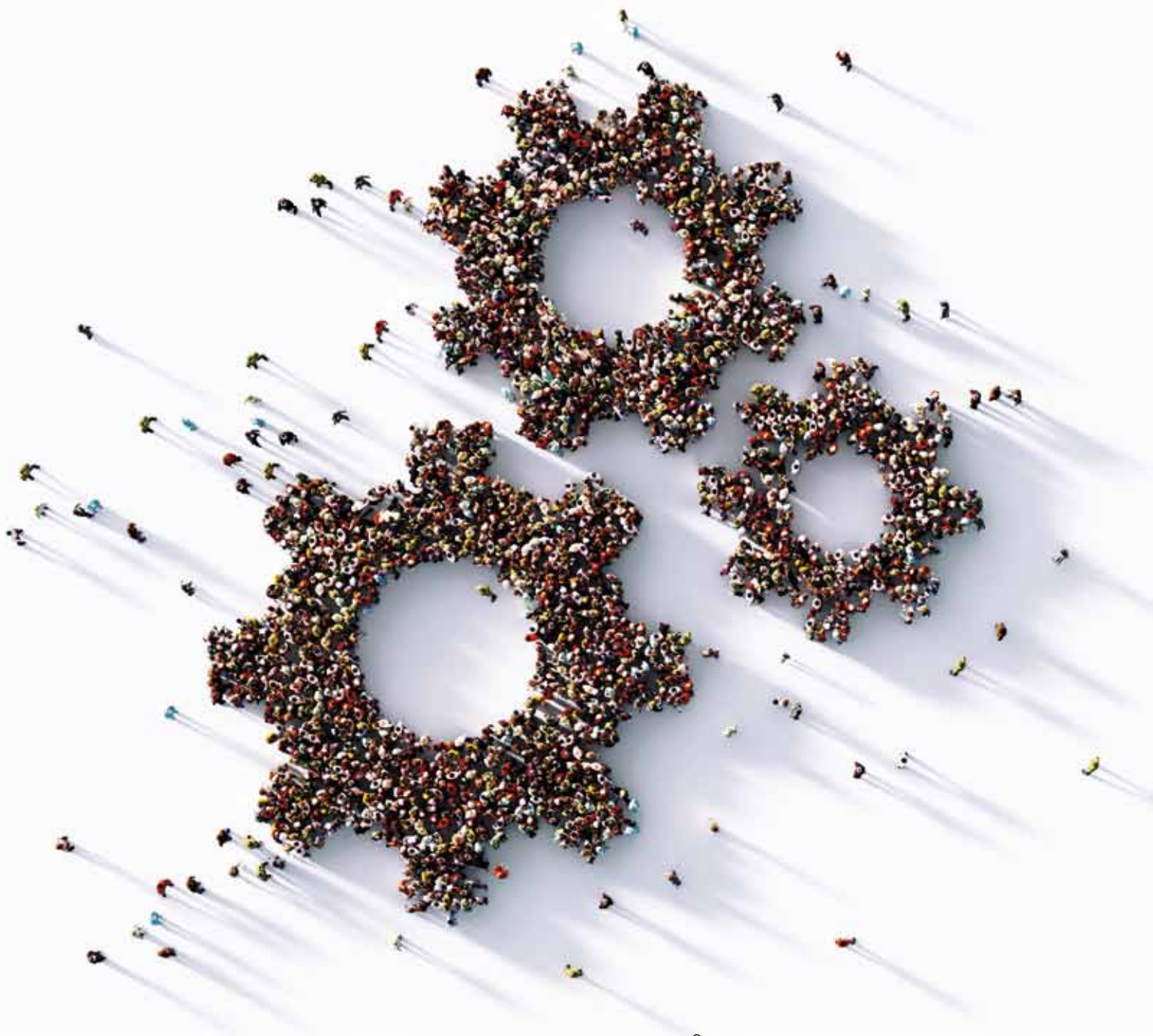
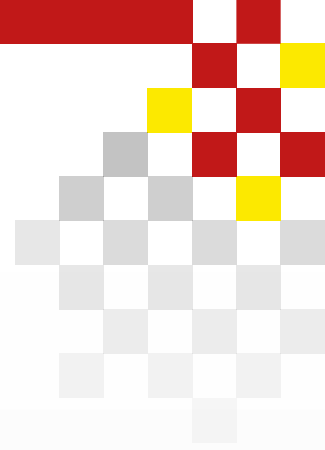


