

Behavioural Competency Framework For Supply Chain Team Leaders V8

SUPPLY CHAIN TEAM LEADERS BEHAVIOURAL COMPETENCY FRAMEWORK

What are competencies?

You may come across many different definitions of competencies but, in essence, they are habitual behaviours that people use at work to deliver their performance. Competencies are made up of both intention and observed behaviour and, in most cases, can be developed.

Why do we have them?

The Group focuses on achieving high levels of business performance and fundamental to this is the ability of people to perform at the highest level. Providing clarity on what good performance is made up of is key to this. High performance is not just about WHAT you do but also HOW you do it and the behavioural competencies focus on the latter.

The competencies that we have chosen to measure are those that account for the difference between average and superior performance. They provide benchmarks for reviewing performance and assessing development needs, as well as providing a basis for selection and evaluation of longer-term career potential.

For team leader colleagues, there are 8 behavioural competencies that underpin high performance. There are different levels of achievement within each of these competencies (details can be found in the following pages). In addition, there is one core characteristic that is fundamental for all colleagues in the Co-operative Group.

See fig. 1.

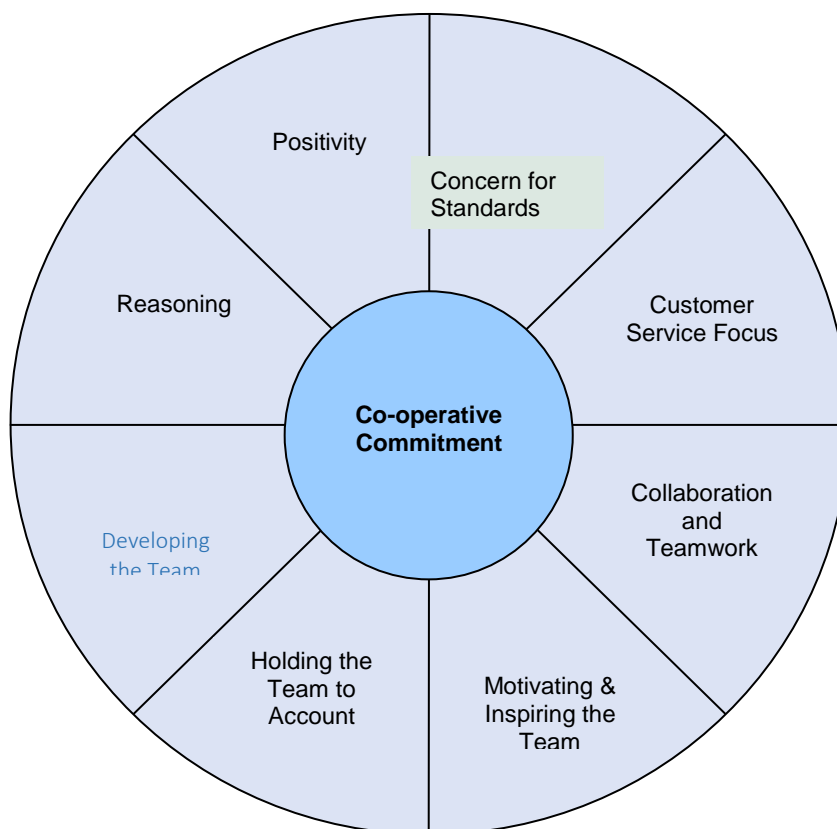


Fig.1.

They are not independent of each other but work together and align with the managers' behavioural framework, see fig 2 below.

How the levels work?

Levels 1, 2 and 3 all describe good performance at differing levels of sophistication. Level 1 is the initial level and level 3 has the highest degree of sophistication. The levels are cumulative. So, to achieve level 3 means you have to demonstrate level 1 and 2 as well. Competencies are habitual behaviours so that means to achieve a given level you should demonstrate it consistently, not just from time to time.

Roles will have a particular combination of levels that, if demonstrated, will ensure that it is carried out to a high standard. Good performance is not simply about aiming for the highest levels of competency, but those best suited to your job.

