



Halton
Housing Trust
Delivering quality and excellence for all

COMPETENCY DICTIONARY

INTRODUCTION

What is the Competency Dictionary

The competency dictionary describes the qualities that make exceptional performers who deliver at all levels of the Halton Housing business. The dictionary describes the range of behaviours that are needed for success in any role across the Trust. To understand what leads to success in your role please refer to your job family role profile. Equally if you are looking for career movement, consider the strengths or competencies needed for success in roles in other job families and review your current capability to demonstrate these qualities.

Practical uses

The competencies should underpin:

- *recruitment and selection*
- *performance assessment and performance management*
- *career planning and personal development.*

But the real power of the competencies will be expressed in the day-to-day conversations of people in Halton Housing Trust. Here is a way of discussing how we do things, not just what we do. The behaviours provide a common language of success.

Where do the competencies come from?

The competencies are derived from a range of sources;

- *The views and opinions of our leadership team and key managers. They described what they see our outstanding performers doing to achieve their success.*
- *National Research across the Housing Trust Industry*
- *Research from Hay Group which has a database which describes what world class performers do in a diverse range of international roles.*

What is competency?

A differentiating competency is the behaviour that outstanding performers exhibit more often, and at a higher level of complexity or sophistication than typical performers. Behaviours can be developed. They can also be observed by others. The best people in Halton Housing Trust deliver performance using a variety of personal behaviours. We are all different, and we behave differently according to the situations we face.

THE MODEL

Leadership

- Motivating and Inspiring
- Developing Others
- Managing Performance

Setting Direction

- Information Seeking
- Making Decisions
- Spotting Opportunities and Obstacles

Delivering Results

- Customer Focus
- Working Efficiently and Effectively
- Embracing Change
- Planning, Organising and Co-ordinating

Working with Others

- Communicating and Influencing
- Team Working
- Commitment to the Organisation
- Relationship Building

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1. Commitment to the Organisation

The willingness to put the needs and the goals of the Trust as a priority.

An outstanding leader supports the Trust by promoting the objectives and the organisational strategy. They show concern, desire, and ability to align personal needs with the needs, priorities, and objectives of Halton Housing Trust.

Level 1 Respects the opinions, ideas, and characteristics of the people who work at the Trust	Level 2 Models loyalty to the company and works hard.	Level 3 Supports the Trust's objectives.	Level 4 Makes sacrifices for the organisation.
<ul style="list-style-type: none"> • Understands the business of the organisation including its vision and values. • Acknowledges the characteristics of people at Halton Housing. • Demonstrates high personal standards as an example to others. • Demonstrates integrity, fairness and consistency. • Sets a personal example of good equality practices at all times 	<ul style="list-style-type: none"> • Is committed to organisation's standards. • Is flexible to meet the needs of the organisation. • Expresses pride about working for Halton Housing. • Expresses feelings of commitment to the organisation. • Respects what authorities at the Trust see as important. • Defends the company's image before third parties. • Challenges inappropriate, unethical or dishonest behaviour. • Accepts responsibility for and publicly admits to mistakes. 	<ul style="list-style-type: none"> • Actively promotes the organisation's standards and ethics to colleagues and others outside the organisation. • Stands up publicly for organisational values and challenges colleagues appropriately. • Cooperates with others to achieve core objectives. • Cooperates with others, regardless of position or hierarchy, in order to achieve the priorities and key business objectives. 	<ul style="list-style-type: none"> • In critical situations, makes personal sacrifices for the good of the Trusts. • Stands by decisions that benefit the larger organisation even if they are unpopular or undercut the work unit's short-term good.

Stop Doing

- ⊗ Puts own objectives and success before organisational goals and requirements
- ⊗ Fails to follow through on key goals because they are unpopular or difficult to carry out.
- ⊗ Focus on own objectives and activities without taking account of the issues and agenda in the broader organisation.
- ⊗ Demonstrates inappropriate behaviours; shouting at others, bullying etc

2. Communication and Influencing

The ability to persuade, convince, influence and impress others.

The ability to engage others for the good of the business is key to success. For the business to operate effectively it is essential that there is clear communication and that new ideas can be expressed in a way which builds support and commitment from others. This is not confined to influencing others within the business: it includes inspiring confidence in customers, potential partners and other influential or regulatory bodies.

