no longer going to produce the desired outcomes, you respond by making appropriate changes to it

2 - Sets priorities
for self and others

- You clarify what is urgent and what is important for others and differentiate between the two
- You weigh up the workload and decide who is going to do what and by when

1 - Asks questions to
clarify expectations

- The instructions you were given were ambiguous - you asked for further clarification
- You read something which you do not believe is clear - you find out exactly what it means

Ineffective - Does not follow
instructions

- You make mistakes in recalling correct procedures
- You break rules that must never be broken
- You can not be relied on to complete things which you have been instructed to complete

Efficiency focussed - you find ways to do things to ensure quality, speed and cost effectiveness

4 - Introduces new approaches to improve efficiency

- Thinks ahead to the longer term cost implications of major investments
- Looks outside SPS ways of improving efficiencies
- Ensures that multiple teams are working efficiently
- Instigates research and action to improve efficiencies

3 - Considers cost and benefits

- Balances time invested on people and activities
- Looks for ways of sharing information to avoid duplication
- Understands what *speed -to-market* means on a day by day basis
- Sets standards on quality and speed to deliver outcomes

2 - Ensures others are aware of efficiency standards

- Identifies non value added activity and takes appropriate action
- Encourages others to be efficiency conscious
- Delegates effectively by passing things on when appropriate
- Uses other people to effectively balance speed with quality

1 - Organises self effectively

- Carries out duties at an appropriate speed
- Spends time doing things which are part of their jobs
- Keeps information up to date
- Understands how to make basic savings in the organisation

Ineffective - Does not consider efficiency

- Creates unimportant work to appear busy
- Cuts corners which may have dangerous implications
- Misusing or abusing equipment
- Goes for cheap options which cost more in the longer term

Efficiency focussed - Behaviours in action

4 - Creates strategies which are focused on improving efficiencies

- The time scale was crucial - I consulted with key stakeholders and set tight time scales and clear quality guidelines for the people involved.
- I consulted with the key stakeholders and made a decision - this upset some people, but we delivered on time, to quality and budget

3 - Implements strategies efficiently

- I did not just look at the cost of the three bids, but also what outcomes would be delivered for the prices and how SPS would benefit
- Urgency was the greatest priority as we were losing money each day so I moved resources in order to speed things up

2 - Looks out for wastage and takes appropriate action

- The materials were slightly more expensive, but if I had waited for the cheaper ones, the work shed would have not been used for a week
- I made sure the calculations took into account a number of factors as missing information could have lead to considerable costs

1 - Carries out duties at an appropriate speed

- You know how long something should take to do and work at the correct pace
- You recognise and make people aware when a task requires more time due to complexities
- You involve other people to ensure that duties are completed on time

Ineffective - Creates unimportant work to appear busy

- Pretending to be busy so stop people giving you more work
- Doing things you enjoy doing which are neither important nor urgent at the expense of crucial tasks

Written Communication - you write in a way that gets your message across and meets the needs of the reader

4 - Communicates with any audience clearly and concisely in writing

- Produces formal communications for external bodies
- Varies style and context to ensure understanding of reader
- Complements written communication with other appropriate mediums

3 - Produces complex and informative reports

- Uses appropriate formats in written communications
- Extrapolates the key points to summarise a detailed document
- Considers audience in style of communication
- Organises complex information so it is easy to follow

2 - Produces basic reports and letters

- Considers structure when producing written communications
- Writes procedures in a way which others will understand
- Uses appropriate etiquette in written communications
- Emphasises important points

1 - Communicates basic Information in writing

- Constructs sentences correctly
- Writes notes which provide meaning to the reader
- Provides an appropriate introduction and ending to written communication
- Uses jargon free language

Ineffective -Fails to get a message across in writing

- Incorrect grammar
- Irrelevant information for the audience
- Lack of care in wording with written communications
- Provides inappropriate levels of detail for the audience
- Hides behind written communication

Written Communication - Behaviours in action

4 - Produces formal communications for external bodies

- I write interesting and informative communications with ministers
- I am able to provide a critical viewpoint on press communications, identifying ways the wording could be misrepresented by a journalist

3 - Considers audience in style of communication

- I composed an instruction to finance managers and cashiers on how to transfer cash between establishments with appropriate examples
- I drafted high level procedures to be used by stores and admin including high level summaries and specific detailed instructions
- Wrote it in three ways to ensure understanding by the different readers

2 - Able to write procedures in a way that others will understand

- I considered the existing level of my reader before writing it
- I drafted a letter to the Crown Court responding to questions about a specific request with clear explanations
- I produced a chart showing loadings - so that at a glance you could see forward work

1 - Writes notes which provides meaning to the reader

- Avoid fancy language that people won't understand
- Sticks to the facts and clarifies when it is an opinion
- I used clear and simple language to be sure they would be clear about the requirement

Ineffective - Lack of care in wording with written communications

- Writing down prisoners numbers incorrectly
- Not summarising the key points of a contract
- Taking a phone call with important information and not writing it down correctly and then misfiling it

Building & Maintaining Relationships - you understand your impact on, and how to work, with others. You share ideas and experience to achieve objectives.



