

# APPENDIX 1 – SJH Competency Framework



## **PROFESSION ORIENTATION**

*"Committed to chosen area/practice and professional growth; desire to learn and to invest time in personal and professional development; interest in and awareness of important factors concerning the organisation and industry; upholds all standards associated with chosen area of practice".*

### **Continuous Learning and Development**

Shows concern and interest in their own professional growth and self-development, seeks out opportunities to learn. Teaches, mentors, and shares knowledge and experience with others to maximise learning in a team.

#### **Level 3**

- Encourages investment in **continuous learning**; is a role model for others in this regard
- Provides and supports **learning opportunities** for others
- Uses **professional bodies** to improve knowledge and resources
- Has appropriate **specialist** knowledge and qualifications
- Stays abreast of **new technologies/research** relevant to chosen field
- Demonstrates a track record of **teaching** and supervising junior staff
- **Explains** complex material in an easy to understand manner
- Gathers **feedback** from students for continuous improvement in teaching methods
- **Presents** at industry seminars/conferences
- Is known as a clinical **resource** for others

#### **Level 2**

- Reflects on own work; **learns** from experience and mistakes
- Demonstrates **application** of theory to practice; persuades others in this regard
- Seeks to **expand** duties and responsibilities, works outside personal comfort zone
- Creates a **learning environment**; demonstrates empathy and listening
- Accepts responsibility and **accountability** for identified goals
- Is **self-directed** in terms of learning and professional development
- Provides **constructive feedback** to team members
- Organises and structures environment to **facilitate learning**
- Uses **initiative** and changes processes when necessary

#### **Level 1**

- Is receptive to **constructive feedback**; acknowledges own limitations
- Is vested in a personal **developmental action plan**,
- Shows **enthusiasm** for work
- Understands the role and boundaries of **other disciplines**
- **Learns quickly** and gets up to speed with new ideas or procedures
- Undertakes **mandatory training** of own accord

### Organisational Knowledge

Understands general hospital environments, in particular has a strong knowledge of St. James's Hospital and how it operates. Is aware of relevant political and environmental factors pertaining to the Health Service in Ireland and abroad – strives to influence healthcare strategies

#### Level 3

- Anticipates and manages impact of **political environment** on Health Service/Hospitals
- Identifies **strategic priorities** – plans accordingly
- Understands how different departments/functions align with the "**big picture**" Is attuned to organisational **culture**, key stakeholders, and internal dynamics
- Understands and influences **national/international** frameworks for hospitals
- Keeps abreast of developing **technologies** and their likely impact
- **Balances** available resources; adopts a 'value for money' mindset

#### Level 2

- Is well informed on Health Service **trends**, nationally and internationally
- Understands how each departments contributes to overall **strategic goals**
- Can identify the **services that differentiate** St. James's from other hospitals
- Uses knowledge of **structures** within St. James's/Health Services to achieve goals
- Has **IT skills** to access hospital computer systems; can learn new IT systems
- Understands **national health strategies** relevant to their job and grade

#### Level 1

- Applies practice that is in accordance with relevant legislation, e.g. Health and Safety
- Understands need to apply hospital and/or professional **standards, policies and procedures** to their area of practice
- Shows knowledge of key **characteristics** of St. James's, e.g. teaching status, key services,
- Is aware of range of **outpatient** services/support that may be available to patients
- Is familiar with relevant **professional bodies**/voluntary organisations
- Understands their own **scope of practice**

## Professionalism

Presents and conducts oneself in a professional manner in a variety of different situations and circumstances

### Level 3

- Is an advocate for hospital by consistently projecting a professional **image**
- Ensures a **respectful** representation of hospital/department
- Acts as a **role-model** for others
- Demonstrates and encourages a strong **work ethic**
- Is **transparent**; acts with integrity and carries no hidden agendas
- Espouses Professional **Standards** and **Codes of Practise**

### Level 2

- Emotionally **stable**, deals fairly and consistently with others
- Shows ability to work under pressure; handles **stress** in a constructive manner
- **Self-aware**, recognises own emotional responses while retaining objectivity
- Is **cognisant** of own strengths/limitations, and scope of one's practise
- Is professionally **courteous** with others
- Shows **resiliency** by not taking things personally; keeps focus on a successful outcome
- Maintains appropriate level of **visibility**

### Level 1

- Approaches all tasks in a **confident** manner
- Shows **pride** in one's profession
- Demonstrates honesty and integrity; holds a strong **code of ethics**
- Maintains appropriate and professional **boundaries**
- Manages **personal problems** to minimize impact on work or professional relationships
- Respects confidentiality and **discretion** in all patient/customer matters
- Pays attention to **dress code** and professional appearance
- Shows an enthusiastic and **committed attitude** to one's work

## SERVICE ORIENTATION

*"Commitment and passion for providing the best possible service, whether for patients or other customers; organising one's work to maximise quality of service; flexibility for meeting competing demands and achieving goals".*

