

Values into Action

Our expectations framework for delivering high performance

Introduction

Our vision is to deliver excellent services which improve the health of our communities. To do this we need to have outstanding people who share a common set of values and aspirations. I believe we already have outstanding people who work for us, but we need to be clear about the behaviour and attitudes expected of all of us to be able to achieve our vision and goals.

Our values were developed with you.

They stand for CARE:

- Compassionate
- Aspirational
- Responsive
- Excellent.

Values into Action sets out what is expected from each and every one of us, whether our role involves working directly with patients or is in a corporate team supporting clinical services. It helps us create the culture we want for KCHFT. It describes how we demonstrate our values every day and gives examples of behavior that doesn't show this.

Values into Action should be used in all of our activity; recruitment, induction, performance management, appraisal and learning and development to drive effective performance.

It does not necessarily mean a new way of doing things, instead it clearly sets out the Trust's expectations for all to understand. It is relevant to all of us, at every level and in every service.

The "Values into Action" Framework has been developed through engagement with you, discussions with KCHFT's Board and through looking at best practice in the public sector. It has been fully supported by our Staff Partnership Forum.

Victoria Robinson-Collins

Director of People and Organisational Development

Why we need an expectations framework

It is important that everyone understands what is expected of us and how our behavior links to our culture, increases capability and improves team and individual performance. Values into Action benefits us by:

- Translating our vision and values into clear, understandable expectations
- Giving clarity about the expectations of every employee
- Enabling individuals and their managers to identify gaps and prioritise learning and development needs
- Supporting the selection of people with the right attitudes and behaviour
- Supporting talent management and succession planning
- Presenting a common format and consistent language across our Trust
- Providing a framework for recruitment and selection, development and performance review
- Providing the basis for consistent people management processes

How to use the framework

Since 1 April 2012 Values into Action has been used in performance management for all colleagues. The values are regarded as essential to driving effective performance and should all feature within individual development plans as well as person specifications. This requirement means that there will always be a minimum set of expected behaviours set against every role in the organisation.

For **performance management**, managers are required to:

- Review the requirements of the role against the framework
- Identify the specific observable behaviours the person needs to demonstrate in order to fulfil the requirements of the role
- Identify how they can readily provide evidence to show they have demonstrated this behaviour in their role or the development needed to address any gaps
- Record this evidence as part of the appraisal

During **recruitment and selection**, using the framework ensures that we recruit individuals with the skills and behaviours valued by KCHFT. Our underlying principle is to “recruit for attitude – train for skill”.

Our five values and the expectations that go with them are common to all grades and roles and should be incorporated into person specifications at an appropriate level when filling vacancies.

Vacancy owners are required to:

- Review the requirements of vacant posts against this framework

- Decide at which level the successful job holder will be required to operate
- Identify the specific observable behaviours the person will most need to demonstrate to fulfil the requirements of the post and include these in the person specification
- Test the observable behaviours identified as most needed in the role during selection

In both performance management and recruitment focus on the behaviours and attitudes most needed in a role rather than attempting to incorporate every observable behaviour that a colleague may be required to demonstrate. The examples used in this framework are not an exhaustive list and should not be taken as the only indicators. Additional behaviours can be added to the performance review or person specification as long as they embody the overarching core value.

1. Compassionate

This is about putting our patients and service users at the heart of everything we do so that the way we deliver our services empowers them, meets their expectations and caters for their needs. It is characterised by having a positive attitude, being kind and polite, understanding diversity and demonstrating respect, patience and tolerance. It is equally about making staff feel truly valued so they feel cared for and are engaged with our vision and values and display these values to each other, whatever their role in the trust.