4 - Establishes external contacts and strategically manages relationships

- Creates opportunities for value added business relationships
- Proactively meets and engages with senior stakeholders
- Develops relationships outside SPS with people who are important to our business

3 - Builds rapport with internal and external networks

- Lobbies stakeholders to achieve outcomes
- Attends external networking events - brings back learning to SPS
- Develops relationships with people within the Criminal Justice System - shares knowledge
- Shares ways of getting things moving with external agencies

2 - Proactive in building relationships

- Consults with colleagues openly
- Attends internal networking events
- Proactively supportive towards colleagues
- Works in collaboration with external suppliers/contractors/partners
- Capable of building a rapport with a diverse range of people

1 - Builds rapport with people you work with on a day to day basis

- Knows the impact of their behaviour on others
- Deal with people sensitively - sees other people's perspectives
- Treats all people with respect
- Appreciates that people are different

Ineffective - Is obstructive in their day to day rapport with others

- Unhelpful to visitors
- Makes unfounded accusations
- Behaves aggressively
- Is unreasonably critical of others
- Is disrespectful/impolite

Building & Maintaining Relationships - Behaviours in action

Levels of Complexity

4 - Constructs opportunities
for value added relationships

- I knew that my colleague was interested in a particular area of research so I introduced him to an academic specialising in that area
- I introduced one of my directors to a person at the Scottish Exec whom he would be working with when the changes take place

3 - Lobbies stakeholders
to achieve outcomes

- I meet with key stakeholders before each project meeting so there are no surprises when we all get together
- When we want to make changes I get the views of all stakeholders, including the TUS and put forward my suggestions to test out the ground

2 - Consults
with colleagues openly

- I knew it would impact on them so I discussed it with them in advance
- She is the legal expert and likes to be consulted on this matter - I always speak to her before making any decisions within her area of expertise

1 - Knows the impact
of their behaviour on others

- I speak quickly and the prisoner's use of English is limited, therefore I speak slower to him without being condescending
- I am conscious that people may be intimidated by my physical presence and take this into account when having discussions with people

Ineffective - Unhelpful to visitors

- I don't have time for visitors at this establishment
- I do not relate the way I behave with visitors as indicative of the impression they are having of SPS

Clear & easy to understand face to face communication

You are able to vary your style of communication with different people and in different situations to ensure mutual understanding

Levels of Complexity

4 - Engages with senior audiences

- Integrates and describes complex information in an effective manner
- Demonstrates an extensive command of language
- Uses business and organisational language effectively
- Makes presentations which influence and have a positive impact on audiences

3 - Varies style to maximise impact on audience

- Varies language and content to ensure understanding of audience
- Remains audible and comprehensible with challenging audiences
- Facilitates understanding by explanation and example
- Varies the sound, pitch and timing of their voice when speaking
- Checks that audience understands communication

2 - Clarifies and emphasises messages

- Expresses views in an appropriate and interesting way
- Re-enforces key themes to ensure understanding
- Clarifies important messages using different language

1 - Shares information

- Actively listens to people
- Speaks clearly
- Speaks concisely
- Ensures understanding when speaking

Ineffective - Does not communicate effectively

- Avoids face to face communication
- Holds back important information
- Passes on information with clarifying meaning

Clear & easy to understand face to face communication - Behaviours in action

Levels of Complexity

4 - Integrates and describes complex information in an effective manner

- Pulls together the main points of a discussion and integrates them with other information in a calm confident manner
- When put under considerable pressure - remains calm and pulls in information to express a point effectively

3 - Varies language and content to ensure understanding of audience

- Can switch from short sharp and resolution focussed to detail depending on the audience
- Clear and specific and tailoring your message to your audience in a way that is appropriate for them
- When chairing asking if anyone needs clarification or additional information

2 - Expresses views in interesting ways

- I explained the workshop efficiency scheme to prisoners in their language
- Verbally abused by a prisoner - I told him it was unacceptable, and suggested that as I never swore at him that we should start again
- Knowing that different people respond differently to humour, firmness, support and business language

