# CITB
# Behavioural competency framework (appendix A)

## Fairness, Inclusion and Respect (FIR)

### Definition
Contributes actively to a working environment that recognises, responds to and values the contribution of every individual.

| Level 1 | Level 2 | Level 3 |
|---|---|---|
| • Treats everyone (colleagues, learners, customers and stakeholders) with respect and dignity<br>• Openly and willingly listens to the views of others<br>• Considers the impact of their own actions on others<br>• Challenges inappropriate behaviour or language<br>• Polite, patient and tolerant when dealing with others<br>• Regularly updates their knowledge of our approach to Fairness, Inclusion and Respect (FIR). | • Demonstrates consideration for a work-life balance<br>• Treats all team members with equal importance<br>• Acts as a role model by valuing diversity and celebrating difference<br>• Considers diversity related needs when planning and allocating work<br>• Deals promptly and objectively with another's inappropriate behaviour or language<br>• Champions efforts to make the workplace more inclusive. | • Works continuously to improve working practices to ensure fairness, inclusion and respect<br>• Leads by example, acting as a role model for inclusive behaviour and demonstrates knowledge of unconscious bias in themselves and others<br>• Works to integrate people with different backgrounds and experiences into teams<br>• Decision-making reflects a sound understanding of diversity related issues<br>• Demonstrates an understanding of how FIR issues can impact on service delivery<br>• Demonstrates an understanding of the impact FIR can have on business opportunities<br>• Empowers and encourages staff to deliver best practice in this area. |

### Negative behaviours

- Ignores inappropriate language and/or behaviour
- Uses inappropriate language and or behaviours
- Fails to recognise and use the diverse skills and experience of others.
- Ignores the impact of their own behaviour on others
- Treats people and/or their areas of work with a lack of respect.

Revised Feb 2014

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## Works collaboratively

**Definition**
Work with others across the business in a positive manner, sharing knowledge, good practice and experience.

| Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|
| • Demonstrates an interest in others and develops contacts outside of their own team<br>• Shares own knowledge openly and freely<br>• Proactively seeks information, resources and support from outside own team<br>• Takes time to understand the work of other departments<br>• Understands how actions may impact on other areas and actively seeks to engage with them<br>• Listens attentively to others and regularly checks their understanding. | • Actively develops and maintains a network of colleagues<br>• Demonstrates an understanding of the activities/priorities of different parts of the business<br>• Considers the impact of their actions/decisions on different parts of the business<br>• Readily shares resources to support high priority work<br>• Proactively seeks information and support from outside of their immediate team<br>• Encourages team to seek and act on feedback from customers and stakeholders. | • Actively promotes the benefits of cross-functional working<br>• Promotes knowledge sharing with other teams and acts on results<br>• Proactively creates, maintains and promotes a network of colleagues and stakeholders across the business and externally<br>• Consults relevant colleagues/stakeholders on new initiatives and reflects their input<br>• Acts as a role model for knowledge sharing across the organisation<br>• Seeks the opinions of those with expert in the business, ignoring hierarchy where appropriate. | • Has a collegiate approach to working with peers, sharing knowledge, challenging appropriately, respecting the views of others and working together to deliver leadership excellence<br>• Embraces and champions the 'One team' CITB behaviour<br>• Creates and delivers an environment that values cross functional/divisional and organisational working and networking<br>• Able to build teams that are adaptable and thrive by working together to achieve success<br>• Works to break down silos across the organisation. |

**Negative behaviours**

- Openly critical of other teams or parts of the business
- Constantly protects interests and resources of their own area of the business
- Devotes no or limited time to networking, prefers to work in isolation when inappropriate to the task
- Fails to consider impact of actions and decisions on other parts of the business.