Personal and Leadership Development



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**CAMBRIDGESHIRE
FIRE & RESCUE SERVICE**
Working together to improve community safety

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Let's *make*
our
Service
even
better

Introduction

Welcome to our Personal and Leadership Development Framework.

Effective personal and leadership behaviour has never been more crucial to every area of our organisation.

It plays a vital role in helping us to build an environment where everyone develops a deep emotional connection to the organisation, characterised by people being satisfied, motivated and strong advocates of the Service. We call this being fully engaged. How we behave can have a significant impact on how our colleagues experience work and, in turn, the performance of our Service. Our impact can be hugely positive but it can also be negative, just by the way we behave towards others.

More than ever before, we need people who are capable of inspiring and motivating others as well as being both operationally and professionally competent.

We no longer work in isolation in our Service. We need individuals who are able to collaborate across different functions, consult and involve the right people, encourage them to express their opinions, listen and have a drive to improve what we do.

Our Personal and Leadership Development Framework describes a shared vision of what we believe to be outstanding leadership at every level in CFRS. This helps us set expectations of how we believe everybody that works at CFRS should behave in order to create a fully engaged working environment in which

everybody can be at their best. It is aimed at all staff, not just those who want to progress into management levels, as everybody can have a positive influence on other people.

The Personal and Leadership Development framework describes the behaviours we expect at different levels of the organisation and is divided into sections. It is not designed to be a 'box ticking' exercise for promotion. It is there to help describe what good looks like in order to help you focus on areas for ongoing development. It is designed to help you target your behavioural risk areas rather than be faced with an ambiguous statement like 'I need to improve leadership skills'.

Our framework can be used as a tool to guide a conversation with your line manager or coach that explores how you are performing in your role and where you believe there are areas for development. This should also be used for self-reflection. The guide at the back gives more specific information on how to use it.

Personal development or leadership is not defined by the qualifications we have achieved or what courses we have attended, it is about the difference we are making to people around us and to the performance of the team and organisation. If we do this well, we will naturally improve the service we deliver to our communities.



Chris Strickland

Chief Fire Officer

“It is designed for all staff, even if you don't want to progress into management levels, if you just want to be the best you can be in your current role, as everybody can have a positive influence on other people.”

Supporting Development

We are committed to supporting the development and progression of all staff and ensuring a fair and consistent approach to performance and promotion.

This relies on everyone using their PDRs to discuss performance, career aspirations and readiness for progression from all aspects, including against the appropriate level in the Personal and Leadership Development Framework. This approach will ensure we identify those ready for progression, with both the technical ability and leadership behaviours matched to the future needs of our Service and that we measure performance of all staff against the framework.

We are committed to developing all staff, not only those applying for promotion. Everybody should have objectives that look at what may support the individual to be more effective in their current role as well as what is required for progression, if that is what they want to do either now or further down the line. This consists of either professional, operational or behavioural development.

Development should be tailored to the individual. We offer a variety of learning and development opportunities which are not limited to courses and qualifications, including 360° development feedback, guided research, coaching and mentoring (either giving or receiving), and project or assignment work.

Investing in yourself is the best investment you will ever make. It will not only improve your life, it will improve the lives of all those around you - Robin Sharma

Development and career planning principles

Everyone should take responsibility for their own development and career pathway and managers should support them in providing opportunities.