Level 1 Uses Direct Persuasion	Level 2 Calculates the Impact of Actions or Words	Level 3 Takes Multiple Actions to Influence	Level 4 Uses Indirect Influence
<ul style="list-style-type: none"> • Presents a clear, concise and well thought through case using facts and figures. • Explains and justifies point of view and objectively discusses options. • Presents succinct, well balanced information orally and in writing, with clear outcomes. • Points out the benefits of following a particular route or taking a particular action • Outlines the 'pros' and 'cons' of different approaches 	<ul style="list-style-type: none"> • Adapts to content, style and tone different audiences and different occasions • Understands and considers the impact their behaviour has on others. • Gives the right information at the right time by considering individuals needs. • Anticipates and prepares for others' reactions, and plans how to tackle objections • Sells own ideas by linking them to others' values, needs and goals • Thinks through different tactics to gain support and win others over 	<ul style="list-style-type: none"> • Uses a range of methods and arguments to influence others. • Actively seeks to influence others prior to a decision being made. • Uses a combination of logical argument, personal conviction and passion to create a winning case • Carefully plans and implements a number of tactics to gain others' support and ownership • Takes creative, bold or unusual actions to create an impact and thereby influence others • Deliberately uses personal impact and presence to influence others • Persists; will not be put of if ideas are not initially well received, tries again on other occasions. 	<ul style="list-style-type: none"> • Creates and uses complex communication strategies to build support. • Builds "behind the scenes" support for ideas • Involves third parties and experts to strengthen a case • Sounds out key decision-makers and influencers prior to meetings • Solicits the involvement of others who will be affected by a decision or plan of action • Works with others to build ownership and buy-in

- Stop Doing**
- ⊗ Does not attempt to get people on board with an idea.
 - ⊗ Relies only on position of formal authority to persuade others
 - ⊗ Goes into meetings and presentations without preparation
 - ⊗ Gives the wrong information or delivers poorly timed messages.
 - ⊗ Presents information in a muddled, unclear or jargonised way.
 - ⊗ Goes into unnecessary detail and loses the attention of others
 - ⊗ Has no appreciation of the impact of own behaviour on others

3. Customer Focus

The desire to provide a quality service that responds to the changing needs of the communities served.

Our strategic objectives mean that we must increasingly work more closely with our customers. It is essential that we build our reputations with them and expand our offering to broader customer groups.

Level 1 Responds to Customer Requests	Level 2 Works to Add Value for Customers	Level 3 Works to Exceed Customer Expectations	Level 4 Uses a Long-Term Perspective to Address Customer Interests/Concerns
<ul style="list-style-type: none"> ▪ Identifies and clarifies individual customer needs ▪ Treats all customers with respect ▪ Responds to all customers enquires promptly, positively and courteously. ▪ Understands all services and accurately matches these to customers requests ▪ Keeps customers up to date and informed ▪ Corrects problems promptly and undefensively. 	<ul style="list-style-type: none"> • Is flexible to meet the needs of the customer • Goes beyond their day to day work to assist customers in a positive manner • Asks questions to better understand the customer and their real needs. • Communicates regularly with the customer in a structured way; seeks to build rapport. • Proactively distributes accurate and helpful information to the customer. • Thinks “Every customer of today is an advert for tomorrow” 	<ul style="list-style-type: none"> • Constantly questions “how will this benefit the customer?” • Takes time to understand the underlying needs of customers beyond those initially expressed. • Delivers more than was promised. • Matches underlying customer needs with customised products or services. • Builds customer loyalty by demonstrating a willingness to listen and respond. • Takes action for the customer beyond normal expectations. • Seeks feedback to investigate ways to improve customer experience. 	<ul style="list-style-type: none"> • Looks for emerging public issues or trends and matches these to available (or customized) services and programs. • Works with a long-term perspective in addressing a client’s issues and developing client services. • Balances the interests of customer groups with those of the organization and conducts risk assessment to maximize overall results.

