
Behaviours

SODEI

Inspiring Children and Youth



Introduction

This document describes the behaviours essential for effective performance at SODEI and are key to achieving results now, and in the future - playing a fundamental role in helping us deliver our strategy. Together with behavioural indicators, they underpin our people strategy and define how we approach our work through our skills, knowledge and experience in the most effective way possible. The document:

Does;

- provide clear and consistent behaviours against which we are all accountable
- support everyone to focus on strengths and define areas for development
- act as a recruitment tool, both internally and externally
- center behaviours for our performance development review process recognizing not only what you did, but how you did.

Doesn't:

- define required technical knowledge and accountabilities
- list how to display each behaviour.

The above can be found in job descriptions, plans and through conversations with Lead Managers.

How it works?

- **1 Everyone:** the level all staff/volunteers are expected to display, regardless of role.
- **2 Lead:** who line manages another staff/volunteer/team
- **3 Director/Head:** typically a member of the senior management

These levels are cumulative, which means somebody operating as a Director would also be expected to be demonstrating the behaviours from the other two levels.

1. Collaboration

Works together with others to achieve greater impact while building rapport and engagement.

	1	2	3
Brings people with them on the journey		●	
Challenges and addresses 'silo attitudes'; insisting on considering the wider charity in decision making		●	
Challenges when appropriate	●		
Communicates and shares success with the wider charity			●
Creates an inclusive organisational culture; open to challenge, welcoming differing perspectives			●
Empathetic and approachable	●		
Honest and transparent	●		
Listens, seeks views and shares information	●		
Maximises opportunities to engage with others to help achieve shared goals			●
Proactively manages relationships		●	
Respectful of different perspectives and opinions	●		
Role models interpersonal skills and adapts style to build consensus and trust		●	
Uses team member's strengths, emphasising support and challenge		●	

2. Ownership

Demonstrating pride and passion for what we do and communicating our purpose with clarity and accountability.

	1	2	3
Can influence, irrespective of hierarchy	●		
Coaches their team to high performance, empowering them to find their own solution		●	
Communicates strategic decisions with transparency			●
Delegates work clearly and effectively, pre-empting workload and development of others in planning		●	
Encourages their team to take a problem-solving approach; breaking down hierarchy and empowering people to fix things themselves			●
Ensures that team is focussed on goals and are proactive in flexing plans to ensure goals are delivered		●	
Ensures the team is clear on accountability and ownership from the outset		●	
Facilitates the development of their team		●	
Helps remove barriers to success			●
Is accountable for their performance and project; owning the plan and ensuring its delivery			●
Is accountable for their team and performance; owning the plan and ensuring its delivery		●	
Motivates the team towards shared goals		●	
Positive and constructive	●		
Resourceful, organised and plans effectively	●		
Takes ownership for delivery and holding others to account	●		
Visible as a leader, establishing a strong direction and vision			●

3. Agility

Exhibiting responsiveness and being proactive in supporting an agile culture, demonstrating a learning mindset, respecting and collaborating with others with a focus on delivering value and adapting to change.

	1	2	3
Balances shifting priorities, ensuring the delivery of both short-term and long-term priorities	●		●
Engages opinion from the team and makes quick but informed decisions		●	
Ensures team are motivated and supported through pressure and change		●	
Ensures the team receive information at the right time		●	
Has clarity of vision and purpose, but shows flexibility to be responsive to demands			●
Nurtures an environment that normalise change			●
Proactive and flexible in responding to stakeholder needs	●		
Promotes collaboration as a mechanism for enhancing agility			●
Provides strategic rationale for change			●
Recognises, manages and improves throughout change	●		
Role models that being agile doesn't have to mean doing more			●
Sets reasonable limits to change and manages the impact to workplan; listening for trade offs and helping teams to reprioritise			●
Supports team in balancing work priorities appropriately		●	
Supports team in drawing on resources across the charity efficiently to ferment agility		●	

4. Valuation

Understanding our environment and having a financial mind-set, ensuring all activities deliver value.

