

Cumberland Joint Services Management Authority

Behavioural Competency Dictionary

CJSMA Behavioural Competencies

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Achievement

DEFINITION		WHY IS IT IMPORTANT?		
Achievement is about having the sustained energy and determination in the face of obstacles to set and meet challenging targets, in compliance with quality, time and diversity standards, and delivering the required business results.		This behaviour is important for CJSMA so that we get the results we need to achieve our Strategic Objectives. This behaviour shows the necessary determination and tenacity to complete high quality work. It involves generally raising individual and thus the aggregate or whole groups' performance levels over the short, medium and long term. It involves overcoming obstacles caused by conflicting priorities, lack of resources or difficult or demanding situations in the internal or external environment.		
LEVEL 1 WANTS TO DO A GOOD JOB AND DOES NOT GIVE UP	LEVEL 2 WORKS TO GOALS AND MANAGES OBSTACLES	LEVEL 3 DRIVES FOR IMPROVEMENT DESPITE FREQUENT OBSTACLES	LEVEL 4 SETS AND MEETS CHALLENGING GOALS & SEEKS LONG TERM IMPROVEMENT	LEVEL 5 ASSESSES AND TAKES RISKS TO MAKE SIGNIFICANT GAINS
Clarifies what is expected. Is positive and enthusiastic about the job. Does not give up at the first obstacle. Respects the rights of others while achieving one's own goals.	Understands and works towards goals set by others. Measures progress against targets. Seeks to understand reasons for obstacles and to find ways to overcome. Acknowledges the work and contribution of others.	Is determined despite frequent obstacles. Tackles difficult problems and takes personal responsibility for reaching solutions. Seeks ways to improve overall performance levels to give higher levels of satisfaction to target groups.	Achieves significant progress in the long term, wider performance of the CJSMA. Sets out to be the best – has own measures of excellence and works to these.	Makes decisions through weighing up the cost-benefit and risk implications. Acts entrepreneurially to make performance gains.
WARNING SIGNS:		POSITIVE INDICATORS:		
<ul style="list-style-type: none"> ■ Stops and gives up at the first obstacle ■ Seeks excuses rather than solutions or ways forward ■ Takes 'no' for an answer without probing further ■ Exaggerates one's own input or claims another's work or idea as one's own. Fails to acknowledge the contributions of others ■ Loses sight of how a task fits into wider objectives ■ Fails to meet deadlines or keep within budget without proper reason ■ Has to be chased for completion of job 		<ul style="list-style-type: none"> ■ Agrees achievable goals at the start of each project ■ Strives towards targets ■ Refuses to settle for second best ■ Keeps a 'to do' list, and specifies due dates ■ Monitors tasks for accomplishment, quality and timeliness ■ Asks for feedback 		

Evidence Based Decision Making - Analytical Thinking

DEFINITION		WHY IS IT IMPORTANT?	
Evidence based decision making is about bringing disciplined analysis of data to any decision making and to guide efforts and discussions, to see cause and effect and to use evidence to make effective decisions, and subsequently to see the results and monitor effectiveness.		This is important in enabling us to prioritise and take important decisions based on an assessment of the impact and implications of the likely outcomes, by using data to compare alternatives and select the best for the organization and its partners.	
LEVEL 1 BREAKS DOWN ISSUES	LEVEL 2 SEES KEY ISSUES	LEVEL 3 TESTS ALL ANGLES	LEVEL 4 DOES COMPLEX ANALYSES
Breaks down an issue into its component parts (A, B, C). Lists items, tasks or activities without setting priorities. Seeks data to describe the current situation as well as the desired state and outcome.	Looks at data and identifies key issues. Identifies causes and effects, by using 'if A ... then B' thinking, and uses this to prioritize issues. Uses data to verify and assess courses of action in relation to options and organizational needs.	Looks objectively at every side of an idea or situation to ensure that all outcomes are thoroughly assessed before deciding on the appropriate course of action. Pulls all data into patterns. Analyses complex situations by looking at multiple causes and effects, and complex relationships between data.	Applies analytical tools or techniques to analyse a range of data over multiple time periods and given many variables that may alter results, always seeking cost effective solutions that deliver the best value for the organization, and partners.
WARNING SIGNS:		POSITIVE INDICATORS:	
<ul style="list-style-type: none"> ■ Takes action without thinking of the full range of outcomes or the data available to make the best decisions ■ Is overwhelmed by a problem; fails to break this down into manageable parts, and fails to secure data and assess it ■ Over-analyses every situation and gets bogged down in the detail ■ Fails to assess the positive and negative aspects of a proposed course of action before going ahead ■ Says yes to an activity without assessing whether it is the highest priority at that time 		<ul style="list-style-type: none"> ■ When faced with a problem, gathers as much information as necessary about it before identifying root causes and possible solutions ■ Bounces ideas off others to understand how they might tackle a problem ■ Breaks down large pieces of work into smaller, simplified and more manageable parts ■ Clarifies multi variable and multi year factors, using same to create plans 	

