



**HM PRISON
SERVICE**

Public Sector Prisons



Competency and Qualities Framework

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Our People Strategy

Welcome to the new Competency and Qualities Framework (CQF) for the Prison Service.

The CQF competencies describe behaviours that the Prison Service encourages among its staff. It is designed to enable employees at Senior Manager A and below – and their managers – to know what is expected of them in terms of clear and observable indicators of behaviour that apply across most situations they are likely to face. It does not describe ‘what’ has to be done but ‘how’ they should be done. The way in which people interact with each other in performing their duties – especially those in authority – has a significant impact on the culture of the organisation which not only impacts on staff but also on prisoners.

The CQF has been developed by the Prison Service to reflect:

- Prison Service values;
- The law;
- Current and prospective business requirements;
- The Prison Service’s commitment to equality and diversity;
- Professional Skills for Government (PSG) core skills and leadership expectations.

The structure of the CQF

The framework consists of twelve behavioural competences, grouped under three headings:

WORKING PROFESSIONALLY

WORKING WITH OTHERS

WORKING TO ACHIEVE RESULTS

To enable clear, evidenced and consistent judgements to be formed about the extent to which someone is demonstrating each of the competencies, the framework provides examples of the specific actions, observable in day-to-day work, that we might expect a competent person to be taking. Those actions form the indicators within each competency. By considering to what extent, and in what way, someone can be seen to be carrying out those actions, we can form a view on that person's overall behaviour; and so, in turn, decide whether that behaviour fits the given definition of competency.

The actions that people are expected to take in order to demonstrate competency will differ, depending on the person's role and responsibilities. For this reason, within each competency, the CQF presents different sets of indicators for:

1. ALL STAFF – foundation indicators that apply to all staff in the Prison Service regardless of their role
2. ALL STAFF WHO REGULARLY WORK DIRECTLY WITH PRISONERS – these are used in addition to the foundation indicators above
3. MANAGERS – one of three different sets apply depending on their management level. These are:
 - a. First line manager (SO,EO etc)
 - b. Middle management (generally PO, managers G-E)
 - c. Senior management (generally senior managers A-D)

So, for example, for a Prison Officer, groups 1 and 2 will apply, while for a non-operational manager G, indicator groups 1 and 3b will apply.

Exceptionally, it might be appropriate to make use of certain indicators from a different indicator set - see separate guidance on using the CQF in SPDR development planning, recruitment and filling vacancies.

The framework also provides some illustrations of activities the Service would **not** expect to see a competent person undertaking. By providing a contrast to the behaviours described in the indicators, these illustrations should help people to form a clearer and stronger idea of what positive behaviour looks like.

How should the CQF be used?

The CQF is designed to support:

- The Staff Performance and Development Review (SPDR) – the CQF replaces the existing Core Competence Framework (CCF) previously used in the development section of the SPDR form. Separate guidance on how to use this framework as part of the SPDR assessment will be available for staff and managers.
- Recruitment and selection – job information packs will need to reflect a representative set of the required competencies for the role and candidates will need to demonstrate competency at application and interview.
- Job Simulation Assessment Centres (JSACS) – the new CQF replaces the Core Management Skills previously used for assessment of candidates
- Leadership development – the competencies required for strategic leadership support the new Leadership Qualities Framework for the Service (see below)
- Learning and development – learning and skills provision will be reviewed to support the staff in developing key competencies throughout their career in the Prison Service.

How does this link to other leadership and professional skills development programmes?

1. Leadership Qualities Framework

Leadership development, including 360 degree feedback exercises, will be based on the Leadership Qualities Framework (LQF). Not all of the characteristics that define leadership excellence can be described in terms of the behavioural indicators found under the twelve competencies in the CQF. They relate to people's attitudes and perceptions, as well as to what they do. The LQF has therefore been developed, as an enhanced version of the CQF. It comprises four Leadership Qualities:



Every detailed element of the LQF maps back to one or more indicators in the CQF. The output of JSACs and other selection exercises can be mapped against Leadership Qualities as well as behavioural competencies.

2. Professional Skills for Government

The framework includes, among the indicators for Senior Management, customised versions of the Professional Skills for Government 'Core Skills' requirements, set by the Civil Service Management Board for all Civil Servants at grade 6 and 7 and equivalent levels (our Senior Managers A-D). These are highlighted in italics. In addition, many of the other indicators also support the Core Skills requirements.

1. WORKING PROFESSIONALLY

1A. Achieving a safe and secure environment	Promotes and contributes to an orderly, safe and secure environment; both within own unit / establishment and across the Prison Service.
1B. Showing resilience	Is consistently motivated, committed and able to perform duties in all situations
1C. Acting with integrity	Consistently acts in a principled, open and conscientious manner, and challenges unacceptable behaviour.
1D. Respecting others	Promotes equality of opportunity; treating all people with fairness, dignity and respect. Challenges discriminatory behaviour, and upholds and fosters diversity.

2. WORKING WITH OTHERS

2A. Persuading and influencing	Persuades, influences and listens to others, using reason and co-operation to reach agreement.
2B. Building relationships and team working	Supporting each other and building relationships to achieve common goals.
2C. Communicating effectively	Communicates and receives ideas, views and information to achieve understanding.
2D. Caring	Shows concern for colleagues, prisoners, and others, recognising their needs and providing practical support.