# CITB
# Behavioural competency framework (appendix A)

## Drives for results

**Definition**

Developing the dedication, motivation and personal commitment to achieve results which make a real difference to the business.

| Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|
| • Ensures they are clear about what is expected of them<br>• Organises and plans their work effectively and efficiently to deal with both the expected and unexpected<br>• Alerts colleagues to potential problems in meeting deadlines and suggests solutions<br>• Produces work of a consistently high standard, checks own work<br>• Looks for solutions when encountering problems.<br>• Sees tasks through to completion. | • Agrees, communicates and manages clear objectives which reflect team and business priorities<br>• Continually reviews priorities and resources<br>• Is flexible ensuring both urgent priorities and planned activities are completed<br>• Identifies risks and potential problems and plans how to manage them<br>• Remains positive and focused on achieving outcomes despite set-backs<br>• Takes responsibility for mistakes and learns from them. | • Drives a high performance culture, supports and encourages a focus on achievement<br>• Acts as a role model for delivery by demonstrating energy and enthusiasm<br>• Maintains composure in the face of difficulties, demonstrates resistance to barriers<br>• Translates strategic priorities into clear outcome focused objectives<br>• Actively manages risks and plans to deal with the unexpected. | • Exceeds goals successfully<br>• Ensures that strategies and business results are delivered<br>• Demonstrates resilience and is energised by challenging and difficult situations<br>• Fosters a culture of continuous improvement, high performance and achievement throughout the organisation. |

**Negative Behaviours**

- Ignores mistakes or seeks to transfer responsibility for them
- Consistently adopts a short term or last minute approach
- Sets unachievable targets or unrealistic milestones
- Is easily distracted/distracts others from the teams focus
- Ignores CITB behaviours in achieving results.

Revised Feb 2014

# CITB
# Behavioural competency framework (appendix A)

## Working with courage and integrity

### Definition
Acts in a principled, open and conscientious way, consistent with our values, challenges unacceptable behaviour and poor performance, keeps promises.

| Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|
| • Prepared to constructively question and challenge<br>• Prepared to acknowledge personal mistakes<br>• Is open to and encourages feedback<br>• Delivers on what is promised<br>• Will not compromise on corporate values<br>• Prepared to communicate openly even if opinions are not shared by the majority. | • Supports key organisational messages, even when they meet resistance<br>• Openly offers support to colleagues<br>• Encourages alternative views and ideas<br>• Challenges behaviour which contradicts our core values<br>• Faces up to challenging situations<br>• Does not avoid difficult conversations<br>• Establishes and maintains an environment where personal integrity thrives. | • Champions the organisation vigorously, internally and externally<br>• Promotes an environment where people feel encouraged to challenge and question<br>• Openly acknowledges mistakes and promptly implements remedial action. Challenges systems, processes and behaviours which conflict with our core values<br>• Deals promptly and effectively with challenging situations<br>• Demonstrates loyalty to and support of colleagues across the business. | • Embraces and champions the CITB values with integrity and trust across the organisation<br>• Is widely trusted and recognised as a direct and truthful leader<br>• Ensures that plans and strategies are consistent with CITB's values and standards<br>• Acts as a role model for CITB's ethical and professional standards<br>• Takes decisions based on the greater good of the construction industry. |

### Negative behaviours

- Immediately changes their mind when questioned or challenged
- Seeks to blame others when things go wrong
- Says one thing and does another
- Avoids dealing with difficult situations/avoids giving difficult messages.

# CITB
# Behavioural competency framework (appendix A)

## Building capability

**Definition**

Developing one's own abilities and helping others to develop theirs in order to improve our service to customers.

| Level 1 | Level 2 | Level 3 |
|---|---|---|
| • Takes responsibility for own development<br>• Reviews own performance and identifies development needs<br>• Seeks to develop new skills and experiences<br>• Learns from and acts on constructive feedback<br>• Helps others by sharing own knowledge and experience<br>• Makes effective use of the full range of development opportunities. | • Encourages others to develop their knowledge, skills and experience<br>• Provides people with opportunities to broaden their experience<br>• Proactively follows up developmental interventions and monitors progress<br>• Actively supports the concept of continuous learning<br>• Holds regular reviews beyond those formally required<br>• Acknowledges the differing learning styles and needs of others. | • Creates an environment that supports development and is flexible to reflect individual circumstances<br>• Demonstrates own commitment to continuing professional development<br>• Devotes time to coaching and mentoring own staff<br>• Uses new capacity and skills to benefit the wider organisation<br>• Publically acknowledges the learning/developmental achievements of others<br>• Constructs and maintains effective succession plans. |

**Negative behaviours**

- Shows no interest in developing their own knowledge or skills
- Fails to review impact of learning activities
- Treats development as a low priority
- Fails to provide constructive feedback
- Fails to understand the impact and implications of individual circumstances.