Stop Doing

- ⊗ Does not understand what good customer service is.
- ⊗ Fails to see things from the customer’s point of view; does not question whether they would be satisfied with the service provided.
- ⊗ Makes assumptions rather than finding out the customers needs.
- ⊗ Makes promises to customers that can not be delivered.
- ⊗ Treats complaints as a nuisance/irritant

4. Developing Others

Creates an environment in which everyone is motivated to learn and develop to maximise their full potential			
<p>The ongoing growth and development of its people is core to improved performance, both because of the enhanced capability and effectiveness of individuals, and because it increases leaders confidence in others to deliver.</p>			
Level 1 Offers suggestions and support on how to do the work.	Level 2 Encourages the development of others	Level 3 Provides long-term training.	Level 4 Builds Business Capability
<ul style="list-style-type: none"> • Gives detailed instructions on how to perform a task. • Organises demonstrations and on the job learning opportunities • Gives practical support or assistance to make the job easier for the other person 	<ul style="list-style-type: none"> • Actively gives and receives feedback to improve performance • Recognises others strengths and development needs • Gives others feedback and suggests ideas to improve others behaviours and performance. • Creates opportunities to develop others, to increase their abilities and their self-confidence. • Delegates to develop skills of others 	<ul style="list-style-type: none"> • Recognises potential in others • Uses coaching and /or mentoring to develop the potential of others • Identifies and nurtures potential successors. • . 'Opens doors' for those in their team looking for opportunities and avenues to exploit career options • Routinely has development conversations with team members and keeps an up to date development plan. 	<ul style="list-style-type: none"> • Encourages organisational learning and continuous improvement • Promotes a learning culture, committed to continuous improvement and development. • Builds skills and capability aligned with organisational need. • Building and using the diversity of staff, skills mix, different perspective • Encourages cross functional development encouraging the secondment of staff to different departments within the Trust. •
<p>Stop Doing</p> <ul style="list-style-type: none"> ⊗ Will not develop others in the team, feels threatened ⊗ Fails to recognise that mistakes are inevitable when staff are learning something new and fails to help individuals learn and develop from these. ⊗ Adopts a fixed or negative view of individuals capability ⊗ Rarely finds time to focus on personal development ⊗ Unable or unwilling to identify the capability of others 			

5. Embracing Change

Energise and engage self and others and mobilise action to embed change.

As a new and evolving organisation change is part of the day to day development of the Trust. To achieve our goals and be more responsive to our customers it is essential that we look and new and different ways of working in a positive manner. Our success will be dependant on finding the best ways of working and embedding them within our day to day practices.

Level 1 Responds Positively to Change	Level 2 Identifies actions to deliver Change	Level 3 Ensures a Vision for Change is Heard	Level 4 Creates a sense of urgency around change
<ul style="list-style-type: none"> Receptive to new ideas and different ways of working Responds positively when asked to make changes or when one sees change is needed. Shows a willingness to embrace the change agenda Makes the best of a new and / or difficult situation Deals with the ambiguity that sometimes comes with change 	<ul style="list-style-type: none"> Works with the broad change agenda identifying specifically what needs to be done and when Assesses and manages the pace of change within own business area/team to deliver optimum results Adjusts/amends own and team's contribution to change programme to accommodate changes in priorities/focus - and explains why to all involved 	<ul style="list-style-type: none"> Shares an explicit vision for change with everyone concerned. Re-defines a previous vision for change in clear, simple and specific terms. Repeats the change message to affected parties. Builds concepts for change and success into the future vision and direction Works collaboratively with external partners to ensure keeps abreast of new developments 	<ul style="list-style-type: none"> Publicly challenges the status quo by comparing it to an ideal or a vision of change. Creates a sense of urgency around a change agenda. Champions major change initiatives with drive and energy. Works with persistence to overcome obstacles to change

- Stop Doing**
- ⊗ Does not accept change and creates barriers to impede new ways of working
 - ⊗ Undermines new ways of doing things
 - ⊗ Slow to adapt
 - ⊗ Fails to take on board new methods of delivering the service to accommodated different teams, cultures and communities
 - ⊗ “.. but that is how we have always done it!”
 - ⊗ Openly discusses issues in a negative way
 - ⊗ Has a “wont do” manner.