	1	2	3
Adjusts plans to align to the strategy		●	
Considers issues and opportunities outside of own expertise	●		
Develops commercial focused strategy which delivers improvement in output, quality and cost			●
Ensures their team understands how they can contribute to the strategy		●	
Has a Children+Youth first ethos	●		
Has an appreciation and understanding of spending priorities across the charity			●
Is aware of the wider charity environment and the value targets	●		
Leads with a Children+Youth first ethos		●	
Manages budget effectively		●	
Prioritises revenue generating activity whilst delivering exceptional service	●		
Pursues commercial opportunities to generate revenue or reduce costs		●	
Runs a tight ship; ensuring tight controls of finance, resources and contracts			●
Takes a balanced view of wider impact, including impact when making changes			●
Understands how they can support the strategy	●		

5. Innovation

Having a bold thinking and the energy and tenacity to drive change and improvement by learn from their mistakes; innovating in small steps together with big leaps.

	1	2	3
Accepts all innovations aren't successful; but ensures lessons are drawn when things don't go well		●	
Challenges a mind-set of 'it's what we've always done'	●		
Champions, obtains and provides resources to enable implementation			●
Consistently thinks about approaches with the view to improve		●	
Creates a culture where creativity is rewarded and supported			●
Enables and encourages their team to be bold			●
Encourages and values new ideas		●	
Ensures that opportunities for advancement are acted on			●
Is a 'magpie'; exploring, sharing and integrating good practice into their own work	●		
Is willing to take risks and generate new ideas	●		
Leads a culture which supports failing well and learning from it; accountable for ensuring all projects have lessons learned and review built in from the outset			●
Learns from mistakes	●		
Provides team with risk free space to be creative		●	
Strives to continuously improve their own and their team's performance with reviews built into all work		●	

6.Reasoning

Gathering information, analyzing, problem-solving, and making evidence driven and informed decisions.

	1	2	3
Acts mindfully to identify and mitigate risk to strategy			●
Always use evidence to make decisions and support arguments	●		
Encourages and consults on the use of data and analysis			●
Ensures data is accessible and up to date by checking with appropriate experts	●		
Ensures team is equipped with skills necessary to use data and engage data experts appropriately		●	
Ensures team output can be measured and supports the team to create appropriate metrics		●	
Ensures there are metrics and KPI in all projects, demonstrating the link to the organisational strategy			●
Role models and challenges using evidence-based behaviours		●	
Sets out the team's framework but allows freedom to develop the details		●	
Structures their thinking	●		
Uses data to challenge; championing facts over assertion and group think		●	
Uses insight and logic to influence	●		
Uses regular analysis to build strategy, plan and deliver			●

Using Behaviours

Here is how we embed the behaviours into our people strategy.

Recruitment

Embedding our behaviours within recruitment helps us recruit people who align with our core behaviours.

Job descriptions

Each job description provides an overview of the key responsibilities for the role as well as a **person profile** which describes the qualities (skills, knowledge, experience, success criteria and behaviours) a person needs to excel. The **behaviours** section reflects the most relevant indicators for that role.

Selection

Our behaviours are embedded in our selection tools, for example through behaviour based interviews.

When recruiting, we ask questions targeted at obtaining evidence for a specific behaviour. Candidates need to

provide concrete examples of when they demonstrated the behaviour in question.

Performance Management

Using behaviours within our performance management processes helps us to improve performance by clearly outlining and recognizing what is expected of us in terms of how we do our job as well as what we deliver.

Performance at SODEI incorporates two key elements:

- **What** specific objectives we're aiming to achieve; and
- **How** we work to achieve our objectives.

Learning and Development

A set of behaviours is used to help us to lead our development and identify areas of focus. We use it to take a targeted approach to building our learning and development activities and identify the behaviours individuals, teams or the organization need to develop and direct our efforts where it is needed most.