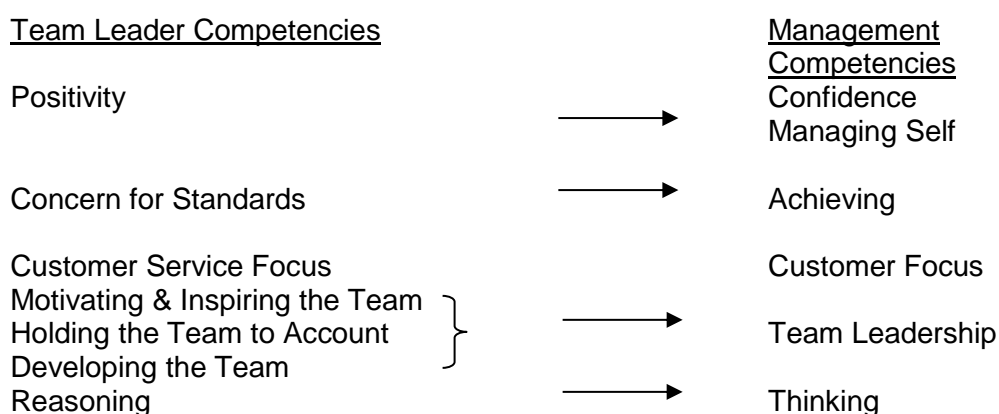
How does this framework link to the management competency framework?

The competencies within the Team Leader framework are designed to dovetail into the management framework.

When you are considering development and career progression to a management level role you will find both frameworks helpful. Look at the two frameworks to identify your readiness for a role and/or your areas for development.

Some of the Team Leader competencies are a forerunner to one or more of the management competencies. Fig.2. below shows the links.


Fig.2.



POSITIVITY

What it is:


The willingness and ability to maintain a positive approach to work despite challenges or changes. The confidence to offer an opinion or constructively challenge the ways things are done in the interests of getting the best results.

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| Level 1 | Shows enthusiasm in carrying out tasks and activities. Works hard to implement changes when asked, and is willing to ask questions to get clarity, and asks for help and support if needed to ensure standards are met. |
| Level 2 | Adapts quickly to cope with change or challenges, demonstrating a 'can do' attitude. Does not give up or take the easy option when difficulties are encountered. Is comfortable making suggestions or offering views on how best to complete work. |
| Level 3 | Sees change as an opportunity. Challenges the status quo and/or suggests new ways of working to improve results. Responds quickly to setbacks by finding alternative solutions. Encourages others to take a positive attitude in order to create a rewarding working environment. |
|  | <ul style="list-style-type: none"> • Considers change is always negative and is reluctant to adopt new methods of working • Un-co-operative and doesn't get involved • Avoids asking for help when needed • Moans about work to colleagues but is not prepared to raise it with line manager • Unwilling to offer own views or opinions, or if they do – always has a negative viewpoint |

CONCERN FOR STANDARDS

What it is:


The commitment to, and pride in, achieving or surpassing standards of excellence in implementing processes and procedures.

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| Level 1 | Wants to do a good job. Pays full attention to detail when carrying out tasks. Works quickly/steadily and accurately. Double checks own work. Puts own work right if makes mistakes. |
| Level 2 | Concerned for the standards and compliance of the shift/department as a whole. Takes pride in work and wants everything to be just right. Takes appropriate action to correct mistakes or problems caused by colleagues or customers. |
| Level 3 | Continuously focused on making changes and improvements to ensure that shift/department is consistently exemplary in its standards and compliance with legal and Society procedures and processes. Doesn't tire of checking and following things up again and again. Helps and shows others how to get things right. |
|  | <ul style="list-style-type: none"> • Shows uninterested/indifferent attitude to work • Cynical about Co-operative Food compared to competitors • Has an 'it's not my job' attitude to work – has no pride in shift/department • Doesn't explore or challenge underperformance |

CUSTOMER SERVICE FOCUS

What it is:


A real interest in understanding what the customer (internal & external) wants and doing everything possible to deliver or exceed expectations.