6. Information Seeking

The underlying curiosity or desire to know more about things, people or issues.

To learn what our customer's want, how we can improve and to make sound decisions or formulate new insights we need to ensure that we have sufficient information to build a rounded and robust understanding of the situation.

Level 1 Personally Investigates	Level 2 Digs Deeper	Level 3 Performs Systematic Investigation	Level 4 Scans the Environment
<ul style="list-style-type: none"> • Consults available sources to gather relevant information • Asks a range of people for their opinions on an issue • Keeps up-to-date with local market trends and issues affecting the Trust. • Personally investigates issues to find out more • Asks appropriate questions to clarify understanding • Summarises information to check understanding 	<ul style="list-style-type: none"> • Contacts others who are not personally involved to get their perspective or benefit from their experience • Finds and questions those closest to the problem • Asks a series of probing questions to get to the root of a situation or problem • Does not accept superficial information; finds out underlying reasons for presenting issues • Does not stop with the first answer, finds out why something has happened 	<ul style="list-style-type: none"> • Makes a systematic effort over a limited period of time to obtain needed data, information or feedback • Develops, maintains or uses a variety of different sources in order to gather information • Uses a range of internal contacts and sources; meets with others to increase understanding of the underlying issues and opportunities for The Trust • Uses every means available to research a situation • Works collaboratively with external partners to ensure keeps abreast of new developments 	<ul style="list-style-type: none"> • Builds understanding of political and market trends affecting the Trust's business and customer base • Networks for strategic information both within Trust and externally • Reviews, scans and analyses trends in the external environment • Focuses others to routinely collect much needed business and commercial information.

Stop Doing

- ⊗ Overloads others with paper and irrelevant information
- ⊗ Fails to identify the full range of information sources
- ⊗ Takes all information at face value
- ⊗ Collects too much information or information which is of no importance
- ⊗ Does not scan the market or environment in which the Trust operates

7. Making Decisions

The confidence and ability to take timely and appropriate decisions to further business objectives.

To move the Trust forward, both in terms of day to day activity and in achieving long-term business goals it is essential that appropriate decisions are made in a timely manner. Each individual should be responsible for taking action based on their authority and the information available to them.

Level 1 Takes Routine Decisions Promptly	Level 2 Acts Promptly in a Crisis	Level 3 Takes Decisions to Benefit the Business	Level 4 Takes Difficult Decisions
<ul style="list-style-type: none"> Takes routine day-to-day decisions without delay May delegate authority for routine decision-making to free self up for more important work Seeks the minimum information needed to make routine decisions and then makes them quickly Operates fully within level of authority taking decisions as appropriate Refers to others only when necessary 	<ul style="list-style-type: none"> Takes responsibility for making decisions to move things forward. Acts promptly to address urgent needs, taking quickly those decisions which need to be taken Assesses available information to reach a clear view of key options and selects the best option at the time Is able to think on their feet 	<ul style="list-style-type: none"> Considers the impact of own decisions on the business as a whole Knows when they have enough information to make a decision - and makes it Considers the consequences of a decision and assesses the options before reaching a conclusion Encourages decisiveness in others 	<ul style="list-style-type: none"> Makes timely decisions about complex issues even when some information is missing Makes decisions and stands by them even when they are controversial or unpopular Grasps critical business opportunities when they arise by making timely decisions Ensures the external environment and Government policies are considered when determining strategic direction.

Stop Doing

- ⊗ Continuously refers to others to determine what to do.
- ⊗ Leaves others to resolve the problems/make the decision.
- ⊗ Reacts to requests or priorities without thinking about the longer term or bigger picture
- ⊗ Tells others what they want to hear