What's expected?	What does it look like?	Key competencies
<ul style="list-style-type: none"> • Demonstrates a deep understanding of the service from the person's point of view • Deals with people in a professional manner, is honest about what can be achieved and keeps them informed of progress • Is flexible and does what they can to deliver what people need • Says sorry when mistakes have been made 	<ul style="list-style-type: none"> • Remembers that the person in front of them comes first and is the most important person at that moment in time • Adopts an "I know a person who can or does" approach and takes ownership for ensuring that person is contacted. • Turns off or to silent their mobile phones in meetings/patient care areas • Looks for the simplest way to do things for other people • Lets the person know if they are running late 	<p>Person Care and Communication</p>
<ul style="list-style-type: none"> • Develops trust and rapport with people through showing genuine interest and empathy • Treats people from all backgrounds with courtesy and respect, and listens carefully to understand needs before acting • Is friendly and approachable, adapts their communication style to suit the needs of the person and explains things clearly 	<ul style="list-style-type: none"> • Takes the time to explain to patients so they understand and can be reassured • Treats others how the individual would like to be treated • Keeps personal problems to oneself • Values diversity and shows respect for all people • Adapts their language and avoids jargon • Puts facts in a clear, concise and readable manner in patient records 	<p>Team Working</p> <p>Listening and Questioning Skills</p> <p>Conflict Resolution</p>
It definitely isn't this...		
<ul style="list-style-type: none"> • Is not aware of person's views of the service • Doesn't take responsibility for own actions • Complains about unreasonable customer expectations • Comes across as unapproachable/ impatient/judgmental 	<ul style="list-style-type: none"> • Does not do what they say they will • Moans about the trust or colleagues to other people • Appears rushed, and talks about their next appointment • Use jargon or patronising language • Adopts an "it's not my job" approach • Makes assumptions 	

2. Aspirational

This is about empowering and being aspirational for ourselves and our patients and service users. It is seeking and supporting continuous improvement, a focus on research, generating ideas and innovations and being adaptable to change. Sharing information, resources and ideas to deliver excellent outcomes. It is characterised by openness, transparency, and thinking creatively.

What's expected?	What does it look like?	Key competencies
<ul style="list-style-type: none"> Is ambitious about what can be achieved and actively looks for ways to improve services Looks outside their immediate work area to enhance their knowledge of who does what across KCHFT Seeks out best practice from within KCHFT and outside Learns from mistakes and uses complaints positively 	<ul style="list-style-type: none"> Takes a pride in and positively promotes the trust Asks questions about “why” and “how” we do things to challenge the status quo Values feedback and can demonstrate how services have improved as a result. Can demonstrate through clear examples how they have worked jointly across the trust to share best practice. 	<p>Communication</p> <p>Personal Effectiveness</p>
<ul style="list-style-type: none"> Is open minded to new ideas and is prepared to try new things and embraces change Expresses own ideas and supports others' Leads by example and promotes a culture of innovative Not afraid of failure and accepts that lessons will be learnt from the experience Celebrates successes 	<ul style="list-style-type: none"> Thinks about what can be done rather than why it can't Actively comes to 1 to 1 discussions with constructive suggestions and solutions not just problems Discusses what works and what didn't, and why Takes all available and appropriate opportunities for ongoing learning As a manager supports and encourages staff to continuously develop Actively engages in networking opportunities. Supports the learning of others Is prepared to champion new ideas, innovations 	<p>Managing Change</p> <p>Complaints handling</p>
It definitely isn't this...		
<ul style="list-style-type: none"> Unwillingness to try new ways of working Unwilling to share new ideas across KCHFT Hides errors or mistakes Is dismissive of others' successes 	<ul style="list-style-type: none"> Adopts a “can't do won't do “ attitude Complains and generalises that everyone is “stressed and depressed” Refers to “they won't let us” but cannot articulate who “they” are Makes comments such as “I don't need to learn about that”, or “we've always done it this way” Sees complaints as negative and unimportant 	



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3. Responsive

This is about listening and acting and is characterised by effective relationships, communicating clearly, doing what we say we will when we say we will, asking and taking account of opinions, planning with patients and service users and working across organisational boundaries. It is about working with and being responsive to our commissioners and stakeholders and designing services with them. It is also about effective working relationships within teams and across internal boundaries to deliver outcomes that improve our patients' experience. It is equally about applying these principles every day, working with staff so they feel valued and empowered.