3. WORKING TO ACHIEVE RESULTS

3A. Problem solving and decision making	Gathers information from a range of sources. Analyses information to identify problems and issues and makes effective decisions.
3B. Organising and maximising performance	Plans and supervises activities and resources to maximise performance.
3C. Embracing change	Acknowledges the need to achieve positive change, and challenges existing practices.
3D. Developing self and others	Takes ownership of personal development and encourages and supports the development of others.

1. WORKING PROFESSIONALLY

1A. Achieving a safe and secure environment

Promotes and contributes to an orderly, safe and secure environment; both within own unit / establishment and across the Prison Service.

Foundation indicators – for ALL STAFF:

- Treats security as a matter of high priority
- Accurately and urgently reports security incidents and breaches
- Takes responsibility for the control of personal equipment and/or keys
- Challenges behaviour among colleagues that might undermine safety or security
- Works collaboratively with other functions and individuals to achieve a safe and secure environment
- Engages with other departments to reduce levels of violence, bullying, self harm and substance misuse

Additional indicators for ALL STAFF WHO WORK DIRECTLY WITH PRISONERS:

- Contributes to the maintenance of physical security
- Deals with and reports incidents of assault and injuries to prisoners
- Challenges, addresses and reports violent and bullying behaviour in prisoners
- Supports the principles of dynamic security by treating the needs of prisoners individually; developing controlled, professional relationships with prisoners; and contributing to a constructive regime
- Encourages prisoners to take responsibility for dealing with personal challenges, such as substance abuse
- Addresses the risks posed by prisoners, to themselves and others
- Encourages prisoners to improve their behaviour
- Acts upon signs of substance abuse by prisoners
- Deals constructively and reasonably with prisoners' complaints and problems

Illustrative examples of undermining safety and security:

- Leaving reporting of security incidents or breaches to others
- Ignoring recognised processes when dealing with and reporting incidents
- Accepting that some areas of the establishment might become 'no-go areas'
- Allowing inappropriate behaviours amongst colleagues to go un-challenged
- Undervaluing the importance of prisoners' complaints or problems
- Moving immediately into the adjudication process as the only means of challenging bad behaviour

1A. Additional indicators for MANAGERS

First line management

- Ensures the team contributes to the achievement of key indicators for achieving a safe and secure environment
- Ensures the team contributes to the maintenance of physical security
- Adopts and promotes the principles of dynamic security, and translates them into plans and actions
- Ensures staff support victims of bullying, violence, self-harm or substance abuse
- Encourages staff to make best use of incentive schemes to improve prisoner behaviour

Middle management

- Promotes an understanding of key priorities concerning safety and security
- Supports and implements strategies, policies and processes that contribute to the achievement of a safe & secure living and working environment
- Enables managers to maintain physical security
- Adopts and promotes the principles of dynamic security, and translates them into plans and actions
- Supports a culture in which violence and bullying are not tolerated
- Supports a culture in which victims of bullying or violence, and prisoners who are subject to self-harm or substance abuse, are dealt with consistently and constructively
- Empowers staff to make best use of incentive schemes to improve prisoner behaviour
- Develops and applies strategies that contribute to the control and re-settlement of high risk offenders

Senior management

- Takes responsibility for the delivery of a safe and secure environment
- Promotes an understanding of key priorities concerning safety and security
- Creates strategies, policies and processes that contribute to the achievement of a safe and secure living and working environment
- Ensures the principles of dynamic security are understood and adopted at all levels, and are embedded in strategies and plans
- Promotes a culture in which violence and bullying are not tolerated
- Promotes a culture in which victims of bullying or violence, and prisoners who are subject to self-harm or substance abuse, are dealt with consistently and constructively

1. WORKING PROFESSIONALLY

1B. Showing Drive and Resilience

Is consistently motivated, committed and able to perform duties in all situations.

Foundation indicators – for ALL STAFF:

- Responds calmly when under pressure
- Remains motivated and takes the initiative
- Accepts challenges
- Sees work through to completion
- Motivates others by personal example
- Maintains a sense of perspective when facing setbacks
- Maintains personal conviction when faced with resistance
- Demonstrates enthusiasm, energy and passion for the role
- Acknowledges own emotional and professional limits and seeks help when necessary

Additional indicators for ALL STAFF WHO WORK DIRECTLY WITH PRISONERS:

- Demonstrates sensitivity to the risk of manipulation or conditioning
- Retains professional approach when confronted by aggression and strong emotion from prisoners
- Responds calmly and consistently to incidents and disturbances
- Continues to respond positively to prisoners and their families in difficult circumstances
- Seeks opportunities to make a positive difference to prisoners' lives

Illustrative examples of susceptibility and lack of drive:

- Showing anxiety and uncertainty in difficult situations
- Harbours grudges
- Lacking initiative
- Reluctance to accept commitments and challenges
- Allowing stress to affect behaviour towards prisoners, colleagues and others
- Becoming volatile under pressure
- Becoming disheartened when facing challenges
- Being intimidated by prisoners

1B. Additional indicators for MANAGERS

First line management

- Maintains and communicates a clear sense of purpose in all circumstances
- Encourages and recognises personal commitment amongst own staff
- Motivates the team, supporting and encouraging its members

Middle management

- Remains focussed on achieving objectives in the face of resistance, organisational constraints or unforeseen problems
- Supports a culture that motivates people, and acknowledges and rewards commitment
- Accommodates changing circumstances, whilst sticking to overall objectives and principles

Senior management

- Provides command and direction, and promotes calmness – routinely and in the face of incidents
- Remains focussed on achieving objectives in the face of resistance, organisational constraints or unforeseen problems
- Promotes a culture that motivates people, and acknowledges and rewards commitment
- Adapts plans and arrangements to changing circumstances, whilst sticking to overall objectives and principles

1. WORKING PROFESSIONALLY

1C. Acting with Integrity

Consistently acts in a principled, open and conscientiousness manner, and challenges unacceptable behaviour.