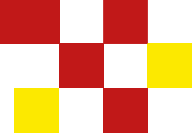
Managers and staff should use regular one to ones to discuss personal career aspirations and readiness for progression using performance evidence and the Personal and Leadership Development Framework as a guide.

Individually tailored development conversations should help you identify the specific skills needed to be successful in your career choices. Promotion will be based on having experience, effective behaviours and evidence to meet the next level requirements.

1.

Leading yourself

Focus on induction and local foundation. Management and staff development modules for firefighters and staff with no management experience.



“

Managers and staff should use regular one to ones to discuss personal career aspirations and readiness for progression using performance evidence and the leadership development framework as a guide.

”

Four levels of leadership

To lead our organisation and drive continual improvement, we need individuals who are capable of:

- Creating a compelling vision and engaging people to buy in and commit to that vision
- Leading across boundaries, be it departments, areas or county borders
- Being adaptable within an evolving modern fire and rescue service
- Utilising high levels of emotional intelligence to support people in achieving the goals of the organisation
- Being in the present, but also horizon scanning
- Promoting and developing leadership at all levels of the organisation
- Acting as a champion for learning personally as well as organisationally
- Embracing inclusion, diversity, innovation, and being open to alternative perspectives
- Demonstrating and promoting compassion for 'self' and others, with a focus on improvement and accountability.



Introducing the Personal and Leadership Development Framework

The framework is built around the four quadrants shown below and is measured at four levels, with each level building on the previous one.

The critical feature of our leadership development

framework is that it is relevant to all roles within the organisation and uses defined and observable statements to assess potential and performance.

It is worth noting that our framework builds on the one

produced by the National Fire Chiefs Council (NFCC) in order to ensure we meet our aspiration of developing outstanding leadership behaviour at all levels.





Personal attributes

this is about 'self'

| Leading yourself | Leading others | Leading the function | Leading the Service |
|---|--|--|--|
| <i>Acts with emotional intelligence (self-awareness and awareness of others)</i> | | | |
| I adapt my actions and behaviour, understanding how it impacts on others. | I recognise when I have a negative emotional reaction to a situation and manage my response. | I help others to develop their self-awareness and understand their impact. | I role model a culture in which we value awareness of self and others. |
| I am able to see things from another's point of view. | I am able to adapt my behaviour to get the best out of others. | I am able to understand and anticipate the emotional needs of others. | |
| <i>Demonstrates One Team Behaviours</i> | | | |
| I am recognised as an individual who consistently demonstrates One Team Behaviours. | I promote and uphold our Service values and professional behaviours. | I help others identify opportunities to improve how they demonstrate the One Team Behaviours. | I recognise where there are opportunities to improve how we demonstrate One Team Behaviours across the organisation. |
| I recognise and challenge inappropriate behaviour. | I have a proactive approach to dealing with poor behaviour and support others to reach an acceptable conclusion. | I coach and mentor others to understand where behaviour comes from in order to consistently demonstrate the One Team Behaviours. | |
| <i>Communicates effectively</i> | | | |
| I actively listen to and value other people's contributions. | I encourage open, respectful communication. | I notice where my impact has not matched my intention and take steps to set things right when necessary. | I communicate with passion and integrity to maintain and elevate the reputation of the Service to staff, stakeholders and the public. |
| I am able to convey my point of view in an appropriate manner. | I adapt my communication style to reflect the situation. | | I actively encourage an open and transparent listening culture. |
| <i>Makes difficult decisions and is able to have potentially difficult conversations</i> | | | |
| I hold two-way conversations, allowing others to present their point of view. | I turn challenging conversations into constructive discussions. If conflict does occur, I handle it in a professional way. | I approach all conversations in a positive, solution-focused manner. | I role model a proactive approach when dealing with difficult situations. |
| I take time to reflect and learn from difficult discussions. | I deal with difficult decisions and have potentially difficult discussions in a timely manner. | I make decisions that present the best solution, not one that fits what everyone wants to do. | I take time to seek a range of opinions (contrary to my own), evaluating all options and anticipating the likely consequences of a decision. |
| I present my views and opinions, even if they are different to the group and will accept when others do the same. | | | |
| <i>Develops personal resilience and has a positive impact on the resilience of others</i> | | | |
| I look after myself and others and seek help if I need it. | I notice when I am struggling and demonstrate to my team that I have taken steps to find support. | I support others to explore different solutions to problems in order to overcome challenges. | I recognise the pressures of leading an organisation, role modelling resilience and promoting a healthy work-life balance. |
| I aim to find solutions to problems and ask for help if I cannot do this on my own. | I keep going when tasks become difficult but are still achievable. | | |