Customer Service Orientation

DEFINITION		WHY IS IT IMPORTANT?	
Customer Service Orientation is the willingness and ability to give priority to internal customers or external customers (including citizens), delivering high quality services, which meet their needs.		In this context the 'customer' refers both to internal customers (i.e. employees of CJSMA) and external customers (i.e. the people and communities served by CJSMA). This behaviour is about fully understanding customer needs in order to develop and deliver appropriate services.	
LEVEL 1 DELIVERS A SERVICE	LEVEL 2 ADDS VALUE	LEVEL 3 ADDRESSES UNDERLYING NEEDS	LEVEL 4 SERVES LONG TERM INTERESTS
Keeps customers up to date and informed. Acts promptly to ensure customer problems are resolved. Makes him/herself available to the customer. Interacts well with all customers. Understands that each customer is different. Delivers what is expected, not what they think the customer wants or needs.	Thinks about the customer when undertaking day-to-day work. Questions 'how is this adding value for the customer?' Makes decisions with the customer in mind. Takes pride in delivering a high quality product or service. Investigates service delivery and provides solutions to problems.	Takes time to question and understand the real, underlying needs of customers, beyond those initially expressed. Establishes systems to collect customer feedback. Focuses resources without bias on priority areas and/or key customer groups.	Always works closely with customers, developing an independent view of their needs and acting in their long-term interest. Moves customer thinking forward, helping them understand issues beyond their day-to-day work.
WARNING SIGNS:		POSITIVE INDICATORS:	
<ul style="list-style-type: none"> ■ Does not treat all customers with respect ■ Fails to deliver ■ Fails to recognise or establish different customers' needs and delivers what he or she (rather than the customer) thinks appropriate ■ Assumes one type of service is valuable for all customers ■ Keeps customer feedback to him- or herself and does not share learning ■ Talks dismissively about customers ■ Is inflexible about own system and way of doing things ■ Treats all customers in the same way 		<ul style="list-style-type: none"> ■ Responds to customer requests promptly ■ Treats all customers with respect ■ Does not make assumptions about customer needs, but asks lots of questions to clarify them ■ Takes the initiative in developing policies to meet customer needs ■ Tries to see things from customers' points of view - finds out about the pressures of their world so as to relate to their concerns ■ Requests feedback from customers to ensure satisfaction, and shares the results ■ Knows when, and how, politely to decline an inappropriate customer request 	