1- Actively listens to people

- Not reacting to events until you have heard the full story irrespective of the person
- Not allowing your style to be dictated by the rank of the person you are talking to
- Listening rather than waiting to talk

Ineffective - Passes on information without clarifying meaning

- E-mailing someone their performance appraisal without prior discussion and telling them to sign it and send it back
- Using jargon all the time for people who are new or not familiar with the job
- Using fancy words when dealing with prisoners which you know they don't understand to make them feel stupid

Assertive & Influential - you positively influence others to achieve desired results and are prepared to constructively challenge inappropriate behaviour

4 - Applies high level influencing strategy

- Influences SPS wide by using internal and external resources
- Integrates logic and emotion to construct complex arguments on the spot
- Remains calm and effective when challenged on the spot
- Maintains focus on outcomes irrespective of the source of the challenge

3 - Negotiates whilst maintaining professionalism to ensure progress

- Presents unpopular messages confidently
- Varies style to have the maximum impact on the audience
- Influences whilst maintaining a balance between using individual motives and organisational requirements
- Confronts issues which involve a number of people

2 - Demonstrates the confidence and courage to challenge a person or debate an issue

- Challenges inappropriate behaviours
- Highlights alternative approaches that address the key issues
- Moderates a disagreement between colleagues
- Remains constructive when disagreeing or challenging

1 - Makes points that are accepted by others

- Seeks clarification
- Speaks up in response to an unreasonable request
- Expresses disagreement in a controlled voice
- Uses appropriate humour to express a difficult point

Ineffective - Behaves passively and/or aggressively

- Avoids appropriate challenges within direct authority
- Imposes unrealistic requirements on others
- Hides behind e-mail to challenge or criticise
- Uses grade to justify position rather than explanation

Assertive & Influential - Behaviours in action

Levels of Complexity

4 - Influences SPS wide
by using internal and external
groups

- The SPS data was not sufficient, so I found external benchmarking data and brought in an academic to support the case for a change in policy
- In order to ensure compliance over distance I went there in person with an external expert on the subject

3 - Presents unpopular
messages effectively

- I prepared well, listened to their concerns, made no false promises and was very firm about the business requirements
- The audience were really going at me because they hated what I was saying and the fact I supported it - I maintained the SPS position

2 - Challenges inappropriate
behaviours

- They should not have been smoking there so I quietly showed them where they could smoke
- I took him aside and asked him if he knew that everyone heard him shouting at her, I then asked him how he thought she would be feeling

1 - Seeks clarification

- The document was full of jargon and I could not understand it, so I called up the author and asked for clarification
- He used an expression that I did not understand - so I asked him what it meant

Ineffective - Avoids appropriate
challenges within direct authority

- You see a prisoner put something in their pocket and you know you should challenge them, but you decide to ignore it
- You spot a significant error in accounting - you ignore it
- Your colleague produces something for you full of mistakes - you do not mention the mistakes

Change Orientation

You support opportunities for positive change and actively explore ways of improving what you do



4 - Drives change at a strategic and operational level

- Initiates attitudinal change across the organisation
- Effects the provision of appropriate support mechanisms during change
- Drives organisational change
- Anticipates obstacles to change

3 - Creates innovative plans for change

- Focuses others on the positive aspects of change
- Delivers change projects to successful outcomes
- Enables others to implement change
- Presents the business need for change
- Recognises obstacles to change

2 - Implements change

- Listens and responds to constructive feedback
- Monitors and reviews progress of plans
- Makes an effort to remove obstacles
- Initiates new ways of doing things

1- Fits in with changes

- Willing to fit in with changes
- Open to new operating procedures
- Willing to learn new things

Ineffective - Blocks progress

- Resists new ways of working
- Is hostile towards change
- Undermines change initiatives

Change Orientation - Behaviours in action

4 - Initiates attitudinal change across the organisation

- I went round the organisation and spoke to a number of people who would be impacted by the change
- I identified who would try to slow things down and invested time on changing their attitudes

3 - Focuses others on the positive aspects of change

- I challenged their negative thinking about change
- Recognised and focussed others on the need for change but didn't tell them to accept it blindly
- Challenged the tactical aspects of change which enabled the organisational strategy to be achieved more effectively

2 - Makes an effort to remove obstacles

- Advised at short notice that we were to get some new prisoners - we positively developed and implemented the regime
- Discussing the changes with colleagues to find the positive messages
- I have dropped everything to get on with a new urgent project, changing both work and personal patterns

1 - Able to fit in with changes

- Short of staff in the hall - I offered to do extra shifts to allow them to take their days off
- Adapting our working day in terms of how the regime runs in order to meet needs in new shift patterns
- Willing to do, at short notice, something that was not planned for that day