Outstanding leadership

this is about 'others'

| Leading yourself | Leading others | Leading the function | Leading the Service |
|---|---|--|---|
| <i>Leads others through the creation of an inspirational vision</i> | | | |
| I accept responsibility for the work I do and encourage others to do the same. | I work with the team to establish a clear sense of purpose and set expectations for achieving our goals. | I inspire others to achieve the vision and goals of the organisation, encouraging them to persevere if it becomes difficult. | I work with all parts of the Service to establish the strategic direction and goals of the organisation. |
| I encourage and support others to meet the Service's values and standards. | I focus my effort on achieving shared as well as individual goals. | I encourage commitment from the team to achieve successful results. | I encourage others to maintain focus on the vision and set appropriate priorities to achieve it. |
| <i>Creates a positive working environment that engages others through trust and allowing them to have a voice</i> | | | |
| I welcome everyone to my team. | I bring people together to feel valued and part of the process. | I embed the conditions where others can openly share their ideas on how we achieve our objectives. | I use formal and informal engagement and consultation methods to get feedback from staff and the public. |
| I show respect for those with different opinions and values. | I encourage everyone in my team to share their views and appreciate that it may not always be acted on. | I seek feedback and understand people's views on emerging issues and take the appropriate action. | I communicate outcomes where people have shared their feedback, ensuring that people's views have been acknowledged. |
| I admit when I am wrong and put it right. | I accept that we will all make mistakes and deal with the outcomes rationally. | I create an environment where mistakes are seen as a learning opportunity. | I build and keep trust by listening to others' views and adapting to change. |
| I keep promises and tell the truth no matter how difficult it may be. | I demonstrate integrity, honesty and fairness when making management decisions. | I monitor where there are perceptions of unfairness within the organisation and take the necessary action to address it. | |
| <i>Acknowledges how others are different and brings out the best in people</i> | | | |
| I value and acknowledge differences in people and treat everyone with kindness and respect. | I modify my approach to meet the needs of different individuals. | I value each individual in the team and know how to make best use of their diverse skills and strengths. | I champion our ambition to create an environment where people can bring their whole self to work and be the best they can be. |
| I acknowledge that people work differently and the benefits that alternative approaches can bring. | I take time to understand how to motivate the individuals within my team. | I demonstrate a leadership style, appropriate to the individual and situation, to encourage people to give their best. | I understand how my leadership style affects the organisational culture. |
| | I ensure that individuals are recognised and appreciated when they do something well. | I bring people together to form effective teams by identifying the different strengths of individuals. | |
| <i>Establishes a culture that promotes health and wellbeing, equality and inclusion</i> | | | |
| I value inclusion and set a positive example of appropriate behaviour for peers and new starters. | I take responsibility for inclusion within my team and encourage different points of view. | I support others to develop their ability to communicate and engage in a way that encourages inclusion. | I ensure the reputation of the Service is inclusive, welcoming and diverse and one that values all individuals. |
| I look after my mental and physical wellbeing, and understand the support mechanisms available to me should I experience poor health. | I show concern for others when I recognise symptoms of negative mental or physical health and support them to access relevant help. | I create an environment where individual and team wellbeing is a priority; that aims to prevent employees experiencing work related stress and that people feel it's ok to say they're not ok. | I embed wellbeing and mental health strategies and set up systems that enable us to monitor and support employee mental health and wellbeing. |