Innovation

DEFINITION			WHY IS IT IMPORTANT?
<p>This is about the ability to formulate new ideas or to adapt or use existing ideas in a new or unexpected way to solve problems, and to think ahead to spot or create opportunities and maximize them.</p>			<p>It is important for the CJSMA to deliver products and services that are creative, innovative and culturally appropriate. Within the CJSMA, this behaviour is about making changes that increase the effectiveness of our work. Externally, it is about increasing our sphere of influence and impact. It is important to understand that everyone can make a difference.</p>
LEVEL 1 IMPROVES AND ACTS NOW	LEVEL 2 ADAPTS EXISTING APPROACH, AND ACTS & LOOKS AHEAD	LEVEL 3 ANTICIPATES THE FUTURE, AND DEVELOPS NEW PRODUCTS & SERVICES	LEVEL 4 CREATES OPPORTUNITIES & ACTS FOR THE LONG TERM
<p>Addresses current opportunities and problems by improving and adapting existing approaches.</p>	<p>Identifies and exploits opportunities in the short-term. Applies own knowledge and expertise to developing new approaches to exploiting these.</p>	<p>Able to spot opportunities and problems in the medium-term (3 to 12 months), and develops new approaches, products and services based on these. Understands the business case for diversity and equal opportunities. Uses networks to seek fresh ideas. Encourages different agencies to pool resources and expertise.</p>	<p>Sees and acts on long-term (beyond 12 months) opportunities and problems. Formulates completely new and 'off the wall' ideas and concepts, which create a potential opportunity, and uses innovative approaches to allow them to be realised. These may address underlying needs that have not yet been identified by customers.</p>
WARNING SIGNS:			POSITIVE INDICATORS:
<ul style="list-style-type: none"> ■ Uses well proven or familiar approaches without adapting or improving ■ Makes minor adaptations to existing systems or processes when more radical change is needed ■ Fails to act upon new trends present within the marketplace ■ Is internally focused ■ Overlooks problems and opportunities, which may affect the business is surprised continuously by up and coming events ■ Always puts off until tomorrow what could be done today ■ Is unable to step back from current issues to identify potential opportunities and threats ■ Does not consider race, culture, religion or language issues 			<ul style="list-style-type: none"> ■ Sets aside thinking time to come up with more creative ideas for getting things done. Is willing to be different ■ Is prepared to consider major changes to processes and procedures if reasoned analysis shows benefits to be greater than costs ■ Responds to new ideas by discussing why they might work instead of telling others why they won't work ■ Asks colleagues to identify key factors that hinder performance, alternative ways to achieve results and use these to plan improvements ■ Acts to take advantage of new technologies and ideas ■ Looks to other areas and companies for good ideas ■ Uses brainstorming techniques to come up with solutions to problems. Doesn't just do the same as before

Flexibility

DEFINITION		WHY IS IT IMPORTANT?	
Flexibility is the ability to adapt to and work with a variety of situations, individuals and groups. It is about being able to think on your feet, and not being disconcerted or stopped by the unexpected.		This behaviour is necessary to respond to different and changing demands and work across a range of activities now and in the future. Flexibility in interpreting rules, procedures and policy is required to deliver focused services tailored to local needs. Demonstrating this behaviour must always be in line with CJSMA's values.	
LEVEL 1 ACCEPTS NEED FOR FLEXIBILITY	LEVEL 2 APPLIES PROCEDURES FLEXIBLY	LEVEL 3 ADAPTS TACTICS/APPROACH	LEVEL 4 MAKES CJSMA CHANGE
Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence. Is open to new ideas and listens to other people's points of view.	Applies rules or procedures flexibly, depending on the individual situation, to accomplish tasks or activities more effectively. Responds effectively to changing circumstances. Remains focused when faced with competing demands. Makes reasonable adjustments to ensure maximum effectiveness and motivation of self and others.	Identifies a pragmatic approach in order to get the job done quickly and effectively. Uses an awareness of the bigger picture along with common sense to interpret and implement policy. Is comfortable with ambiguity.	Changes the overall plan, goal or project to fit the situation. Creates and supports flexibility by introducing procedures which ensure quick turnaround and encourage flexibility in others.
WARNING SIGNS:		POSITIVE INDICATORS:	
<ul style="list-style-type: none"> ■ Sticks rigidly to procedures even when inappropriate ■ Is not open to new ideas or ways of doing things ■ Is slow to adapt to feedback ■ Fails to reassess priorities in the light of change ■ Resists change without full consideration of what is proposed ■ Displays only superficial recognition of the need for flexibility in managing individuals with diverse skills, backgrounds and needs 		<ul style="list-style-type: none"> ■ Is open to the benefits of change, embraces appropriate new ideas ■ Considers alternative approaches according to needs of situations or host cultures ■ Weighs up costs and benefits impartially ■ Is willing to investigate options in depth, even when they are the ideas of others ■ Thinks laterally and creatively to resolve problems ■ Is not inappropriately rigid about procedures and policy 	

Holding People/ Self-Accountability (Includes personal accountability)