### Quality Service

Whether working for staff, clients or patient needs, demonstrates the drive, flexibility and motivation necessary to consistently meet and surpass expectations. Strives for highest standards of quality and service

#### Level 3

- Establishes the **highest standards** for customer-service, a "high performance" culture
- **Monitors** quality of service; ensures regular quality audits are carried out
- Is alert to opportunities for **improving** quality of services
- **Champions** initiatives to improve quality of services
- Holds self and others **accountable** for high standards
- Has a proven **track record** of getting results
- Ensures patients are provided with a '**value for money**' service
- Promotes and facilitates **multi-disciplinary** working

#### Level 2

- Utilises research and **evidenced based** practices when providing services
- Is a **self-starter** who shows initiative, assumes responsibility for results
- Has patience and **perseverance** to see things through
- Eliminate **barriers** to realise goals
- Demonstrates **loyalty** and commitment to the organisation
- Shows **resourcefulness**, flexibility and initiative in difficult situations
- Understands the role of **multi-disciplinary** teams for patient care/customer-service
- Understands and respects the rights of **service-users**
- Demonstrates **compassion and consideration** for hospital patients at all times

#### Level 1

- Demonstrates **commitment** to achieving results
- Is patient- and **customer-centred** at all times
- **Anticipates** potential challenges/ complications; is proactive rather than reactive
- **Upholds** approved protocols, policies and procedures
- Shows a genuine interest in **welfare** of others
- Demonstrates **empathy** when interacting with patients/families
- Seeks **input** from different disciplines in order to deliver best possible patient care
- Is **flexible/adaptable** to meet unexpected demands
- Complies with the **department policies** and hospital statutory regulations
- Shows **attention to detail**

## Planning and Organisation

Follows a systematic approach to planning and organising caseload and deals effectively with changing demands and priorities. Delegates appropriately to ensure goals are delivered effectively.

### Level 3

- Plans ahead with **vision** and an understanding of the overall integration of different activities and departments
- Develops **strategic plans** and monitors performance and progress on achieving long term goals
- Develops and implements efficient **systems and processes** to ensure smooth and consistent execution of tasks

### Level 2

- **Prioritises** team workload and **delegates** tasks effectively
- Ensures most effective allocation and use of **resources**
- **Anticipates** problems and issues and takes preventative action to address these
- Can **multi-task**, without losing focus
- Manages competing and changing **priorities**
- **Discerns** most important objectives when prioritising
- Consistently **plans ahead** to meet important deadlines
- Prepares for execution by ensuring **adequate resources** are in place

### Level 1

- Does appropriate **research** when encountering new situations
- Deals with issues in a **prompt** and timely manner
- Keeps self and workplace **organised** and tidy
- Utilises established **systems and processes** for prioritising and delivering on tasks
- Works **flexibly** to balance team and individual priorities
- Records work **accurately** and in adherence standards and procedures

## PEOPLE ORIENTATION

*"Excellent communication skills; effective interaction in a variety of circumstances; strong team players, both contributing to and supporting the team goals; people management skills to maximise performance"*

### Communication

Is a channel for effective communication and sharing of information. Demonstrates active listening, and successfully communicates key messages with impact, and in a variety of settings

#### Level 3

- Takes a **strategic** approach to communicating across the organisation
- Opens up communication **channels** through implementation of systems and processes
- Creates a **culture** of open communication to maintain a climate of trust and honesty
- Establishes and maintains information **networks** across Hospital/Health Services sector
- Adopts a range of communication **techniques** as appropriate to explain complex information
- Asks strategic **questions** to get to the root of complex problems
- Skilfully **mediates** conflict situations creating win-win scenarios

#### Level 2

- Supports ideas with appropriate **research** and information to persuade others
- Actively **listens**, accurately reflecting back what was heard
- Keeps key people **informed**, sharing information in a timely and open manner
- Delivers **presentations** to groups with confidence and credibility
- **Documents** important/relevant communications
- **Facilitates** two-way communication between conflicting parties

#### Level 1

- Shows **empathy** when handling delicate or sensitive issues
- Clearly and confidently **articulates** ideas and opinions and their underlying rationale
- Draws on a variety of communication **methods** to fit situation/circumstances
- Listens openly, using questions to check for understanding/**avoid misinterpretation**
- Uses positive and appropriate **body language**
- Knows **when, how, and whom** to contact on various issues
- Patiently **explains** things to others when asked
- Verifies that he/she **is understood**
- Communicates effectively in English language, both written and spoken, as appropriate to job requirements
- Respects **confidentiality**
- Can communicate **numerical** information

### Team Player

The ability to co-operate and collaborate with others, and take an active role within a team, sharing information and ideas as well as responsibility for actions and results.