Facilitating improvement

this is about developing yourself, your team and the Service

| Leading yourself | Leading others | Leading the function | Leading the Service |
|---|--|---|---|
| <i>Invests in personal development</i> | | | |
| I seek to understand my own strengths and development areas. | I reflect on how my actions and attitudes impact and influence others. | I actively seek feedback on my own knowledge, skills and behaviours to help me establish my development areas. | I champion the role of feedback and its importance for effective personal development. |
| I explore opportunities that are most relevant to my identified development needs (knowledge, skills and behaviours). | I take both complementary and developmental feedback in a positive way. | | I establish a culture of personal development by leading by example and offering support and encouragement. |
| <i>Supports others with personal development in order to create high performing teams</i> | | | |
| I encourage my colleagues when they need help with their development. | I enable others to recognise their skills and identify their development opportunities through quality, two way, conversations, developing my own skills where necessary to do this effectively. | I invest time to support and develop our people and promote a learning culture across our Service. | I foster and embed the principles of a learning organisation. |
| | I encourage others to identify and participate in a variety of development methods and opportunities, not always relying on formal solutions. | I proactively plan for succession and recognise potential in all of my team. | I encourage a coaching culture and put in place mechanisms which give people access to coaching and mentoring. |
| | | | I ensure inclusive and effective systems and methods are in place for succession and nurturing people's careers. |
| <i>Recognises opportunities to improve the Service</i> | | | |
| I am open to and support ideas that have the opportunity to improve the way we do things. | I create an environment where team members suggest and implement new ways of working, through seeking the views of others. | I collaborate with other organisations to solve similar organisational issues, taking on board what they are doing and sharing best practice with them. | I compare our performance against other fire and rescue services, other public services and other relevant business sectors in order to identify improvement opportunities. |
| I offer ideas and feedback to improve our services and ensure other people's ideas are included. | I highlight opportunities to improve services or processes. | I encourage and respond to challenge appropriately and am willing to adapt my approach with new information or better evidence. | I encourage and embed a learning ethos, both externally and internally. |
| | | I improve business processes to promote more efficient ways of achieving our plans. | I promote the principles of continuous improvement, enabling people to identify opportunities, plan for improvement, execute change and review the results. |
| <i>Engages others in order to understand problems and generate solutions</i> | | | |
| I work as part of a team and put forward different approaches to a problem. | I encourage staff to be flexible in their approach and empower them to contribute and influence decisions | I seek the views of others on Service quality and effectiveness to identify and implement ways to improve. | I create conditions for innovation and change that supports our vision and strategic aims. |
| I actively contribute to problem-solving and take time to understand the issues fully. | I collaborate with others and generate solutions that improve the service for our customers. | I develop and implement thoughtful solutions or recommendations based on sound evidence and feedback from internal and external sources. | I promote the use of engagement and consultation to get feedback from staff and the public about how we deliver and improve our Service. |
| <i>Understands and applies the principles of change management</i> | | | |
| I am open to, and positively engage with, new ways of working. | I take time to understand how change will impact on our work and how we can contribute to success. | I take ownership of change and help others to understand, adapt to, implement and embed change. | I evaluate and ensure changes are being embedded in the organisation. |