DEFINITION		WHY IS IT IMPORTANT?	
<p>Holding People Accountable involves the ability to be totally clear with others about what has to be achieved, to what standard, by when, within what budget and other resources, and then making clear their accountability for delivery, and then charting their performance. Ensures self and plans are aligned with organizational plans. Finally, it means follow-up and coaching for good and other levels of performance.</p>		<p>This is important for the CJSMA, as it will ensure that performance of individuals and/or teams supports/contributes to the achievement of our Strategic Objectives. An important part of this behaviour is monitoring performance against agreed objectives and measures, and dealing promptly and effectively with poor performance – or performance that is not aligned with the organizational needs and plans.</p>	
LEVEL 1 PROVIDES DIRECTION	LEVEL 2 DEMANDS HIGH STANDARDS	LEVEL 3 HOLDS PEOPLE ACCOUNTABLE FOR PERFORMANCE	LEVEL 4 ADDRESSES LONGER TERM ISSUES
<p>Gives clear instructions and lets people know what is expected of them. Accepts accountability for own actions and performance. Sets limits for others' behaviour. Does not bully or harass and does not tolerate inappropriate behaviour in others.</p>	<p>Demands high performance or results from others by setting example. Monitors performance against clear standards or deadlines, providing appropriate feedback when required. Helps individuals to start again when setbacks occur. Keeps effort focused on alignment.</p>	<p>Holds people accountable for their actions and performance. Challenges individuals openly and constructively about performance problems, adapting a firm but fair stance. Allows others to take credit when deserved. Meets the challenges when performance needs to align with organizational needs.</p>	<p>Addresses longer term performance problems, removing poor performers from positions when necessary. Clearly states consequences, e.g. 'if you don't achieve this goal, this is what will happen'. Provides guidance and support as well as challenge and constructive criticism. Is a very strong coach.</p>
WARNING SIGNS:		POSITIVE INDICATORS:	
<ul style="list-style-type: none"> ■ Is reluctant to address poor performance ■ Fails to make clear the limits of acceptable behaviour ■ Does not ensure diversity standards are adhered to by all ■ Fails to communicate performance standards, and does not align them with organizational needs ■ Addresses poor performance in public ■ Shouts at staff ■ Often fails to monitor and enforce deadlines ■ Tolerates bullying, harassment or racial/sexual jokes ■ Operates predominantly on a "do as I say" management style 		<ul style="list-style-type: none"> ■ Aligns personal and team performance with organizational goals and strategies ■ Uses Coaching to attain performance and alignment ■ Asks team members to describe what they think current standards are - uses the opportunity to correct any misunderstanding ■ In meetings with individuals, outlines personal responsibilities and standards clearly as they support organizational outcomes ■ Encourages individuals to monitor their own progress against goals ■ Doesn't wait to talk to people about performance problems or achievements; talks to them as soon as possible. Confronts people directly and openly, but discreetly, over poor performance. 	

Diversity

DEFINITION		WHY IS IT IMPORTANT?	
<p>Diversity is the ability to demonstrate respect for, interest in and understanding of a range of attitudes, beliefs and traditions and how these affect and contribute to the work of the CJSMA and achievement of its purpose and strategy. It describes the ability to contribute to the cultural dialogue needed to develop mutually beneficial relationships. All CJSMA staff need Diversity competence to engage creatively and effectively with customers and colleagues. This competency draws on qualities of openness, cultural awareness, cultural understanding and emotional intelligence and how these are relevant to CJSMA values.</p>		<p>Our customers and contacts see our staff as representatives of CJSMA. The quality of the relationships we develop with external contacts and with colleagues has a direct impact on perceptions of the effectiveness of our work. This competency highlights the 'cornerstone': 'we listen to and value different ideas and opinions' and is a starting point for the development of a number of related attitudes and behaviours described in the competency dictionary. Diversity competence is relevant to all staff.</p>	
LOWER LEVELS		HIGHER LEVELS	
<p>Open to new ideas and ways of understanding; demonstrates curiosity and seeks to be well informed about people who have different values, beliefs, opinions and customs; receptive to the positive contribution others can make; observes how others interact and uses this knowledge to deepen understanding of different cultures, environments and perspectives; builds trust and communicates respect for others; is able to deliver messages clearly to ensure shared understanding; motivated to learn and use other languages where the work context presents the opportunity to do so.</p>	<p>Takes the initiative in approaching and meeting new people and actively demonstrates an interest in their different experiences and backgrounds; seeks out, recognises and creatively uses what different people have to offer; uses accurate observation and understanding of local cultural contexts to improve overall performance; recognises when they have made a social 'mistake' and takes steps to avoid long term negative impact; communicates clearly, demonstrating the ability to minimise misunderstandings or miscommunication; makes use of opportunities to improve skills in other languages.</p>	<p>Draws and accumulates lessons from different cultures, experiences and challenges to develop self-knowledge and insight; demonstrates the ability to tackle the unfamiliar or unforeseen creatively and productively to achieve business objectives; uses common terminology in business/work contexts; adapts easily to different cultural settings; willing to explore critical differences in perspective to ensure mutually beneficial results; integrates people of different backgrounds into teams in order to achieve business objectives.</p>	<p>Strategic decision making reflects a broad understanding of cultural issues and perspectives; demonstrates the ability to use ideas and concepts from other cultures creatively and in a way that demonstrates understanding and empathy; is quick to learn about new cultures, using past experiences to 'read' situations and people accurately; recognises and diffuses potential negative impact arising from cultural conflict/misunderstandings; and where appropriate, highly effective in developing international contacts for business development.</p>