#### Level 3

- Is **inclusive** of key stakeholders when making important decisions
- Addresses team conflict by **facilitating** team discussions
- Acts as an **advocate** to bring team issues to other relevant parties
- Embraces **diversity**; values a broad range of perspectives
- Encourages consultation and **collaboration** across disciplines

#### Level 2

- Proactively develops and nurtures workplace **relationships**; reaches out, creates rapport
- Is open and **approachable** to discuss issues
- Utilises **teams strengths** and attributes in achieving goals
- Encourages **input** from all team members
- Adapts **interpersonal style** to engage others as appropriate
- Sets **ground rules** at team meetings; keeps everyone on track

#### Level 1

- Is tolerant of **diverse** values and beliefs
- **Helps** others; proactively takes on different roles according to the needs of the team
- **Assertively** expresses views at team meetings
- Knows when and where to ask for **help**
- Puts **team needs** ahead of own; is dependable
- Projects a **warm** and approachable demeanour
- Is **responsive** to the needs of others; shows empathy
- **Balances** listening to others' ideas with sharing own thoughts
- **Considers** how one's behaviour might impact others

## People Management

Demonstrates an ability to manage a team of direct reports, delegating appropriately to get the best out of staff, and creates joint responsibility for professional development and the highest standards of patient care.

### Level 3

- Sets up formal structures/processes to ensure **staff involvement** in key decisions
- Keeps abreast of and anticipates **staffing needs** within departments
- **Allocates responsibilities** fairly among team members to effectively manage caseloads
- **Clarifies** individual roles, responsibilities and accountabilities

### Level 2

- **Monitors** individuals' progress and performance against objectives
- Provides ongoing support and honest and constructive **feedback**
- **Coaches**, both formally and informally, to develop the skills and abilities of team members
- Maintains an **open door** policy; listens to concerns of other staff, both personal and professional
- **Empowers** staff to carry out their responsibilities in their preferred way
- Accurately **assesses** developmental needs of team members
- Recognises strength/limitations of individual team members and **delegates** appropriately

### Level 1

- Sets **performance goals** that are clear, challenging, and achievable
- Demonstrates **patience** and respect when imparting new knowledge/information to others
- Shows **diplomacy** and respect on a consistent basis with staff
- **Acknowledges** contributions; lets people know they are valued

## CHANGE ORIENTATION

*"Thinks critically through complex issues and problems; supports change initiatives with persuasive and logical arguments; provides vision and motivation for others to achieve challenging goals; thinks laterally, or 'outside the box', to generate creative solutions".*

### **Problem Solving and Decision Making**

The ability to think critically in accurately defining problems/issues and reason logically through complex and diverse information to forge quality solutions

#### **Level 3**

- Develops **operating plans** that align with strategic priorities
- Thinks creatively and **conceptually** on a "big picture" level
- **Distils** down through complex information to identify root causes of problems/issues
- Recognises and identifies **patterns and trends** when assessing data
- **Anticipates** issues/opportunities and implements appropriate measures accordingly
- **Assimilates** diverse information, making well-informed decisions amidst ambiguity
- Breaks large problems down into smaller, more manageable components

#### **Level 2**

- Able to **act quickly** to address urgent matters
- Is comfortable making decisions with incomplete or **ambiguous** information
- Demonstrates **lateral thinking** to generate non-obvious solutions to problems
- Is perceptive to underlying **subtleties**, knowing when not to accept things at face value
- Able to recognise early warning signs of potential problems and takes **pre-emptive action**
- Has basic **finance and budgeting** knowledge and draws on this to make decisions
- Accurately **anticipates** likely consequences of actions/decisions (both short- and long-term)
- **Consults** with others to improve decision-making
- Grasps how all decisions (both big and small) might affect other colleagues/customers, departments or the hospital

#### **Level 1**

- Demonstrates a **reflective approach** when dealing with problems, carefully evaluating different options/solutions
- **Reasons** systematically and logically through issues
- Supports views with sound **logic** and reasoning
- Demonstrates **common sense** when dealing with everyday issues that arise
- Identifies and uses appropriate **sources of information** when making decisions

## Leadership potential

Shows a capacity to adopt a leadership stance, make an impact, and influences, energises and inspires others in the organisation

### Level 3

- Enthusiastically articulates a strategic **vision**
- Espouses core hospital **values** in everything one does
- **Influences** other through evidence based arguments that are aligned with strategic priorities
- **Inspires** commitment and passion in others to accomplish objectives
- **Challenges** traditional assumptions and **champions** new initiatives
- **Decisive**, can make potentially unpopular decisions after consulting major stakeholders
- Shows skills at **negotiating** when managing upwards in the organisation

### Level 2

- Embraces organisational **change initiatives**, establishing structure/roles to support it
- **Convincingly** communicates benefits of change to others
- Is **politically attuned**, knows when and how to communicate with key stakeholders
- Shows strong **initiative**; can work outside of standard protocol when necessary
- Able to bring new ideas/initiative to **fruition**
- **Motivates** and **encourages** others to achieve goals
- Understands importance of getting input and **buy-in** from others when making decisions

### Level 1

- **Leads by example** – engenders trust and respect from others
- Is **energetic**; has a positive "can-do" attitude
- Blends a focus on results with a caring and **sensitivity** for individuals
- Can be **directive** without being dictatorial, i.e. can delegate effectively
- Demonstrates an ability to be **flexible** and change position if required