Effective performance

this is about the task and the organisation

| Leading yourself | Leading others | Leading the function | Leading the Service |
|---|--|---|--|
| <i>Works towards achieving our organisational objectives (IRMP)</i> | | | |
| I understand how my performance can have an impact on the Service achieving its vision. | I make sure the team understands how our work contributes to and delivers organisational priorities. | I am aware of the broader organisational and political priorities and how our function contributes more widely. | I lead the organisation and develop the vision, strategic aims and business plan (objectives). |
| I reflect on how my actions may have a wider impact on other teams within the Service. | | I consider the wider effect of my decisions, on both internal and external partners, before taking action. | I take a long term view which considers the future political, social and economic landscape as well as other public service drivers to set a clear and positive direction for the organisation. |
| <i>Effectively manages time and other available resources</i> | | | |
| I consistently deliver on what I agree to do but not at the expense of others. | I negotiate realistic deadlines and prioritise activities to create capacity to deliver our goals, working with my team to consistently achieve against these. | I set clear priorities and communicate these to a range of audiences in a timely manner to meet required outcomes. | I am able to adapt to changes in priority and effectively cascade this. |
| | I look ahead to anticipate issues with local service delivery and performance and make plans to resolve or minimise issues. | I monitor the quality of service delivery and share information so people know how well we are performing and can plan accordingly. | I encourage all staff to demonstrate appropriate levels of business awareness when making decisions. |
| I am careful with all types of resources (money, time, materials, fuel and energy). | I develop and review plans to make the best use of resources, and challenge any misuse of resources. | I consider the financial and resource implications of decisions and adjust my approach and recommendations, managing budgets accordingly. | I set strategies and budgets through consultation, which represent the best value service now and into the future for communities. |
| <i>Fosters a culture of collaborative working</i> | | | |
| I work to foster trust with others and build constructive working relationships. | I encourage my team to build constructive working relationships with others to achieve our aims. | I seek out opportunities to work collaboratively across teams and functions to improve service delivery. | I proactively build and sustain collaborative relationships with members, partners and high-level stakeholders to shape and influence wider public service delivery, reducing barriers to effective working. |
| <i>Focuses on the public</i> | | | |
| I find out about my local community and risks to ensure we are offering the best service. | I seek to understand and address the specific risks and diverse needs of people and communities. | I take a business-like approach that considers how to achieve better outcomes for all of our communities. | I am aware of the wider impact the organisation has on improving community outcomes. |
| I am focused on the needs of the public in my approach, including issues of safeguarding and inclusion. | | | |
| I act as a role model for all of our communities. | | | |
| <i>Delivers organisational effectiveness</i> | | | |
| I pay attention to organisational information, how well we are doing and what is changing. | I set up communication processes to ensure that everyone in my team has access to accurate information, clarifying information where I need to. | I take responsibility for delivering organisational messages positively even in difficult circumstances. | I take responsibility for crafting key organisational messages, monitoring and evaluating how they are being received and passed down the organisation. |
| I can be trusted with sensitive information. | I manage quality in my team and use various sources of feedback and evidence to understand how we all are performing. | I evaluate the impact of any changes to service delivery to learn lessons and implement that learning. | I take account of emerging issues and risks and put in place plans to limit the negative consequence. |
| I speak out promptly if I see or hear of a safety or organisational risk. | I encourage my team to highlight and act on safety or organisational risk. | I actively seek to understand the nature of risk in various projects and act to mitigate those risks or report them. | I ensure that our approach to corporate risk is well considered and reasonable in the circumstances. |



Watch out for

These are not to be used by themselves to performance manage people or to focus on everything they are doing wrong, more as a warning sign that someone may need some development around these areas. They could be useful in a behavioural capability scenario where people are struggling to express what needs to be improved.

| Personal attributes | Outstanding leadership | Facilitating improvement | Effective performance |
|--|---|---|--|
| Displays inconsistent behaviour and does not keep commitments. | Does not recognise the value of diversity; can be heard to apply preconceptions and stereotypes when dealing with others. | Rejects ideas quickly or spontaneously without reflection or adequate insight. | Unwilling to share expertise with others, withholds relevant information, expertise and knowledge. |
| Disregards the negative impact of their communication style on others. | Makes unrealistic promises about what can be delivered. | Gives little time to the development of peers and colleagues. | Fails to take into account local needs. |
| Exhibits aggressive, defensive, overpowering or bullying behaviour. | Displays obstructive behaviours rather than progressive ones. | Does not focus on a drive to improve service delivery. | Preoccupied with own agenda rather than the needs of staff, customers, clients or partner agencies. |
| Shows little consideration or respect for other colleagues. | Dismisses other's viewpoint without consideration. | Is obstructive towards learning or progress. | Fails to appreciate the need to engage the support of stakeholders. |
| Challenges others in a way that intimidates or undermines. | Has a tendency to apportion blame and accountability to others when things go wrong. | Stops people exploring new opportunities, using the rationale that 'this is the way it has always been done'. | Fails to build contact and relationships with people beyond own work area. |
| Offers advice beyond the boundaries of knowledge or experience. | Shows stubbornness in the face of opposition, even when proved wrong. | | Disregards the relevance of wider organisational issues, sector trends or contextual developments to organisation or role; fails to communicate these. |
| Gives up in the face of obstacles and does not demonstrate a sense of personal responsibility. | Refuses to acknowledge personal mistakes. | | |
| Avoids long standing or difficult issues. | | | |