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| Level 1 | Deals effectively with internal and external customers, working to agreed service standards. Able to handle client/customer enquiries and requests and responds positively to feedback from the client/customer. |
| Level 2 | Identifies different needs of client/customers. Takes an interest in how clients/customers feel about the service that is provided, listens to and acts on feedback received. Works hard to build strong relationships with clients/customers. |
| Level 3 | Identifies the future needs of the customers, suggesting ways to improve the service for their benefit. Actively seeks feedback and thinks creatively about ways to delight the client/customer. Role models high quality client/customer service for others. |
|  | <ul style="list-style-type: none"> • Considers the customer, internal and external, as an inconvenience and interruption, e.g. speaks abruptly to the customer • Accepts mediocre levels of service as acceptable • Assumes that following processes is more important than thinking of the impact they may have on our customer • Assumes that we know best about what our customers want and therefore not listening |

COLLABORATION AND TEAMWORK

What it is:


The will and the ability to work co-operatively within their own team and with other teams in the interests of overall success.

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| Level 1 | Supports team decisions and keeps other team members informed and up-to-date about things which affect them, e.g. during pre-shift/team briefings. Responds to requests for help from colleagues. Understands the benefits of teamwork. |
| Level 2 | Demonstrates a positive attitude towards team colleagues and is alert to opportunities to help others. Shares/offers resources and expertise to help the team function effectively. |
| Level 3 | Actively works to build team commitment and to develop relationships within the team. Brings into the open and attempts to resolve conflict within the team. |
|  | <ul style="list-style-type: none"> • Agrees course of action in a team meeting and does the opposite to it outside the team • Creates disruption that prevents team addressing agreed agenda • Ignores requests for help from other team members, works in a silo. • Withholds information from colleagues. |

MOTIVATING AND INSPIRING THE TEAM

What it is:


The intention, desire and ability to motivate the team to deliver outstanding shift/department results.

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| Level 1 | Takes charge – clearly sees self as responsible for delivering shift/departmental targets. Is open and approachable; communicates clearly; explains reasons for things, knowing that this helps to get team members engaged. Organises the team and tasks effectively. Shares information about central initiatives and programmes. Works to obtain any additional resources the team needs to perform well. |
| Level 2 | Proactively promotes a delivery focused and cohesive team atmosphere with intent to create a 'whole' that is 'greater than the sum of the parts' – takes specific action in this direction. Monitors shift/departmental progress against targets and keeps the team posted on how the shift/department is doing (i.e. shares the 'big picture') as a way of encouraging commitment. Finds different ways to encourage and inspire the whole team to do better/keep up the good work. Listens to their ideas about how to improve things, openly adopting any good ideas. Makes consistent effort to build team spirit. |
| Level 3 | Creates and communicates vision for what shift/department can be – generates excitement, enthusiasm and commitment to achieve this vision. Is able to deploy a range of leadership styles – successfully adapts leadership style to different situations so that even difficult situations have motivating outcome. Has strong self image as leader – very comfortable in this role. Acts as role model in terms of behaviour and commitment. Shows what is possible in terms of changing things and challenging Head Office appropriately for the greater good. |
|  | <ul style="list-style-type: none"> • Acts as one of the team to the extent that his/her authority is undermined. • Lets bad team atmosphere fester – or is oblivious to conflicts and issues. • No ownership of communication to team – 'I've been told to tell you'. • Stifles communication in the team – doesn't listen • Displays cynicism about central initiatives |

HOLDING THE TEAM TO ACCOUNT

What it is:


The willingness and ability to ensure high standards of performance, and take timely and appropriate action in pursuit of this aim.