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## Innovation, change and agility

**Definition**

Positively welcomes opportunities for change and continually identifies opportunities to improve performance.

| Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|
| <ul><li>Is not afraid to constructively question or challenge</li><li>Demonstrates enthusiasm for change and a willingness to get involved</li><li>Readily exchanges information with others across the business</li><li>Readily contributes ideas or suggestions for improvement</li><li>Is open to new ideas and asks questions to confirm understanding</li><li>Willingly adopts own working practices to support changes.</li></ul> | <ul><li>Encourages others to seek out new ideas and information</li><li>Constructively challenges current practices and thinking</li><li>Involves colleagues and stakeholders in developing ideas for improvement</li><li>Proactively identifies potential barriers/blockages and seeks ways to overcome them</li><li>Willing to re-think/amend plans in the light of new information</li><li>Proactively seeks out best practice inside and outside of the business.</li></ul> | <ul><li>Personally creates and maintains momentum for change</li><li>Commits personal time and resources to supporting new ideas</li><li>Gives praise and recognition to those involved in change projects/innovation</li><li>Creates an environment which encourages innovation and appropriate risk taking</li><li>Regularly checks and evaluates the impact of change and innovation</li><li>Supports others through the ambiguity/uncertainty of change.</li></ul> | <ul><li>Comfortable with ambiguity and re-focuses the direction of self and others</li><li>Takes personal ownership of major change programmes maintaining commitment throughout</li><li>Demonstrates a clear understanding of inherent risks and manages accordingly</li><li>Sees ahead clearly, anticipates future trends and consequences</li><li>Future orientated, paints credible pictures of possibilities and likelihoods</li><li>Contributes enthusiastically to wider strategic debates.</li></ul> |

**Negative behaviours**

- Demonstrates a complacent 'seen it all before' approach to new ideas and change
- Continually identifies barriers to new ideas and change without providing constructive alternatives
- Unwilling to alter existing working practices
- Reinforces or creates a blame culture
- Does not respond to requests for information to support changes or new ideas.

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# Behavioural competency framework (appendix A)

## Communicating with impact

**Definition**

Uses appropriate, clear and effective communications to achieve results, support and commitment.

| Level 1 | Level 2 | Level 3 |
|---|---|---|
| <ul><li>Conveys information clearly and concisely in an appropriate format</li><li>Speaks clearly and effectively to different audiences</li><li>Conveys energy and enthusiasm about their work</li><li>Asks open questions to appreciate others points of view</li><li>Confidently handles challenging conversations</li><li>Quickly puts others at ease and builds rapport.</li></ul> | <ul><li>Displays passion and enthusiasm when interacting with others</li><li>Presents information clearly and confidently without jargon</li><li>Presents the facts honestly giving a balanced picture</li><li>Adapts style and approach to meet the needs of the audience</li><li>Open and inviting of the views of others and responds accordingly</li><li>Proactively plans communications thinking about message, media and audience.</li></ul> | <ul><li>Acts as an ambassador for team, department or organisation at all times</li><li>Handles objections or arguments convincingly with confidence and conviction</li><li>Articulates and explains complex issues clearly and concisely</li><li>Uses different methods/media for communications reflecting the audience and situation</li><li>Plans and executes influencing strategies to build commitment across the business</li><li>Chairs meetings effectively to reach clear decisions.</li></ul> |

**Negative behaviours**

- Avoids appropriate face to face contact if possible
- Overly reliant on e-mails and written communication
- Excessive use of jargon
- Verbal communication/presentations lack structure and impact.

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## Customer focus

**Definition**

The commitment to putting customers first, understanding their needs and delivering a consistently high standard of service which exceeds expectations.

| Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|
| <ul><li>Proactively keeps customers informed with timely and appropriate feedback</li><li>Identifies and clarifies individual customer needs</li><li>Is honest and realistic with customers.</li><li>Does not over-promise</li><li>Treats all customers with courtesy and respect</li><li>Resolves customer enquiries promptly only referring to others when genuinely appropriate.</li><li>Apologises when services or products do not meet requirements.</li></ul> | <ul><li>Actively seeks feedback from customers and acts on it</li><li>Identifies suitable benchmarks or standards to measure service levels</li><li>Turns complaints into positive outcomes for the customer</li><li>Develops effective, on-going relationships with customers</li><li>Ensures work with customer is viable for both parties and is not afraid to say no</li><li>Displays honesty and integrity in all dealings with customers.</li></ul> | <ul><li>Translates customer feedback into actions for improvement</li><li>Takes the time to understand the underlying needs of customers</li><li>Builds effective personal relationships and networks with customers, both internally and externally</li><li>Establishes and maintains sustainable processes for monitoring customer satisfaction</li><li>Recognises and rewards the delivery of exceptional customer service</li><li>Creates an environment where teams are empowered to put the customer first.</li></ul> | <ul><li>Builds collaborative and enduring customer relationships and gains customer trust and respect</li><li>Is both an ambassador and a customer 'Champion' for CITB</li><li>Ensures that organisational success is anchored in meeting the needs of customers</li><li>Understands and articulates what exceeding expectations means for customers and turns it into operational reality.</li></ul> |

**Negative behaviours**

- Makes promises to customers which cannot be delivered
- Views customer complaints as a nuisance
- Passes the buck to others and does not check if issues are resolved
- Blames others for shortcomings or non-delivery.

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## Lead by example

### Definition
A constant source of energy, support and encouragement. A visible role model for CITB's behaviours.

| Level 2 | Level 3 | Level 4 |
|---|---|---|
| • Delegates effectively on the basis of skills and experience<br>• Makes themselves available to their team<br>• Provides a clear direction and maintains a focus on team goals<br>• Devotes time to understanding the needs and concerns of the team<br>• Seeks and acts on feedback from the team<br>• Gives praise and recognition to others for good performance. | • Utilises the full potential of the team, harnessing individual energies and abilities<br>• Communicates a sense of purpose which generates optimism and excitement<br>• Remains highly visible whilst managing others<br>• Includes others in the decision making process to build commitment and ownership of goals<br>• Trusts others to carry out tasks and provides them with the space to do so<br>• Exercises influence without using hierarchy or power. | • Creates a positive environment, acting as a source of energy and passion<br>• Inspires others to achieve their best and promotes a 'can-do' approach<br>• Acts as a role model for CITB's organisational behaviours<br>• Maintains a high level of visibility internally and externally<br>• Is readily available to people across the business<br>• Stands by team/directorate/organisation when they are challenged. |

### Negative behaviours

- Lacks visibility
- Does not acknowledge or recognise good performance
- Manages through status/hierarchy
- Lacks enthusiasm and commitment.

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# Behavioural competency framework (appendix A)

## Effective decision-making

**Definition**

Analyses relevant information – seeing guidance when appropriate, explores options, makes timely decisions and stands by them.

| Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|
| • Makes effective decisions following appropriate criteria<br>• Ask questions when unsure of correct approach<br>• Investigates and responds to gaps in information<br>• Undertakes appropriate analysis to support decisions or recommendations<br>• Understands where to go and who to involve if further information is required<br>• Thinks through implications of own decisions. | • Recognises scope of own authority and involves others as appropriate<br>• Considers the long term impact of decisions<br>• Makes timely decisions even when difficult or unpopular<br>• Knows where to go for advice and support and is willing to do so<br>• Explores different options outlining the costs, benefits and risks of each<br>• Invites challenge and involves others in decision making when appropriate. | • Analyses and evaluates pros/cons/risks in order to make effective decisions<br>• Knows when to bring in experts/research to support decision making<br>• Resists attempts to 'pass' decisions upward<br>• Able to decide and act even when details may be unclear<br>• Identifies the main issues in complex decisions, clarifying stakeholder expectations<br>• Takes timely, confident and evidence based decisions. | • Quick to identify the issues and to get to the heart of the problem<br>• Pushes decision making to the appropriate level in their teams<br>• Obtains the appropriate information to support decisions in advance<br>• Encourages scrutiny and challenge to decisions from peers, staff and stakeholders<br>• Effectively balances competing agendas when making decisions<br>• Rethinks plans and decisions in the light of new information, making appropriate adjustments. |

**Negative behaviours**

- Only uses evidence which is readily available or supports existing views.
- Makes decisions in isolation, without appropriate consultation.
- Consistently changes decisions based on new information or options.
- Constantly seeks additional information to avoid decisions.

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