Foundation indicators – for ALL STAFF:

- Maintains commitments and completes undertakings
- Applies standards and deals with others honestly, impartially and consistently
- Accepts responsibility for own actions
- Challenges, exposes and reports corrupt and unprincipled practices
- Acts in accordance with, and promotes, Prison Service principles and the law
- Ensures that processes are used openly and impartially
- Acts within own level of authority
- Shows discretion when dealing with personal and sensitive information
- Works against a blame culture
- Stands up for what is right
- Maintains principled, professional relationships with colleagues and prisoners
- Acts as a positive role model for public service ethos and values
- Acknowledges mistakes and seeks to remedy them
- Resists peer pressure
- Uses authority in a balanced, controlled manner

Additional indicators for ALL STAFF WHO WORK DIRECTLY WITH PRISONERS:

- Achieves a balance between excessive distance and familiarity with prisoners
- Deals with prisoners in a way that is firm and fair
- Accepts responsibility for own dealings with prisoners
- Seeks to meet commitments made to prisoners

Illustrative examples of unprincipled or unprofessional behaviour:

- Being easily led and influenced
- Being evasive and obscuring the full story
- Applying standards inconsistently
- Going beyond level of authority
- Seeing policy as getting in the way of 'doing the job'
- Not accepting responsibility for actions
- Compromising own principles to fit in with popular opinion or for personal advantage
- Reluctance to tackle inappropriate behaviour by colleagues or prisoners
- Subscribing to a blame culture

1C. Additional indicators for MANAGERS

First line management

- Accepts responsibility for the actions of the team
- Ensures own work and that of the team supports Prison Service principles and objectives
- Deals with team members, other colleagues, and prisoners consistently and impartially, and meets commitments made to them
- Ensures staff behave with integrity
- Fosters a culture in which people can report wrongdoing, and they are protected from victimisation

Middle management

- Accepts responsibility for the actions of the team
- Ensures own work, and that of the unit, support Prison Service principles and objectives; and that others do the same
- Deals with team members, other colleagues, and prisoners consistently and impartially, and meets commitments made to them; and ensures others do the same
- Supports a culture in which personal integrity thrives at all levels of the organisation
- Supports a culture in which people can reporting wrongdoing, and they are protected from victimisation
- Takes and supports action against corrupt and unprincipled practices

Senior management

- Accepts responsibility for the actions of the team
- Ensures own work, and that of the unit, supports Prison Service principles and objectives
- Deals with team members, other colleagues and prisoners consistently and impartially; meets commitments made to them; and ensures others do the same
- Promotes a culture in which personal integrity thrives at all levels of the organisation
- Promotes a culture in which people can report wrongdoing, and are protected from victimisation
- Directs formal action against corrupt and unprincipled practices
- *Promotes and enforces business rules and good practice when incurring expenditure, and when managing business relationships and risks**

* PSG CORE SKILLS

1. WORKING PROFESSIONALLY

1D. Respecting Others

Promotes equality of opportunity; treating all people with fairness, dignity and respect. Challenges discriminatory behaviour, and upholds and fosters diversity.

Foundation indicators – for ALL STAFF:

- Challenges discriminatory behaviour and language, and explains why it is unacceptable
- Challenges bullying, harassment and discrimination on any grounds
- Avoids pre-judging people
- Takes account of the impact of own behaviour on others
- Shows respect for all cultures, religions and beliefs
- Seeks to accommodate the differing needs of particular groups of prisoners and staff
- Acts upon concerns about discrimination or inequality of opportunity
- Applies consistent standards
- Treats others fairly, impartially, and as individuals, and values their contribution
- Shows respect for and consideration of others

Additional indicators for ALL STAFF WHO WORK DIRECTLY WITH PRISONERS:

- Shows respect for prisoners
- Encourages prisoners to challenge discriminatory behaviour
- Encourages prisoners to treat each other with respect, and challenges disrespectful behaviour
- Treats prisoners consistently

Illustrative examples of exhibiting prejudice or disrespect:

- Pre-judging people
- Using inappropriate language or behaviour
- Reluctance to address prejudice and bigotry in self and others
- Making judgements too quickly
- Failing to recognise and use the diverse skills and experience of others
- Ignoring impact of own behaviour on others
- Showing favouritism
- Ignoring inappropriate behaviour or language
- Applying different standards to different prisoners and staff
- Making assumptions about people based on their accent or appearance

1D. Additional indicators for MANAGERS

First line management

- Supports a culture that promotes equality of opportunity and diversity
- Makes the most of the diverse skills and experience of others
- Through a range of techniques and by personal example, galvanises team members to promote equality of opportunity and diversity
- Intervenes and, if necessary, initiates formal action when others' behaviour undermines equality of opportunity and diversity