WARNING SIGNS:	POSITIVE INDICATORS:
<ul style="list-style-type: none"> ■ Unreceptive and slow to adapt; has difficulty recognising different cultural norms and behaviours ■ Has low levels of curiosity, openness and interest in the possibility of learning from other. ■ Makes false assumptions and evaluations of people and situations which cause offence and set up barriers to building trust ■ Conveys a lack of sensitivity; makes mistaken assumptions about the level of common understanding; is perceived as making irrational and inappropriate demands 	<ul style="list-style-type: none"> ■ Receptive to new ideas and differences; demonstrates interest in and understanding of own and other cultures ■ Observes personal impact in interactions with colleagues and external contacts and adapts behaviour appropriately ■ Effective in reducing or reversing negative impact ■ Recognised as an effective communicator in a range of situations with a broad range of backgrounds ■ Uses experience to improve self-awareness and increase own cultural knowledge ■ Demonstrates critical self-reflection and judgement

Leading and Developing Others

DEFINITION	WHY IS IT IMPORTANT?		
This is about leading, encouraging, inspiring and supporting others to develop confidence and capability to help them realise their full potential.	Leadership, both in terms of personal leadership, and formal leadership roles, are a critical part of attaining the long-term future of CJSMA and its ability to achieve our Strategic Objectives. To do this, leaders are responsible for ensuring that individuals and teams understand what is required of them and why, for providing or arranging appropriate support and coaching, and delegating fully so that individuals are empowered to take on more responsibility.		
LEVEL 1 GIVES DIRECTION AND INSTRUCTION	LEVEL 2 SUPPORTS TEAM DEVELOPMENT	LEVEL 3 IS A ROLE MODEL FOR EFFECTIVE LEADERSHIP	LEVEL 4 GAINS COMMITMENT & INSPIRES OTHERS TO ACHIEVE
Sets clear direction and gives step-by-step guidance. Lets people know exactly what is expected of them. Builds others' confidence, making them feel better equipped to do their jobs. Allows their voices to be heard in decision making. Seeks feedback from others to challenge own assumptions about an individual's performance or development need.	Gives others opportunities to practise new skills and capabilities, and provides or arranges coaching. Works to provide supportive environment by securing necessary resources and removing blocks to effective working. Encourages work-life balance amongst team to maintain healthy workforce and promote long term effectiveness.	Sets a strong example through own behaviour. Gives timely and specific feedback on what has been done well and where there is room for improvement. Helps individuals think through issues for themselves. Encourages and acts upon feedback to self.	Communicates and gains team commitment to a vision of what is to be achieved. Delegates fully and creates opportunities which help others to develop their potential. Identifies inequalities of opportunity within the workplace and takes steps to address them. Inspires and empowers others to overcome difficulties and achieve goals. Nurtures strong team identity and pride.
WARNING SIGNS:		POSITIVE INDICATORS:	
<ul style="list-style-type: none"> ■ Delegates to individuals without providing necessary support or resource ■ Fails to support others or lets others take the blame when things go wrong ■ Always assumes individuals have knowledge and skills to do the job ■ Expects certain behaviours but does not set personal example ■ Fails to give equal support or development opportunities to all members of the team ■ Does not capitalise on diverse skills and ideas offered by the team ■ Accepts without question the reputation of an individual and denies development opportunities because the person is considered 'high risk' 		<ul style="list-style-type: none"> ■ Makes time for the team - e.g. makes him/herself visible and available ■ Delegates routine elements of more complex tasks and encourages others to do the same, confirms when others have understood and learnt from delegated tasks ■ Treats each team member equitably, and acts as a facilitator when team members experience conflict ■ By being non defensive and giving feedback, creates a climate where everyone feels they can take risks, make mistakes and learn from them and are willing to support each other ■ Helps team members to come up with their own answers rather than solving problems for them ■ Finds ways and time to coach others 	