Frequently Asked Questions

**How is it for everyone?
I don't want promotion,
I'm happy in my role.**

“

If a man is called to be a street sweeper, he should sweep streets even as Michelangelo painted, or Beethoven composed music, or Shakespeare wrote poetry. He should sweep streets so well that all the hosts of heaven and earth will pause to say, 'Here lived a great street sweeper who did his job well.'

Martin Luther King, Jr

”

The framework isn't aimed at managers, it's aimed at leaders and everyone who works at CFRS will be seen as a role model or a leader at some point. It isn't just about understanding the behaviours you need to display to get to the next management level, it's about understanding what is expected of everyone at every level. You may not want promotion but there may be things you can do to develop within your role, including behaviours you can improve upon to achieve personal success and satisfaction and positively impact the working lives of your colleagues.

We all have strengths and areas where we can improve and this framework will help to identify those.

How do I use the framework?

There is a suggested guide on how to use the framework on page 14, however, individuals may find their own way of using it to suit their own needs. The framework highlights 19 behaviours and is not designed to be a list that you work through. Our advice would be that you focus on one of the four pillars when starting to use this document.

What's important is to recognise that the second column builds on the first column and the third column builds on that again. For example, if you are aspiring to be a head of group, you would be expected to demonstrate the behaviours in the preceding two columns too.

The framework is a list of behaviours, but we have the One Team Behaviours. Which do we need to follow?

Our One Team Behaviours have become part of who we are and what we do and give us a clear, simple focus of how we should show up to work and interact with our colleagues. Trust, Respect, Results, Commitment and Honesty run through the framework as leadership behaviours and it should be seen as an expansion rather than a replacement.

This document focuses on leadership behaviours at different levels as the expectation is different and increases with responsibility. But with each behaviour theme, there is a starting point which describes a behaviour that we'd expect everyone to demonstrate. For those not seeking promotion, it is therefore a good checklist for self-development within role.



Is this linked to FACET5?

Yes. This document sets out a vision of the behaviours we would expect of staff at different levels of the organisation, including those with no management responsibilities. FACET5 helps us to identify our core preferences and these can drive our behaviour, both positively and negatively, and that feedback can be used alongside this framework to find areas for personal development.

Should I be discussing this at my PDRs/1:1s?

Yes, that is exactly the forum for you to discuss it with your line manager. You should already be discussing your performance and development in regular one to ones with your manager and when we talk about performance we should be including knowledge, skills and behaviours.

The framework provides a great conversation starter for those discussions as it describes 'what good looks like' and ensures we are all working towards the same behavioural goals.

You can also agree personal objectives against it for areas where you agree development is needed.

Will this framework be used in future assessment processes?

Our current framework is used in application processes and as the basis for interview questions. The new version will be used in the same way. The framework will also be used to inform the personal development sessions and workshops that the learning and development team offer. If we are suggesting that the framework describes effective leadership, it makes sense that we focus development in these areas.

Who can I go to if I have any questions about using it?

Discuss it with your line manager in the first instance. If they are unable to help or advise, please contact one of the learning and development team.