Middle management

- Implements plans that support a culture which encourages diversity and eliminates discrimination
- Through a range of techniques and by personal example, encourages managers to promote equality of opportunity and diversity among their staff
- Supports the establishment / unit in making the most of the diverse skills and experience of its members
- Contributes to and implements plans that ensure the work and priorities of the establishment reflect and support the diversity of the prisoner population
- Intervenes and, if necessary, initiates and supports formal action when others' behaviour undermines equality of opportunity and diversity

Senior management

- Develops and applies strategies to promote a culture that encourages diversity and eliminates discrimination
- Demonstrates a personal commitment to, and leadership towards, equality of opportunity agendas across the organisation
- *Employs a range of techniques to promote equality of opportunity and diversity**
- Ensures the establishment / unit makes the most of the diverse skills and experience of its members
- Determines how the work and priorities of the prison will reflect and support the diversity of the prisoner population
- Consults experts, unions and staff and prisoner groups on diversity issues
- Directs formal action when others' behaviour undermines equality of opportunity and diversity

* PSG CORE SKILLS

2. WORKING WITH OTHERS

2A. Persuading and Influencing

Persuades, influences and listens to others, using reason and co-operation to reach agreement.

Foundation indicators – for ALL STAFF:

- Communicates own perspective constructively
- Aims to achieve agreement or consent with colleagues or prisoners
- Uses facts and information to support and communicate an opinion
- Seeks to understand others' perspectives
- Follows through on agreements
- Shows appreciation of the views of others
- Acts as a positive role model

Additional indicators for ALL STAFF WHO WORK DIRECTLY WITH PRISONERS:

- Seeks to manage prisoners through co-operation
- Takes time to understand prisoners' points of view
- Encourage prisoners to understand own / establishment's perspective
- Seeks to defuse situations through persuasion before they result in disorder
- Encourages good prisoner behaviour through personal example
- Supports Prison Service policies and promotes them to prisoners

Illustrative examples of asserting own position and ignoring the perspectives of others:

- Undermining things that have been agreed
- Being reluctant to accept anything not generated by him/herself
- Pulling rank/grade to force own point of view
- Trying to 'score points' and to put others down
- Acting and speaking aggressively towards prisoners or colleagues
- Using aggression or sarcasm to try and get own way
- Being unapproachable and aloof
- Adopting entrenched positions
- Provoking prisoners

2A. Additional indicators for MANAGERS

First line management

- Demonstrates personal pride in work, conveys own enthusiasm and brings others on board
- Encourages staff to discuss issues and ideas
- Accepts sound ideas and arguments from any source
- Seeks to overcome challenges and blocks through persuasion
- Uses insight into individuals and groups to gain agreement
- Involves and influences everyone necessary to get things done
- Supports and advocates the Prison Service's policies, agenda and priorities

Middle management

- Demonstrates personal pride in work, conveys own enthusiasm and brings others on board
- Accepts sound ideas and arguments from any source, and encourages managers to do the same
- Uses insight into individuals, groups and organisational dynamics to gain agreement
- Seeks to overcome challenges and blocks through persuasion, and encourages managers to do the same
- Involves and influences everyone necessary to get things done
- Supports and advocates the Prison Service's policies, agenda and priorities, and encourages managers to do the same

Senior management

- Promotes a culture of open interaction and effective consultation across all levels of the organisation
- Demonstrates personal pride in work, conveys own enthusiasm and brings others on board
- Accepts sound ideas and arguments from any source, and encourages managers to do the same
- Uses insight into individuals, groups and organisational dynamics to gain agreement
- Seeks to overcome challenges and blocks through persuasion, and encourages managers to do the same
- Involves and influences everyone necessary to get things done
- Supports and advocates the Prison Service's policies, agenda and priorities, and encourages managers to do the same

2. WORKING WITH OTHERS

2B. Building Relationships and Team Working

Supporting each other and building relationships to achieve common goals.

Foundation indicators – for ALL STAFF:

- Seeks to build positive relationships with colleagues and prisoners
- Supports colleagues in demanding situations
- Involves others in conversations and activities
- Shows flexibility and works with collective decisions
- Shares knowledge and information for the good of the team
- Accepts own share of responsibility for the team's work
- Works towards shared objectives
- Works with colleagues to find solutions to problems and improvements to ways of working
- Treats team members as colleagues
- Builds team spirit and collectively celebrates success
- Accepts help and support from other team members
- Takes an interest in what goes on in the rest of the establishment / workforce
- Inspires confidence in others

Additional indicators for ALL STAFF WHO WORK DIRECTLY WITH PRISONERS:

- Builds positive and mutually supportive relationships with prisoners; e.g. as Personal Officers
- Encourages prisoners to adopt supportive behaviours so that they might be considered for roles such as Listeners, Peer Supporters or Insiders

Illustrative examples of creating poor working relationships:

- Avoiding responsibilities so that team mates end up doing the work – 'sloping shoulders'
- Forcefully seeking to get own way
- Undermining the efforts and morale of colleagues
- Treating team members as competitors
- Shirking responsibility
- Preferring to work in isolation ('in a silo')
- Taking personal credit for team success
- Allocating work unfairly amongst the team
- Failing to motivate some or all team members
- Pursuing own agenda, ignoring team's or organisation's objectives
- Taking little interest in what goes on in the rest of the establishment/workplace