8. Managing Performance

Hold people accountable to higher standards of performance			
<p>Our leaders have to make clear to others what is required of them and continuously work to raise the performance of others. By raising performance standards we will be able to sustain improvement and achieve our business goals.</p>			
Level 1 Sets Individual Performance Goals	Level 2 Demands High Performance	Level 3 Monitors Adherence to Standards of Performance	Level 4 Takes Action to Address Performance Problems
<ul style="list-style-type: none"> • Defines clear performance goals for individuals and explains the business and organisational context • Translates business goals into meaningful accountabilities for individuals • Gives instructions to others about what they need to do. • Assigns clear accountability. • Firmly says no to unreasonable requests. • Sets limit for others behaviour. 	<ul style="list-style-type: none"> • Demands high performance and high quality. • Provides clear direction to individuals about performance expectations and checks to ensure understanding. • Gives timely and specific feedback on what has been done well and where there is room for improvement 	<ul style="list-style-type: none"> • Monitors performance against targets or goals and takes timely action to keep things 'on track'. • Issues clear warnings about the consequences of non-compliance with standards of performance. • Clearly articulates continuous improvement as being the norm 	<ul style="list-style-type: none"> • Confronts others openly and directly about performance. • Enforces consequences and takes agreed action. • Appropriately terminates employment for cause. • Inspires in others a sense of urgency and drives issues to closure to deliver value to the business. • Creates a culture where effective performance and continuous improvement are valued.
<p>Stop Doing</p> <ul style="list-style-type: none"> ⊗ Does not deal with under performance or development issues ⊗ Focuses on underperformance without appropriate recognition of success and excellence ⊗ Is inconsistent in their approach to setting individual's targets ⊗ Puts personal relationships and individuals before performance issues 			

9. Motivating and Inspiring

Harnessing the energies of those they lead to a compelling vision for the future

To deliver our goals, and the high performance associated with them, we need the teams across the organisation to be motivated and engaged. Our Leaders harness the energy of their team members by providing them with clarity about priorities, mobilising the team to deliver as a group and recognising and valuing people and their contributions.

Level 1 Keeps people informed.	Level 2 Promotes team effectiveness.	Level 3 Engages the team	Level 4 Communicates a compelling vision.
<ul style="list-style-type: none"> Manages meeting well; states agenda and objectives, controls time etc Sets and communicates a clear direction Explains the reasons and benefits of decisions to team members Describes what is required and why 	<ul style="list-style-type: none"> Seeks out ways to improve team effectiveness e.g. runs team events Is aware of their own leadership styles and adapts to get the best out of others. Empowers team members to come up with their own solutions to problems rather than solving the issue themselves. Shows trust in the team by delegating tasks 	<ul style="list-style-type: none"> Secures and makes best use of team and organisational resources, including time, ideas and finances. Gives appropriate recognition for success or good performance Is a role model for others; leads by example Uses a diverse range of leadership style to most effectively engage others Promotes and protects the teams reputation. 	<ul style="list-style-type: none"> Is a dynamic and inspirational leader Creates and articulates a vision that generates excitement, enthusiasm and commitment from others. Brings the strategy to life by making it meaningful; makes connections between the job role, the trusts goals and the potential impact on Halton/Customers. Creates the desired culture; staff feel energized, valued and committed. Inspires the team to make a step change in performance.

Stop Doing

- ⊗ Replaces clear objectives with lists of tasks to be done.
- ⊗ Demonstrates favouritism within the team
- ⊗ Creates an atmosphere of fear or indifference
- ⊗ Is inaccessible to the team
- ⊗ Lets the team agenda drift according to personalities or pressing issues