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| Level 1 | Delegates tasks and gives direction clearly and effectively, including any relevant information about timescales, records to be kept etc, so that everyone is clear on what they are doing and the work gets done as required. Encourages, and responds to, questions from team members aimed at seeking clarity about the task. |
| Level 2 | Sets high standards for task achievement and behaviour and is clear that expects team members to meet these standards. Speaks plainly but appropriately with team members when not satisfied with task performance – agrees plan to rectify problem. Declines unreasonable requests (e.g. holiday preferences). Sets limits for individuals in relation to poor behaviour – is clear on what is not acceptable. |
| Level 3 | Consistently and clearly puts performance and standards of behaviour at forefront of agenda with team. Acts quickly and decisively to address any performance issues – whether in behaviour or task execution. Works to identify the root causes of problems and deal effectively and appropriately with these. Makes consequences of persistent poor performance clear and uses Society procedures effectively as necessary. |
|  | <ul style="list-style-type: none"> ▪ Lets desire to be liked get in the way of dealing with poor performance. ▪ Lets an individual's poor behaviour and commitment drag the whole team down rather than dealing with it, e.g. letting poor absence go on without challenge. ▪ Shows timidity in dealing with popular but disruptive team members. ▪ Shows lack of attention to detail in evaluating task performance. |

DEVELOPING THE TEAM

What it is:


The genuine intent and action to foster the long term learning and development. Focus is on the developmental intent and effect rather than on fulfilling a formal training role.

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| Level 1 | Believes others want to develop and adopts positive attitude to helping team members learn. Shows or explains to team members how to do things. Makes helpful suggestions and offers other practical support to aid team members' learning. Sources additional training, over and above operational requirements, to enable team members to do their jobs better and more confidently. Conducts development reviews in line with Society procedures – takes these seriously. |
| Level 2 | Gives constructive feedback aimed at supporting team members' long term development. Feedback is balanced and descriptive, not judgemental. Spends time with individuals, helping them to identify their own next steps in terms of overcoming a problem or learning something new – understands that people learn better if they are encouraged to discover the answers for themselves. Follows up on any promises or commitments, and checks to see how individuals are progressing. |
| Level 3 | Gets a genuine buzz out of being instrumental in someone's long term development and growth – sees this as one of their main roles. Provides development opportunities for team members in line with their development aspirations – where individuals' aspirations are limited due to lack of confidence, encourages them to raise their sights to fulfil their potential. Works to build confidence as well as skills and capability. Wants to see the whole person grow. Adopts this approach with every member of the team, tailoring the approach to suit the learning styles of the individual. Doesn't easily give up on anyone. |
|  | <ul style="list-style-type: none"> ▪ Cares only about their own career, with no consideration of others needs and aspirations ▪ Sees development as a 'tick box' exercise ▪ Does not tailor approach to individuals – doesn't listen to them or try to understand them ▪ Feels threatened by other's progress – gets upset when team members apply for jobs in other areas or get promoted - fears being 'left behind'. |

Core Characteristic

CO-OPERATIVE COMMITMENT


Is aware of the Co-operative ways of working and the business goals and values. Understands how these affect their own role and aligns their working practices to them. Is positive about the Co-operative Group to others.

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|  | <ul style="list-style-type: none"> • Criticises the Group to others • Shows no interest in the values • Creates processes or ways of working that contradict the values • Indicates commitment to the values in what is said but not in the actions that are carried out |
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REASONING

What it is:

The ability to think through situations and activities in order to choose the appropriate course of action. This is about rigour and clarity of thought to understand the consequences of the action.

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| Level 1 | When given a task, seeks clarification of the aim and key details if unclear. Breaks task down into logical steps. Draws sensible conclusions about additional actions needed to fulfil the task. |
| Level 2 | Thinks around a task and its aims. Draws attention to considerations that may not have been taken into account. Suggests alternatives if relevant. Thinks ahead and beyond the task and about the impact from and on other things. |
| Level 3 | Thinks about their whole role, its purpose and the context within which it operates with the aim of finding ways to improve how things are done. Spots recurring problems and works out ways to solve them. Looks ahead, taking account of developments related to their role and where they work, and plans to ensure continued high quality outcomes in areas they can have an influence on. |
|  | <ul style="list-style-type: none"> Does not check own understanding – continues on the basis of false assumptions or without understanding purpose Displays a 'no one told me' or 'not my job' or 'that's what I was told to do' attitude. Follows instructions but doesn't think beyond the task - misses obvious next steps. Has 'knee-jerk' reactions and so makes rash decisions |