2B. Additional indicators for MANAGERS

First line management

- Takes responsibility for the team's performance
- Encourages a sense of common purpose, and mutual support and responsibility
- Allocates work fairly
- Encourages team members to get involved
- Keeps informed of the work done by staff and others, and values their efforts
- Intervenes at the right moment
- Tackles problems and disputes
- Provides support to people in other functions and agencies, accepts ideas from them, and encourages collaborative working
- Takes into account the impact of own actions & plans on other functions and agencies

Middle management

- Takes responsibility for the team's performance
- Promotes a sense of common purpose, and mutual support and responsibility
- Implements strategies for building relationships and team work, both internally and externally
- Keeps informed of the work done by staff & others, & values their efforts
- Intervenes at the right moment
- Tackles problems and disputes, and encourages managers to do the same
- Seeks & promotes opportunities for collaborative working with other functions and agencies
- Takes into account the impact of own actions and plans on other functions and agencies, and encourages managers to do the same

Senior management

- *Builds strong relationships with stakeholders; developing trust and respect for the Service**
- Takes responsibility for the establishment's/ unit's performance
- Develops and sustains a sense of common purpose, and mutual support and responsibility
- Develops strategies for building relationships and team work, both internally and externally
- Keeps informed of the work done by staff and others, and values their efforts
- Intervenes at the right moment
- Leads by example in ensuring problems and disputes are tackled
- Creates and exploits opportunities for collaborative working with other functions and agencies
- Builds mutually supportive networks right across the organisation
- Promotes & maintains constructive & inclusive relationships with unions & staff groups
- Takes into account the impact of own actions and plans on other functions and agencies, and encourages managers to do the same

* PSG CORE SKILLS

2. WORKING WITH OTHERS

2C. Communicating Effectively

Communicates and receives ideas, views and information to achieve understanding.

Foundation indicators – for ALL STAFF:

- Speaks and writes clearly, concisely and logically
- Uses the most effective means of communication for the circumstances
- Shares information with the right people at the right time
- Checks understanding
- Provides complete responses to questions and requests
- Seeks clarification and understanding
- Encourages others to provide information and views, and values what they have to say
- Adjusts tone and language to the demands of the situation
- Keeps colleagues informed and up to date

Additional indicators for ALL STAFF WHO WORK DIRECTLY WITH PRISONERS:

- Encourages prisoners to express their concerns
- Takes time to listen to prisoners' concerns
- Informs prisoners of changes within the establishment or regime
- Ensures prisoners understand the reasons behind decisions made and changes that affect them

Illustrative examples of neglecting or undermining communication:

- Failing to communicate
- Not checking understanding
- Speculating and feeding rumours
- Talking down to people
- Communicating indiscriminately and failing to tailor message to audience

2C. Additional indicators for MANAGERS

First line management

- Communicates convincingly and with authority; using methods and styles that will engage and motivate the particular audience
- Briefs own team in a clear, timely and targeted way
- Checks that what has been communicated has been understood by all
- Communicates key messages
- Provides feedback to staff
- Creates opportunities for others to express themselves
- Ensures that own team members communicate effectively amongst themselves

Middle management

- Communicates convincingly and with authority; using methods and styles that will engage and motivate the particular audience
- Implements strategies for communication with own staff, to others in the Service or externally
- Briefs own team and managers in a clear, timely and targeted way; and ensures managers do the same
- Checks that what has been communicated has been understood by all
- Reinforces key messages through a variety of channels
- Provides feedback to line managers
- Fosters an environment in which feedback and ideas are encouraged
- Ensures managers communicate effectively amongst themselves, and that they do the same with their own staff

Senior management

- Communicates convincingly and with authority; using methods and styles that will engage and motivate the particular audience
- Creates effective strategies for communication with own staff, to others in the Service, or externally
- Briefs own team and managers in a clear, timely and targeted way; and ensures managers do the same
- Checks that what has been communicated has been understood by all
- Identifies key messages and reinforces them through a variety of channels
- Provides feedback to line managers
- Promotes a culture in which 2-way communication is encouraged
- Encourages cross-functional and external/stakeholder communications
- Manages external communications constructively and confidently; fostering trust and respect for the Service
- Challenges undeserved criticism of the establishment / business unit
- Ensures managers are effectively communicating amongst themselves, and that they do the same with their own staff

2. WORKING WITH OTHERS

2D. Caring

Shows concern for colleagues, prisoners, and others recognising their needs and providing practical support.

Foundation indicators – for ALL STAFF:

- Applies and supports the decency agenda for staff and prisoners
- Shows compassion and concern for others
- Sees things from the point of view of others
- Acts upon signs of distress
- Takes account of the impact of own actions and decisions on the well-being of prisoners, colleagues and others
- Responds to issues and requests and gives practical support
- Shares good practice in providing support to others
- Respects the need for confidentiality
- Maintains a balance between care and control
- Maintains balanced, professional relationships with others

Additional indicators for ALL STAFF WHO WORK DIRECTLY WITH PRISONERS:

- Treats all prisoners humanely and respects their diversity
- Shows concern for prisoners' personal problems and gives advice and help where needed
- Acts upon the signs of self harm
- Seeks to ensure decent, hygienic living conditions for prisoners
- Takes a team-working approach to dealing with prisoners who have self harm issues
- In the role of Personal Officer, always engages with prisoners in helping them with personal problems