10. Planning, Organising and Co-ordinating

Proactively planning, establishing priorities, allocating resources, implementing and communicating plans and monitoring and adjusting work to accomplish goals.			
<p>Successful delivery requires us to prepare thoroughly, to have assessed what the key results and key actions are and shared the goals and tasks with others so that everyone is clear about what is required and their role within it.</p>			
Level 1 Prioritises Own Work	Level 2 Develops Plans for Others' Work	Level 3 Develops Co-ordinated Plans	Level 4 Assigns Priorities to Give Direction
<ul style="list-style-type: none"> • Efficiently uses time and completes tasks/projects on time through the routine planning of own work and organization of resources. • Develops workplans considering the department's objectives, responsibilities, accountabilities, timelines and resources. • Keeps appropriate people informed on progress of task/projects. • Adjusts to peaks and troughs in workload 	<ul style="list-style-type: none"> • Plans the allocation of staff, funds, technology, process and facilities in line with priorities • Interprets departmental goals and develops supporting objectives. • Plans and organises to cater for peaks and troughs in workloads • Remains focused when faced with competing demands • Monitors and evaluates the impact of the project on others and effectively communicates at appropriate stages 	<ul style="list-style-type: none"> • Develops operational plans and provides contingencies. • Establishes measures to assess progress against the plan. • Recognizes problems, takes corrective/preventive action and keeps people informed of plans, progress and decisions. • Effectively communicates in advance to all parties involved; ensures the right people and the right equipment are in place at the right time. 	<ul style="list-style-type: none"> • Determines and communicates the key goals and objectives in alignment with the strategic aims. • Monitors progress, obstacles and opportunities and revises priorities accordingly. • Demonstrates an in-depth understanding of the relationships between departments and partner agencies and works to align their activity towards common goals. • Reviews plans for complex/high profile projects to ensure all key variables are considered, all appropriate contingencies are in place, and that everything "goes like clockwork".
<p>Stop Doing</p> <ul style="list-style-type: none"> ⊗ Struggles to effectively prioritise work load or meet deadlines ⊗ Sets unrealistic deadlines. ⊗ Relies on fire fighting. ⊗ Fails to consider key dependencies or obstacles to success ⊗ Builds in too many contingencies and too many milestones and halts progress by over reviewing activity 			

11. Relationship Building

The ability to establish and build effective working relationships and networks with a variety of key stakeholders			
To build and uses understanding of underlying issues to influence others to achieve strategic objectives. To understand how stakeholder relationships impact the way the Trust operates. To maintain a positive image of Halton Housing Trust externally.			
Level 1 Identifies Key Decision Influencers	Level 2 Effectively Operates Existing Stakeholders Relationships	Level 3 Builds Confidence in New Stakeholder Relationships	Level 4 Promotes long term value from Strategic Relationships
<ul style="list-style-type: none"> • Demonstrates sensitivity about “how things work around here” and recognises what approach will produce the best • Identifies and understands the processes ie how things get done within the Trust and in stakeholder organisations • Takes action to identify and keep up to date with the concerns and interests of key influencers wherever relevant • Demonstrates an appreciation of the benefit of building sound relationships and networks with stakeholders 	<ul style="list-style-type: none"> • Understands and takes account of the link between Trust objectives, stakeholder objectives and external issues in internal and external dealings • Maintains existing networks and stakeholder relationships • Understands on-going power and political relationships within the organisation and in stakeholder organisations • Uses their understanding of the linkages between the trust, stakeholders and external issues to work with existing stakeholders collaborating with them to optimise outcomes for all parties 	<ul style="list-style-type: none"> • Develops and utilises formal and informal networks to maintain and extend relationships with current and new stakeholders • Thinks through and takes account of the impact of organisational decisions on stakeholders and on the wider network of organisations. • Demonstrates sound understanding of stakeholder objectives in relation to the Trust and externally, and uses these to confidently build the way forward for new issues 	<ul style="list-style-type: none"> • Takes action to ensure relationships with key stakeholders are sustained for long-term mutual benefit • Plays to obtain long term strategic advantage for the Trust even if that means compromising/delaying immediate gains • Identifies and develops critical new relationships between the Trust, related organisations, and stakeholders and uses these to leverage the business • Networks extensively and productively with potential and current strategic partners
<p>Stop Doing</p> <ul style="list-style-type: none"> ⊗ Does not take cognisance of informal methods of operation or key influencers within own or stakeholder organisations ⊗ Keeps all relationships on a professional basis; does not broaden discussions to get to know others 			

12. Spotting Opportunities and Obstacles

The drive to anticipate future opportunities, problems and potential obstacles.

Individuals with this competency act in the present to create value in the future. By seeing what is likely to happen in the future and acting to make maximum benefit for the organisation or to protect the organisation from potential difficulties, the individual have the confidence to act when results may not be visible for some time but position the Trust for best effect in the future.