How to use the leadership development framework

The framework describes the expected leadership behaviours at all levels and is designed to help you with your personal development, either within your current role or to help if you are seeking promotion.

The framework is not designed to be used as a workbook, to evidence and tick off everything. Instead, it is to be used as a tool that allows you to understand where you behave in a way that has a positive impact and explore where you are less consistent and therefore providing a focus for your development.

Everybody will have a degree of self-awareness, but equally we are likely to have 'blind-spots'. The framework can also be used as a conversation tool in which you can reflect on how others see you and your behaviours.

There are many ways this framework could be used by individuals.

Outlined below, is our suggested way of using it to support your development.

As you start to use the document, you can read through a section at a time and understand the behaviour statements that sit under the heading that applies to you. For example, if you are a firefighter looking to develop within your role, this would be 'leading yourself'. If you work in professional support services and you are aspiring to a first line management position, this would be 'leading yourself' and 'leading others'.

| Leading yourself | Leading others |
|---|--|
| I adapt my actions and behaviour, understanding how it impacts on others. | I recognise when I have a negative emotional reaction to a situation and manage my response. |

| Leading yourself | |
|---|---|
| Acts with emotional... | |
| I adapt my actions and behaviour, understanding how it impacts on others. | ● |
| I am able to see things from another's point of view. | ● |
| Demonstrates One Team... | |
| I am recognised as an individual who consistently demonstrates One Team Behaviours. | ● |
| I recognise and challenge inappropriate behaviour. | ● |
| Communicates effectively... | |
| I actively listen to and value other people's contributions. | ● |
| I am able to convey my point of view in an appropriate manner. | ● |

Reflect on how you believe others would see and describe you and highlight the areas where you feel confident that others perceive you in this way. After highlighting your strengths, highlight one or two areas where you feel others may not describe you in this way.

There are many ways you could do this. For example, you could give yourself a score out of 5 or use



some sticky dots (green for strengths and amber for development areas). You could ask one or more colleagues and your line manager to score you too.

Even better, you could do this over a period of a month and write an example of where you have demonstrated this behaviour, again asking a colleague or a line manager to help you with examples.

Once you have highlighted areas where you feel you can improve, reflect on scenarios where you might get a chance to develop this behaviour. This could become a personal objective.



Example 1:

| | |
|---|---|
| I adapt my actions and behaviour, understanding how it impacts on others. |  |
| I am able to see things from another's point of view. |  |



If you have stuck an amber sticker on 'I am able to see things from another's point of view' you could:

- Notice when a colleague shares their opinion on a topic and it is different to yours. Have a conversation with them afterwards and explore why they felt differently to you.
- Introduce a discussion topic to a team meeting and give everyone the opportunity to share their views. Reflect on

where there were different opinions and consider why others may have thought and felt this way.

- Take a topic and imagine it as a beach ball (with the different colours representing a different opinion). Consider the same topic from different perspectives eg 'how would I see this if I was...'

Example 2:

| | |
|--|---|
| I actively listen to and value other people's contributions. |  |
| I am able to convey my point of view in an appropriate manner. |  |

If you have stuck a yellow sticker on 'I actively listen to and value other people's contribution' you could:

- Arrange a team meeting and send out a discussion subject before the meeting. Guide the discussion on a way that encourages all team members to share views.
- After the meeting, reflect on whether anyone said anything you disagreed with. How did you feel? What was your reaction? What could you do differently next time?
- When having a conversation with a colleague or line manager, ask to summarise what you have heard at the end. You could go further and ask to talk about what you noticed about their body language during the conversation.

Watch outs

There may be a scenario where you have lots of evidence of where you have displayed positive behaviour but, on occasions you react

to circumstances in a way that is highlighted in the 'watch out' section (on page 11). This may even be one of your blind spots.

You could ask a colleague to give you a specific example and reflect on how you can manage this behaviour.

If you are still unsure how to use the framework, speak to your line manager or a member of the learning and development team.



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