Illustrative examples of neglecting the needs of prisoners and other staff and failing to support them:

- Ignoring or undermining the decency agenda
- Showing disregard and lack of concern for others
- Seeing things only from own point of view
- Communicating indiscreetly with others
- Allowing emotion to cloud judgement
- Ignoring requests and being unsupportive
- Being too familiar with and too influenced by others
- Neglecting signs of distress, for example signs of self harm

2D. Additional indicators for MANAGERS

First line management

- Encourages staff to address the emotional impact of the prison environment on themselves and others
- Recognises and rewards caring behaviour
- Acknowledges when team members reach their emotional limits and ensures that appropriate support is available
- Addresses the impact of stress on team members
- Uses organisational support processes
- Encourages vigilance, support and team working in dealing with prisoners with self harm issues

Middle management

- Encourages managers to address the emotional impact of the prison environment on themselves and others
- Supports a culture of care, and encourages managers to recognise and reward caring behaviour
- Acknowledges when team members reach their emotional limits; ensures that appropriate support is available; and encourages managers to do the same
- Applies and reinforces a culture in which the impact of stress is recognised and addressed
- Contributes to the effective operation of staff care and support networks
- Implements strategies to make the decency agenda 'real and living'
- Supports a culture of vigilance, support and team work in dealing with prisoners with self harm issues

Senior management

- Encourages managers to address the emotional impact of the prison environment on themselves and others
- Develops and promotes a culture of care; ensuring that caring behaviour is recognised and rewarded throughout the establishment / unit
- Acknowledges when team members reach their emotional limits; ensures that appropriate support is available; and encourages managers to the same
- Creates a culture in which the impact of stress is recognised and addressed
- Ensures that staff care and support networks are established and are operating effectively
- Develops and applies strategies to make the decency agenda 'real and living'
- Promotes a culture of vigilance, support and team work in dealing with prisoners with self harm issues

3. WORKING TO ACHIEVE RESULTS

3A. Problem Solving and Decision Making

Gathers information from a range of sources. Analyses information to identify problems and issues and makes effective decisions.

Foundation indicators – for ALL STAFF:

- Takes decisions, appropriate to own level of authority, when they are needed
- Obtains, checks and understands all the available facts before drawing conclusions
- Ensures that decisions are built on sufficient and objective evidence
- Applies learning from previous mistakes and successes
- Uses own initiative to take preventative action
- Takes account of the implications and risks of different options
- Assesses situations objectively
- Ensures decisions reflect Prison Service values, policies and plans
- Makes accurate judgements about what is needed and what will work
- Explains why a decision has been made

Additional indicators for ALL STAFF WHO WORK DIRECTLY WITH PRISONERS:

- Ensures that prisoner applications, complaints and problems are dealt with speedily and accurately
- Works with prisoners to find solutions to problems

Illustrative examples of ineffective analysis and decision making:

- Relying solely on intuition; failing to look at evidence
- Ignoring alternatives
- Making decisions without thinking about the consequences
- Letting difficult decisions fester
- Getting bogged down in irrelevant detail
- Not considering whether decisions support Prison Service values and policies
- Muddling through, rather than finding a long term solution

3A. Additional indicators for MANAGERS

First line management

- Systematically assesses risks and issues before taking action
- Prioritises problem solving to focus on main issues first
- Consults all relevant parties to exchange information & to identify alternative solutions
- Tackles difficult problems, and takes prompt decisions to resolve them
- Challenges perceptions, assumptions and short-term and narrow perspectives
- Confidently deals with feedback and challenge
- Interprets information, draws conclusions and makes recommendations
- Encourages innovation amongst the team to solve problems
- Assesses the environment to understand strengths, weaknesses, opportunities and threats

Middle management

- Systematically analyses problems and assesses trends, issues and the risks of different options
- Ensures that managers systematically assess issues before taking action
- Consults and engages with all relevant parties to exchange information and identify solutions; and ensures managers do the same
- Tackles difficult problems, and takes prompt decisions to resolve them
- Challenges perceptions and assumptions and helps to eradicate short-term and narrow perspectives
- Confidently deals with feedback and challenge
- Interprets information, draws conclusions and makes recommendations
- Supports a culture in which innovation is used to solve problems
- Assesses the environment to understand strengths, weaknesses, opportunities and threats and encourages managers to do the same

Senior management

- *Systematically analyses complex problems and assesses trends, issues and the risks of different options before taking decisions**; and ensures managers do the same
- Takes into account the broader impact of decisions on other organisations and functions
- *Consults and engages with stakeholders and experts to exchange information and identify solutions**; and ensures managers do the same
- Tackles difficult problems, and takes prompt decisions to resolve them
- Challenges perceptions and assumptions and eradicates short-term and narrow perspectives
- Deals with complex and potentially conflicting agendas
- Manages expectations, both internally and externally
- Confidently deals with feedback and challenge
- *Evaluates and uses different sources of evidence & feedback to support proposals and to assess policies, projects & programmes**
- *Gathers, understands, interprets and presents information, using common analytical methods; draws conclusions; and makes decisions**
- Promotes a culture in which innovation is used to solve problems
- Assesses the environment to understand strengths, weaknesses, opportunities and threats, and encourages managers to do the same
- *Contributes to the definition and delivery of benefits, and to business case development**
- *Analyses and interprets financial data confidently**

* PSG CORE SKILLS

3. WORKING TO ACHIEVE RESULTS

3B. Organising and Maximising Performance

Plans and supervises activities and resources to maximise performance.