Ineffective - Is hostile towards change

- Set in ways - will not attempt something new and shows disapproval openly
- Failing to cover other member of staff despite not having any other plans
- Telling my line manager I'm not going to escort and if you force me I'll go sick

Determined & Resilient - you work hard, take pride in what you do, recover from setbacks and keep going



4 - Inspires confidence

- Maintains direction despite risk of conflict
- Develops team capability despite resistance
- Ensures SPS policies are being adhered to

3 - Ensures adherence to strategic direction

- Ensures implementation of policies despite resistance
- Maintains high standards despite obstacles
- Encourages others to be passionate about their work
- Provides direction during ambiguity

2 - Uses initiative to ensure completion of tasks

- Enforces compliance with standards
- Approaches issues directly
- Seeks out responsibility
- Identifies personal hazards and takes steps to ensure wellbeing

1 - Demonstrates commitment to work

- Meets demands
- Demonstrates pride in working for SPS
- Remains focussed on their job
- Keeps on going

Ineffective - Gives up easily

- Focuses on problems as opposed to solutions
- Passes the buck
- Easily distracted from task at hand
- Always finds someone to blame except themselves

Determined & Resilient - Behaviours in action

Levels of Complexity

4 - Maintains direction despite risk of conflict

- You are willing to stand up and provide a way forward during a major crisis
- You make difficult and unpopular decisions to protect the interests of SPS in a situation with limited information

3 - Ensures implementation of policies despite resistance

- The people you are presenting to do not want to hear about the new policy - you address their concerns and keep going confidently
- Your subordinate disagrees with the new policy and tells you that he thinks you do - you explain that you will take appropriate action to ensure that the policy is implemented effectively

2 - Enforces compliance with standards

- We have clearly defined quality standards which he had not met so I addressed the issue
- The quality was substandard - I raised the issue with my manager

1 - Meets demands

- You are busy in the office with lots of paperwork but you keep going to get the work done to the best of your ability
- You have to escort a prisoner that is awkward - you do the job
- Priorities change at short notice - you get on with the new priorities

Ineffective - Focuses on problems as opposed to solutions

- You spend more of your time complaining to others about something not working rather than taking steps to getting it fixed
- The fact that it is not right is an excuse not to do anything about it - if someone asks you can always say there was a problem

Continuous Improvement - you continually look for ways to improve yourself and the way you work

Levels of Complexity

4 - Promotes a culture for improvement

- Encourages an environment which allows people to improve the way they work
- Ensures the business is managed to achieve defined business plans
- Promotes an environment where customers, suppliers and other partners work to improve the way things are done
- Demonstrates the importance of recognising the special efforts people make

3 - Instigates improvement activities

- Sets goals for team members and evaluates them
- Motivates others to improve and develop
- Facilitates improvement activities by using a range of improvement tools & activities
- Encourages people to put a little extra into their work

2 - Seeks out improvement

- Corrects other people's errors without undermining or de-motivating them
- Seeks feedback from others
- Looks at new approaches to improve performance
- Shares findings with others

1 - Willing to improve

- Receptive to try and/or learn new things
- Attends learning events
- Responds positively to helpful feedback from others
- Identifies mistakes and takes appropriate action

Ineffective - Obstructive in development of individuals, teams or the organisation

- Discourages others from improving
- Does not want to learn new things or ways to do things
- Does not assess ways of assessing and reviewing the effectiveness of own work
- Unaware of underperformance

Continuous Improvement - Behaviours in action

Levels of Complexity

4 - Encourages an environment which allows people to improve the way they work

- I have signed off training for a number of people in the light of forthcoming changes at SPS
- Although the training was not due for a few months, I noticed that this group would be impacted by the change sooner and authorised their training in advance

3 - Sets goals for team members and evaluates them

- I considered each individual's capability and experience before assigning their tasks - I provided individual and group feedback throughout the project
- I noticed that the project was falling behind schedule and met with the people responsible and identified that they needed more support

2 - Corrects other people's errors without undermining or de-motivating them

- I don't just tell them the H&S procedure, I also explain why it is important
- I didn't tell him he had messed it up in front of his colleagues - I took him aside and explained to him the impact of what he had done

1 - Receptive to try and/or learn new things

- When I go to training courses, I do the pre-work and enter the course with a view to learning new things
- If I can't do something I ask and then try to learn rather than needing to ask again

Ineffective - Discourages others from learning

- I am going to use this training event as an excuse to moan
- This training is not much use so I won't take it seriously
- Let me list all the negatives about the training and ignore the positives
- I haven't got time to help other people - I have to get on with my job