Professional Competence and Confidence

DEFINITION		WHY IS IT IMPORTANT?	
<p>Professional Competence and Confidence is a justified belief in one's ability to do the job, providing an opinion or advice when necessary and being prepared to take a decisive course of action.</p>		<p>This behaviour is particularly important in those jobs where individuals are placed in challenging situations or circumstances and where their opinion or advice may be questioned. It enables individuals to stand their ground and to work independently without constantly referring to others for advice. Individuals who demonstrate this behaviour are prepared to take on new or different challenges in their role. It is important to understand that this behaviour is about having confidence in one's knowledge and ability, not about having a confident personality.</p>	
LEVEL 1 CONFIDENT IN OWN ROLE	LEVEL 2 ACTS INDEPENDENTLY	LEVEL 3 PRESENTS CONFIDENTLY	LEVEL 4 PREPARED TO CHALLENGE AND TAKE RISKS
<p>Presents him/herself in a confident manner and works without needing direct supervision. Says 'no' in the face of unreasonable demands, especially where these conflict with priorities or expertise.</p>	<p>Provides an opinion from his or her own area of expertise. Makes decisions without deferring unnecessarily to others, and is decisive when the situation demands it. Has the confidence to admit when they do not know a fact or cannot commit to an immediate view without more research.</p>	<p>States confidence in his or her own ability and is prepared to stand by difficult or unpopular decisions. Looks for and gets new responsibilities. Praises the work of others. Does not advance own career by tarnishing the reputation of others.</p>	<p>Speaks out for a course of action even when others disagree. Takes significant personal or professional risks to accomplish important goals. Challenges others with respect.</p>
WARNING SIGNS:		POSITIVE INDICATORS:	
<ul style="list-style-type: none"> ■ Appears arrogant ■ Sticks to familiar ground all the time ■ Is hesitant with others and prevaricates in decision-making ■ Constantly questions or doubts his or her own ability ■ Does not volunteer for new challenges or assignments ■ Does not admit to ignorance of a fact. Makes up information to mask unpreparedness ■ Avoids unwelcome and/or unfamiliar tasks 		<ul style="list-style-type: none"> ■ Addresses problems as they arise and doesn't put them off ■ Considers the ideas and opinions of others but accepts responsibility for the final decision without excuse ■ Represents unpopular causes, even when this is difficult, if s/he believes the cause valid ■ Seeks new responsibilities ■ Considers new approaches, and takes a lead in persuading others that her/his idea is valid 	

Relationship Building for Influence

DEFINITION		WHY IS IT IMPORTANT?	
Relationship Building for Influence is about building bonds with others and using these to persuade, convince or gain support in order to achieve positive outcomes for the CJSMA. These relationships can be and should be built within the CJSMA and outside of the CJSMA with customers.		The success of the CJSMA largely depends on the impact we can make, in particular with key influencers and groups from the various communities we serve. This behaviour is also about building mutually beneficial partnerships to ensure that the CJSMA really understands and meets the needs of its target audiences.	
LEVEL 1 PERSUADES	LEVEL 2 BUILDS RAPPORT & TAKES SEVERAL STEPS TO PERSUADE	LEVEL 3 MAINTAINS NETWORKS & PLANS IMPACT	LEVEL 4 EXTENDS NETWORKS & USES INDIRECT INFLUENCE
Actively gets to know others who bring a different perspective. Uses facts, data and rational arguments to influence. Uses active listening skills to demonstrate interest and curiosity in what is being said. Builds on common interests. Identifies key influencers and decision makers.	Builds positive and reciprocal relationships that benefit the CJSMA. Takes a number of steps to persuade. Tailors an approach to appeal to the needs of a particular audience. Recognises the cultural dimension and ensures a diverse pool of clientele within target groups.	Maintains and develops a range of contacts, and keeps them informed. Plans an approach to have a specific impact, including taking bold, creative or unusual actions to make a point or get through to others. Makes personal commitments in order to build trust and credibility.	Identifies and builds relationships with those who will be useful now and in the future in achieving the CJSMA's Strategic Objectives. Actively 'lobbies' and wins support behind the scenes. Assembles and sustains coalitions to get support and influence others. Uses appropriate influencing techniques sensitive to cultural and political needs and issues.
WARNING SIGNS:		POSITIVE INDICATORS:	
<ul style="list-style-type: none"> ■ Relies on status to influence others ■ Continues to work with the same contacts without extending the network ■ Builds one-sided relationships. Does not put anything back into the relationship ■ Spends time building networks and relationships without thought as to how useful these contacts are to the CJSMA ■ Has difficulty in identifying key individuals or functions within a government department, CJSMA or within the CJSMA itself ■ Uses the same approach to influence each time, regardless of culture or status 		<ul style="list-style-type: none"> ■ Learns to make first impressions count. Is friendly and optimistic with people s/he meets ■ Actively lobbies behind the scenes ■ Identifies relationships that are not strong, meets the individual(s) concerned to establish why, and initiates actions to build the relationship(s) ■ Looks for opportunities to introduce team members personally to significant outside contacts (customers, other colleagues, etc.) ■ In preparing for meetings or presentations, anticipates problems and criticisms that others might raise so as to be ready to address them ■ Considers who the decision-makers are, and analyses what their responses will be to the ideas to be put forward 	