Level 1 Reacts to the Present	Level 2 Looks Ahead	Level 3 Acts for the Future	Level 4 Identifies Opportunities for Business Success
<ul style="list-style-type: none"> • Recognises and acts upon current opportunities • Takes action to overcome immediate obstacles or barriers to success • Tries more than one approach to overcome a problem • Makes sound decisions based on prior knowledge and experience 	<ul style="list-style-type: none"> • Looks ahead and is able to spot opportunities/obstacles and to develop new approaches, products and services to meet organisational needs. • Identifies opportunities or potential problems that are not obvious to others 	<ul style="list-style-type: none"> • Manages time proactively • Acts now to ensure medium and long-term goals are achieved • Takes action to avoid a crisis • Uses knowledge and experience to identify and avoid future obstacles • Proactive in identifying barriers to success and seeking ways to overcome them. 	<ul style="list-style-type: none"> • Recognises opportunities within Trust and the market to improve performance • Systematically scans the business environment to develop strategies and processes which will minimise future problems • Creates an environment in which proactivity is valued • Recognises and rewards proactivity in others •

Stop Doing

- ⊗ Leaves problems until they become significant issues.
- ⊗ Relies on fire fighting.
- ⊗ Thinks but fails to act
- ⊗ Sees problems but makes no effort to solve them
- ⊗ Is unable to step back from current issues to identify potential opportunities

13. Team Working

Uses interpersonal skills to work collaboratively with colleagues, internal and external partners.

Teamwork is needed to ensure that people work collaboratively together sharing best practice, breaking down departmental barriers and communicating fully on new initiatives to achieve organisational goals

Level 1 Responds when asked	Level 2 Assists Team Working	Level 3 Helps Builds the Team	Level 4 Generate Team Commitment
<ul style="list-style-type: none"> • Treats everyone with respect • Is courteous, tactful and diplomatic • Responds positively to request for help from internal and external partners • Does his/her share of task • Takes on additional work, when asked, to help a colleague out • Keeps people informed of progress on key tasks 	<ul style="list-style-type: none"> • Works with others to ensure projects and tasks are completed. • Has a clear understanding of team goals • Covers for colleagues when needed • Asks colleagues for help when needed • Put in extra effort to share the load willingly • Listens to views and ideas of others - hears them out • Proactively shares information, knowledge and advice with others in own group • Takes on tasks they'd rather not do in order to support a colleague • Recognises colleagues as customers 	<ul style="list-style-type: none"> • Looks to make contributions which help the team improve it's performance. • Proactively shares information across teams • Looks to others areas for good ideas • Speaks positively of others; gives praise and credit when it's due and contributes feedback when necessary. • Actively includes individuals from a range of functions or groups to get as wide a range of ideas as possible • Spends time thinking through issues with others, utilising their skills and valuing their insights • Supports others even though not necessarily to own advantage • Ensures that everyone's views are considered • Notices people who seem to be 'left out' and seeks to involve them 	<ul style="list-style-type: none"> • Works to develop one team culture across the organisation. • Addresses conflicts or issues within the team in a timely, positive and confident manner • Breaks down barriers that get in the way of effective team working • Builds team spirit by protecting/promoting group with outsiders • Builds team spirit through celebrating team success and creating symbols of group identity • Actively seeks and builds on common ground and shared goals

- Stop Doing**
- ⊗ Sees themselves as better than others and fails to respect their contribution.
 - ⊗ Makes negative comments about others either personally or professionally.
 - ⊗ "That's not my job", "I'm far too busy", "Passes the buck".
 - ⊗ Co-operates selectively in accordance with own personal interests or objectives.
 - ⊗ Leaves others to resolve problems.
 - ⊗ Is secretive and evasive.

⊘ Takes credit for others work.

14. Working Efficiently and Effectively

Is the commitment to ensure delivery on promises and the drive to do things better and compete to achieve excellence.

To deliver our commitments to our customers we need all staff to have a concern for working well and delivering on their commitments. If we are to grow the Trust and achieve our vision then we must work to surpassing the standards that we have set for ourselves in the past and look to make improvement both in service delivery and in commercial measures. Focusing on continuous improvements and setting challenging and stretching targets is how we well ensure that we achieve our ambitions.