Foundation indicators – for ALL STAFF:

- Systematically organises own work to meet objectives
- Focuses on priorities
- Monitors progress and reacts constructively to events
- Manages time effectively
- Links own work plans to achievement of local and Prison Service objectives
- Translates plans into action
- Takes personal responsibility for delivering results
- Goes beyond simple targets to make a real difference to lives

Additional indicators for ALL STAFF WHO WORK DIRECTLY WITH PRISONERS:

- Effectively manages and supervises prisoner activities and movements
- Clearly informs prisoners of their duties and responsibilities when supervising them
- Consistently acknowledges and rewards good behaviour of prisoners
- Consistently tackles poor performance of prisoners
- Focuses on prisoner outcomes to achieve establishment KPTs

Illustrative examples of poor planning and organisation, and of undermining organisational performance:

- Starting without a purpose or end goal
- Failing to plan or leaving planning to the last minute
- Developing plans that are rigid and inflexible
- Not fully appreciating how failure impacts organisation wide
- Losing sight of the 'real objectives'
- Seeing success as 'ticking a box'
- Being complacent about reaching targets
- Taking an unstructured or disorganised approach to work
- Jumping in without thinking things through
- Carrying on regardless
- Restricting thinking to short term plans
- Showing little enthusiasm for achieving results
- Allowing poor performance to go un-challenged
- Not providing honest feedback on individuals' performance

3B. Additional indicators for MANAGERS

First line management

- Communicates how own team contributes to the overall priorities and business plan
- Implements plans
- Strives to ensure that targets are achieved
- Systematically organises team activities
- Makes best use of resources
- Clearly informs the team as to their tasks and responsibilities
- Sets clear standards, expectations and boundaries
- Sets and agrees clear , realistic individual and team objectives that are specific, measurable, achievable, relevant and time bound (SMART)
- Obtains regular updates on progress against objectives
- Manages risk associated with plans
- Modifies plans and re-organises activities to meet changing circumstances
- Completes performance monitoring reports and appraisals
- Consistently acknowledges good performance and tackles poor performance
- Motivates the team by highlighting success

Middle management

- Communicates how own unit contributes to the overall priorities and business plan
- Ensures plans are implemented
- Strives to ensure that targets, outcomes and benefits are achieved
- Systematically organises activities, clarifying tasks and responsibilities and making best use of resources; and ensures managers do the same
- Sets clear standards, expectations and boundaries
- Ensures clear, realistic, SMART individual and team objectives are set and agreed
- Obtains regular updates on progress against objectives and ensures managers do the same
- Ensures risks associated with plans are managed and mitigated
- Modifies unit and team plans and re-organises activities to meet changing circumstances
- Ensures all performance monitoring reports and appraisals are completed
- Consistently acknowledges good performance and tackles poor performance; and ensures managers do the same
- Highlights success and encourages managers to do the same

Senior management

- *Sets the vision and direction; communicates priorities and business plans; and ensures individual and team objectives are aligned with them**
- *Delivers against plan and forecasts accurately**
- Defines targets, outcomes and benefits, and strives to ensure they are achieved
- Systematically organises activities, clarifying tasks and responsibilities and making best use of resources; and ensures managers do the same
- Sets clear standards, expectations and boundaries
- Ensures that clear, realistic, SMART individual and team objectives are set and agreed across the establishment / unit
- *Sets and influences stretching targets to improve value**
- Ensures progress is regularly monitored at all levels
- *Ensures risks are systematically managed and mitigated at all levels, and applies project and programme management techniques**
- Realigns plans to meet the changing needs of the organisation and ensures managers do the same
- *Uses the organisation's structures and processes, and fashions own role, so that they contribute to the achievement of Prison Service objectives**
- Ensures all performance monitoring reports and appraisals are completed
- *Consistently acknowledges and rewards good performance and tackles poor performance**; and promotes a culture that does the same
- Highlights success and encourages managers to do the same
- Consolidates before initiating more change
- *Employs and contributes to Peer and Gateway Reviews conducted as part of project and programme management**

* PSG CORE SKILLS

3. WORKING TO ACHIEVE RESULTS

3C. Embracing Change

Acknowledges the need to achieve positive change, and challenges existing practices.

Foundation indicators – for ALL STAFF:

- Tries out new ideas, working practices and technologies to improve own ways of working
- Suggests improvements to existing practice and how they could be made
- Explains the reasons for change
- Adopts a positive attitude to changing circumstances
- Exchanges ideas for change with colleagues
- Constructively challenges existing practices
- Supports others in making change happen

Additional indicators for ALL STAFF WHO WORK DIRECTLY WITH PRISONERS:

- Encourages prisoners to participate in positive prison regime change
- Provides prisoners with a clear and positive explanation of the reasons for change

Illustrative examples of resistance to change and of poor change management:

- Favouring ways of doing things that have been shown to work poorly or not to work at all
- Waiting for others to come up with new ideas
- Having expectations restricted by existing prison culture
- Dismissing new ideas
- Not explaining the reason for change
- Operating within own 'comfort zone'
- Making change for its own sake