Self-Awareness

DEFINITION		WHY IS IT IMPORTANT?	
Self-awareness is an understanding of your own emotions and 'triggers' and how they impact on your own behaviour and/or the behaviour of others. It is also about understanding your own strengths and limitations.		Understanding oneself enables individuals better to understand and relate to others. This behaviour is therefore important as it underpins and enables a number of the other behaviours, including Leading and Developing Others and Relationship Building for Influence.	
LEVEL 1 KNOWS OWN LIMITATIONS	LEVEL 2 RECOGNISES EMOTIONS	LEVEL 3 UNDERSTANDS IMPACT ON OTHERS	LEVEL 4 MANAGES EMOTIONS
Knows and acknowledges strengths, limitations and preferences. Open about how they are feeling at certain times and in particular situations. Recognises how one's value base has been shaped by one's ideas, belief systems and opinions. Recognises when one's own value systems are offended and how this raises assumptions and biases.	Recognises the situations that arouse strong emotions and personal bias or preference, but resists temptation to act on them immediately. Accepts feedback from others without being defensive.	Understands how feelings and emotions may impact on performance and controls emotions to minimise negative impact. Maintains a sense of humour and stays calm, even in trying moments.	Uses coping mechanisms to deal with difficult or emotional situations over time. Sets up support structures to manage stress levels on a proactive basis. Understands need to be strong and positive in the face of adversity but also recognises areas of one's own weaknesses and when to seek guidance and support.
WARNING SIGNS:		POSITIVE INDICATORS:	
<ul style="list-style-type: none"> ■ Takes anger or stress out on nearest person –loses temper ■ Closes down or is defensive when receiving feedback ■ Does not question own feelings about a subject or person ■ Remains isolated through stressful periods ■ Volunteers for assignments for which he or she is not best suited ■ Give importance to own feelings, but not to those of others 		<ul style="list-style-type: none"> ■ Seeks feedback and considers it carefully ■ Works with others to bring strengths to projects that s/he may lack ■ Looks for appropriate opportunities to improve her/his areas of weakness ■ Manages emotions so as to minimise negative impact on others ■ Considers her/his approach at meetings or in projects to suit needs of others, rather than own preferences 	