What's expected?	What does it look like?	Key competencies
<ul style="list-style-type: none"> Communicates clearly and concisely ensuring the message is understood Listens to and respects other people's views Ask questions and checks what they think they've heard Builds networks and partnerships that will deliver our vision and goals Takes ownership of common goals but understands different roles and responsibilities Collaborative, recognises others' expertise Values and respects the opinions of others 	<ul style="list-style-type: none"> Always actively listens, uses eye contact and acts on non verbal signals Uses open questions and explores further Does what they say they will do, and lets people know they've done it Responds promptly, says what they mean and means what they say Uses language such as 'we' and 'us' – there is no them Will share a task if they think it will work better for the person Has good knowledge of other teams and agencies they can refer into Adopts a collaborative working approach with client-centered goals Doesn't avoid the difficult conversations – challenges constructively and receives constructive criticism positively Owens a problem or issue until they know who will take it over 	<p>Person Care and Communication</p>
<ul style="list-style-type: none"> Appreciates other's priorities and concerns Understands different perspectives Recognises and uses patients' expertise appropriately Understands when a more assertive approach is needed Delegates appropriately Considers the impact of decisions on others 	<ul style="list-style-type: none"> Reflects back to the patient what they have understood and makes a plan together Adapts their approach to the individual and situation Displays tolerance Encourages open feedback and debate Has a flexible approach to meeting the needs of staff and patients Maintains open channels of communication Works to identify shared values Adopts an "everyone is my customer" approach in all forms of contact 	<p>Personal Effectiveness</p> <p>Effectiveness Listening and Questioning</p>
It definitely isn't this...		
<ul style="list-style-type: none"> Thinks they know best/acts without consultation Fails to take time to get to know people Fails to give feedback Fails to stick to timeframes Has an autocratic management style Is disrespectful about colleagues or patients Is only interested in their area Makes false promises 	<ul style="list-style-type: none"> Makes people feel they are a nuisance, patronises or ignores people Takes things personally Uses supervision as a moaning session Allows interruptions to 1:1 sessions (staff/ or patients), phone calls etc Adopts a "my way or no way" approach Indulges in office gossip Micro manages colleagues Fails to find out what other departments and agencies are involved Adopts an "us and them" approach Withholds vital facts/information for personal gain/power 	<p>Assertiveness</p> <p>Team Working</p>

4. Excellent

This is about striving to deliver the best care we can. It is about providing high quality services and wanting the best for our patients. It is also about leading by example and supporting and growing a culture of excellence in our teams. It is characterised by challenging complacency, tackling inappropriate and challenging behaviour and striving for continuous improvement.

What's expected?	What does it look like?	Key competencies
<ul style="list-style-type: none"> • Works hard to ensure the basics of service delivery are in place and understands its importance • Proactively seeks to gain feedback and uses it to improve services • Finds ways to provide the personal touch in service delivery • Recognises that delighting the person is not just about good customer service, it's also about giving the service that matters • Empowers their colleagues to do things that make the person feel special 	<ul style="list-style-type: none"> • Pays attention to the smaller issues • Prepares well for every activity/meeting/event • Takes complaints seriously and works to solve the problem • Always maintains a professional appearance • Asks questions such as "What let's us down, how can we improve?" • Says sorry when we have failed to provide a good service but doesn't promise the earth • Doesn't allow distractions to get in the way of being there for the patient • Tries to find out what is getting in the way of delighting the person 	<p>Person Care and Communication</p> <p>Personal Effectiveness</p>
<ul style="list-style-type: none"> • Takes opportunities to understand what services feel like from the person/patients perspective • Challenges things that don't make sense • Coaches colleagues to deliver higher levels of service • Realises that processes and systems are important but second to people' needs • Understands that dissatisfied patients can be the result of dissatisfied employees 	<ul style="list-style-type: none"> • Listens to and values patients' experiences • Managers encourage staff to share patient experience in team meetings • Is an ambassador for KCHFT and shows loyalty to the trust and colleagues • Always answers a ringing phone and takes proactive action to deal with the caller • Use processes and systems appropriately to improve services • Smiles down the phone 	
It definitely isn't this...		
<ul style="list-style-type: none"> • Does not see the value of feedback • Uses processes and systems as excuses • Does just enough to get by • Deflects responsibility 	<ul style="list-style-type: none"> • Takes complaints personally • Makes unrealistic promises • Doesn't take an interest in people • Being a bystander and ignoring problems 	