3C. Additional indicators for MANAGERS

First line management

- Encourages staff to find ways to improve existing practice
- Involves team members in planning and preparation for change
- Manages and supports the team in implementing change
- Communicates the need for change
- Takes account of the bigger picture, the political context and sensitivities
- Takes a long-term view when introducing change

Middle management

- Supports a culture that encourages people to propose ways to improve existing practice
- Ensures those who will implement or be affected by change are involved in planning and preparation, and are supported through the change
- Communicates the need for change and ensures managers do the same
- Takes account of the bigger picture, the political context and sensitivities
- Takes a long-term view when introducing change

Senior management

- Promotes a culture that acknowledges the value of positive change
- Promotes a culture that encourages people to propose ways to improve existing practice; and puts processes in place for proposals to be heard and implemented
- Plans, manages and monitors the implementation of change
- Creates strategies to involve those who will be affected by change in planning and preparation, and to support them through the change
- Communicates the need for change and ensures managers do the same
- Takes account of the bigger picture, the political context and sensitivities, and ensures managers do the same
- Promotes the exchange of ideas within the unit and more widely
- Leaves a sustainable legacy
- Takes a long-term view when introducing change

3. WORKING TO ACHIEVE RESULTS

3D. Developing Self and Others

Takes ownership of personal development and encourages & supports the development of others.

Foundation indicators – for ALL STAFF:

- Manages own development and seeks opportunities to develop own skills
- Seeks feedback about own performance
- Evaluates own performance and seeks to improve
- Applies learning from external experience
- Accepts feedback constructively and acts upon it
- Regularly reviews and updates personal development plans
- Coaches others

Additional indicators for ALL STAFF WHO WORK DIRECTLY WITH PRISONERS:

- Encourages prisoners to take personal responsibility for their development of social and life skills
- Provides advice and support in helping prisoners achieve skills and qualifications whilst in custody
- Encourages prisoners to take responsibility for developing themselves
- Ensures that prisoners attend work, programmes and other scheduled purposeful activities

Illustrative examples of neglecting or frustrating development needs:

- Undervaluing on-the-job experience in reinforcing classroom training
- Paying lip service to staff development while failing to provide opportunities or resources
- Not maintaining own personal development plan

3D. Additional indicators for MANAGERS

First line management

- Supports a culture in which learning & development are encouraged and supported
- Recognises and develops talent in others
- Provides opportunities which allow others to realise their potential
- Systematically develops, agrees and implements development plans and reviews progress
- Devises practical ways to meet individual development needs
- Supports development schemes for staff from under-represented groups
- Supports individuals when putting learning into practice
- Encourages individuals to take ownership of their own development
- Coaches & develops staff
- Encourages peer-group mentoring and support
- Takes an interest in people's careers

Middle management

- Supports a culture in which learning and development are encouraged & supported
- Recognises and develops talent in others
- Supports efforts to ensure people are given opportunities to realise their potential
- Ensures systematic creation, implementation and monitoring of development plans
- Ensures people are provided with practical ways to meet individual development needs
- Supports a culture in which individuals are encouraged to take ownership of their own development
- Promotes and facilitates coaching, development, and peer-group mentoring and support
- Promotes development schemes for staff from under-represented groups
- Ensures structured support is provided, prior to and after promotion
- Supports individuals when putting learning into practice and encourages managers to do the same
- Uses deployment effectively to nurture and promote talent; actively seeking development opportunities for others, within the prison/unit and outside
- Takes an interest in people's careers

Senior management

- Creates a culture in which learning and development are encouraged and supported
- Recognises and develops talent in others
- Ensures members of the establishment / unit are given opportunities to realise their potential
- Ensures systematic creation, implementation and monitoring of development plans across the unit / establishment
- Ensures people are provided with practical ways to meet individual development needs
- Supports individuals when putting learning into practice and encourages managers to do the same
- Creates a culture in which individuals are encouraged to take ownership of their own development
- *Promotes and facilitates coaching, development, and peer-group mentoring and support; and ensures managers do the same**
- Promotes development schemes for staff from under-represented groups
- Establishes processes which enable managers to ensure structured support is provided, prior to and after promotion
- Directs managers to use deployment effectively in nurturing and promoting talent; actively seeking development opportunities for others, within the prison/unit and outside
- Promotes understanding of strategic and political issues across the Prison Service, NOMS and the Criminal Justice System
- *Manages own development**
- Takes an interest in people's careers

* PSG CORE SKILLS

Competency and Qualities Framework

Documents in group

1. NON-MANAGERS WHO REGULARLY WORK DIRECTLY WITH PRISONERS
2. FIRST LINE MANAGERS WHO REGULARLY WORK DIRECTLY WITH PRISONERS
3. MIDDLE MANAGERS WHO REGULARLY WORK DIRECTLY WITH PRISONERS
4. SENIOR MANAGERS WHO REGULARLY WORK DIRECTLY WITH PRISONERS
5. NON-MANAGERS WHO DO NOT REGULARLY WORK DIRECTLY WITH PRISONERS
6. FIRST LINE MANAGERS WHO DO NOT REGULARLY WORK DIRECTLY WITH PRISONERS
7. MIDDLE MANAGERS WHO DO NOT REGULARLY WORK DIRECTLY WITH PRISONERS
8. SENIOR MANAGERS WHO DO NOT REGULARLY WORK DIRECTLY WITH PRISONERS