Teamwork

DEFINITION		WHY IS IT IMPORTANT?	
Teamwork is about working co-operatively, across cultures and CJSMA boundaries to achieve shared goals.		CJSMA works across departments, communities and cultures. Within CJSMA, staff must work co-operatively together sharing best practice, breaking down departmental barriers, and communicating fully on new initiatives and priorities. The same applies to working with visiting cultures - the ability to build strong and dynamic local partnerships ensures that CJSMA really understands and meets the needs of its target customers.	
LEVEL 1 WORKS CO-OPERATIVELY	LEVEL 2 INVOLVES OTHERS	LEVEL 3 BUILDS THE TEAM	LEVEL 4 CREATES TEAM WORKING
Willingly co-operates. Is not afraid to seek advice from others. Puts in extra effort when needed to help others. Recognises that the ways of getting things done in different departments, CJSMA's and communities are not the same.	Actively includes individuals from diverse backgrounds in team activities. Capitalises on diverse skills and ideas. Spends time helping others think through issues. Speaks positively of others. Takes the time to learn about and understand other CJSMA's and cultures.	Proactively shares information and learning with colleagues. Addresses conflicts or issues within the team in a positive and open manner. Provides clear feedback to team members. Uses understanding of different interests and agendas to achieve positive outcomes. Uses emotional intelligence to understand team dynamics and to harmonise and synergise energies of the team.	Creates new opportunities for individuals to work together, breaking down barriers that may get in the way of effective teamwork. Challenges others to do the same. Is a model of co-operative behaviour. Commits time and resources to team-based projects.
WARNING SIGNS:		POSITIVE INDICATORS:	
<ul style="list-style-type: none"> ■ Sees him or herself as better than others and fails to respect their contribution ■ Keeps important information to him- or herself or within the immediate department ■ Assumes all cultures or communities are the same ■ Co-operates selectively in accordance with his or her own personal interests ■ Talks patronizingly to or about other departments or individuals 		<ul style="list-style-type: none"> ■ Agrees with the team critical success factors for the team as a whole, and brainstorms ways in which these can be measured ■ Develops the habit of checking what others are thinking by asking 'Am I being clear?' 'Let me check what you are thinking at this stage' ■ Treats the concerns of other departments as important ■ Co-operates to meet team goals even at expense of personal preferences ■ Recognises the need for flexibility and sensitivity in dealing with cross-cultural issues 	

Excellence in Governance

DEFINITION		WHY IS IT IMPORTANT?	
<p>This concerns a willingness to align priorities, planning and action to the CJSMA's Strategic Objectives, within the context of the provincial system and the governance model. It is also about identifying patterns or connections between complex and ambiguous situations that are not obviously related and using these to come to conclusions about key issues that affect CJSMA priorities, balancing the policy role of the Board and the action and advisory role of staff.</p>		<p>This behaviour is important to understand the complex cultural and political environment in which CJSMA works. It is about being able to focus on what is important and to ensure that there is consistency and clarity in the message or image CJSMA presents (as defined by Strategy), effectively supporting the governance and staff perspectives.</p>	
LEVEL 1 UNDERSTANDS CURRENT SITUATION & FITS WITH BOARD STRATEGY	LEVEL 2 LINKS CURRENT ACTION TO BOARD STRATEGY	LEVEL 3 FOCUSES ON THE LONGER TERM BOARD AND STRATEGIC PERSPECTIVES	LEVEL 4 PROMOTES A LONGER TERM STRATEGY WITH THE BOARD
<p>Understands the way things are done within CJSMA and works to agreed standards. Can identify similarities between a current and a past situation. Understands the basic Board/ Staff roles.</p>	<p>Understands link between own and staff work and the CJSMA's Strategic Objectives. Balances immediate needs with the longer-term and wider needs of the CJSMA. Uses own knowledge or experience of past situations, and adapts and applies this to current issues to support the Board and the effective organization.</p>	<p>Constantly reviews own and departmental objectives to ensure they support CJSMA's long-term Strategic Objectives, and makes changes or challenges if they do not. Makes complex ideas, issues and situations clear and understandable, and can relate these to the wider context of CJSMA. Builds governance perspective into work planning and reporting.</p>	<p>Realigns the specific functions or operation to meet long-term objectives better, even if this means taking unpopular or difficult decisions in the short-term. Experiments and reinvents thinking using intuition as well as complex analysis to create a new concept or approach not obvious to others, and is able to identify the Board role in moving forward.</p>
WARNING SIGNS:		POSITIVE INDICATORS:	
<ul style="list-style-type: none"> ■ Pursues his or her own personal or departmental interests even when not in line with CJSMA objectives and values, or Board interests or role ■ Reacts to requests or priorities without thinking about the longer term ■ Demonstrates a narrow, departmental focus ■ Shows no interest in learning about the CJSMA's strategy or work outside his or her own area 		<ul style="list-style-type: none"> ■ Supports CJSMA objectives even when disadvantageous in own department or sphere ■ Shows commitment to the long-term goals of the CJSMA ■ Explains the strategic benefits of decisions to team members or colleagues ■ Works towards planned career goals and personal ambitions 	

- Manages day to day but does not think about the future
- Misses obvious connections

- Uses brainstorming techniques with others to identify opportunities and solve problems