Level 1 Strives for Efficiency and Effectiveness	Level 2 Creates Own Measures	Level 3 Sets Challenging Goals	Level 4 Pushes Business Boundaries
<ul style="list-style-type: none"> • Takes ownership for delivery of their own work. • Ensures own targets are completed • Takes personal responsibility for achieving results • Checks accuracy to get things right • Monitors and evaluates own performance against targets • Always gives their best • Has a “can do” attitude. 	<ul style="list-style-type: none"> • Sets specific measures and goals • Systematically challenges established approaches in search of improvement • Looks for and suggests ways to improve current working • Identifies and implements process improvements in order to have an impact on own area of business 	<ul style="list-style-type: none"> • Sets demanding but achievable objectives for self and others. • Refers to specific measures of baseline performance (e.g. Profit, ROI) compared with improved performance required • Always ensures follow-through to maximize performance improvement • Measures and benchmarks against best practice, both internal and external 	<ul style="list-style-type: none"> • Pursues challenges that result in long-term business benefits • Unlocks previously stagnant situations to turn them into significant opportunities • Significantly turns around under performing parts of the business • Challenges others to identify and overcome barriers to performance and the achievement of the vision • Challenges others to continuously create a climate that actively encourages and rewards innovation and value adding activity

Stop Doing

- ⊘ Does not review or evaluate own work
- ⊘ Does the bare minimum to get by
- ⊘ Regularly leaves tasks unfinished; does not see things through
- ⊘ Is satisfied with mediocre achievements
- ⊘ Is easily side-tracked from important goals
- ⊘ Overly ambitious; over promises and under delivers
- ⊘ Insists on quality at any price

- ⊘ Is unreliable.
- ⊘ Approaches work in an apathetic fashion

15. Contract Management - Supplier Performance Management

Achieves Organisational Goals Through Effectively Monitoring, Managing and Maximising a Supplier's Performance

Over £25million is spent annually with external organisations from the private, public and third sectors. The Trust is dependent upon these suppliers of goods, services and works to deliver excellent services for its customers. The Trust must maximise each supplier's performance. This involves understanding what excellent performance looks like, developing Key Performance Indicators (KPIs) and setting targets, monitoring a supplier's performance against these targets and managing any shortfalls through informal and formal methods of communication.

Level 1 Understands what's important	Level 2 Takes Ownership	Level 3 Turns Dialogue into Action	Level 4 Drives Improvement
<ul style="list-style-type: none"> • Understands the Performance Framework: Quality, Quantity, Cost, Time, Service, Management & Attitude, Equality & Diversity and Partnership. • Working with a facilitator - Uses the Performance Framework to describe what excellent performance looks like. • Working with a facilitator - Develops appropriate Key Performance Indicators (KPIs) and targets. • Working with a facilitator - Develops a Supplier Rating exercise. 	<ul style="list-style-type: none"> • Accepts personal responsibility for the performance of the supplier. • Accepts personal responsibility for the financial expenditure with the supplier. • Records expenditure as it happens. • Liaises with the Financial Department on a monthly basis to agree Actual YTD and Forecasted Year End spends. • Can explain clearly the reasons for any forecasted under or over spend. • On a monthly basis gathers the information necessary and completes the KPI table. • On a monthly basis completes the Supplier Rating exercise. 	<ul style="list-style-type: none"> • On a monthly basis, engages other users and stakeholders in the Supplier Rating exercise; promoting group discussion around the important issues. • Can turn a page of KPI data into proposed action points. • Discusses all financial and performance results with Line Management on a monthly basis and agrees the actions to discuss with supplier. • Uses a balance of informal communication and formal meetings to address areas of concern with a supplier. • Seeks and utilises a supplier's own feedback. • Formally records the actions discussed and the outcomes. • Will drive the actions until achieved. 	<ul style="list-style-type: none"> • Reviews and revises the Supplier Performance Management system (SPMS) at regular intervals. • Researches the market (including understanding cost drivers and the market structure, RSL research, benchmarking and market testing) and turns this insight into improvement initiatives. • Discusses and agrees improvement opportunities with supplier. • Works with internal stakeholders and the supplier to implement improvement initiatives and to turn opportunities into reality.

Stop Doing

- ⊗ Sees it as someone else's job to understand what it is costing the Trust.
- ⊗ Sees it as someone else's job to understand and manage the budget
- ⊗ Sees it as someone else's job to tell suppliers what's going wrong.
- ⊗ Delegates achieving the Trust's goals to a supplier.