



HPGC7002 Empowerment & Leadership

Theme 7: Professional Behaviours & Organisational Culture

In this Theme...

- *Part 1 Professional behaviours*
- *Part 2 Characteristics of an effective workplace*

What is a competency?

What do you understand the term to mean?



‘The terms ‘competency’ and ‘competencies’ focus on someone’s personal attributes or inputs. They can be defined as the behaviours (and technical attributes where appropriate) that individuals must have, or must acquire, to perform effectively at work’.

“Competence’ and ‘competencies’ are broader concepts [than skills] that cover demonstrable performance outputs as well as behavioural inputs. They may relate to a system or set of minimum standards needed to perform effectively at work.’

Why competencies?

It is widely accepted that it is advantageous to be able to show that we can do something rather than that we know how to do something.

*Therefore, we can demonstrate our **competency** by the way that we **behave** in the workplace.*

*We can illustrate our **competencies** by giving examples of our **professional behaviour** e.g. by using the STAR technique.*

Professional Behaviours

What are Professional Behaviours?



- The concept of Professional Behaviours was first adopted by the health care sector as part of person centred practice
- The concept of professional behaviours moves the focus **from** stating values **to** exhibiting our values by the way that we act
- In other words it is a focus on what an organisation and its staff do rather than what they say in their vision statements and policies

Professional behaviours

Take some time to consider and research behaviours which you think are appropriate in our work sector?

N.B. There are suggested sources for your research on the next slide.



Share these with your Tutor.



Useful Sources of Information

Allen Hall, A. & Berardino, L. (2006) 'Teaching Professional Behaviors: Differences in the Perceptions of Faculty, Students, and Employers'. *Journal of Business Ethics*, Vol. 63 Issue (4), pp.407–415. Available at: https://www-jstor-org.ezproxy.uwtsd.ac.uk/stable/25123721?seq=1#metadata_info_tab_contents [Accessed 20/03/2021]

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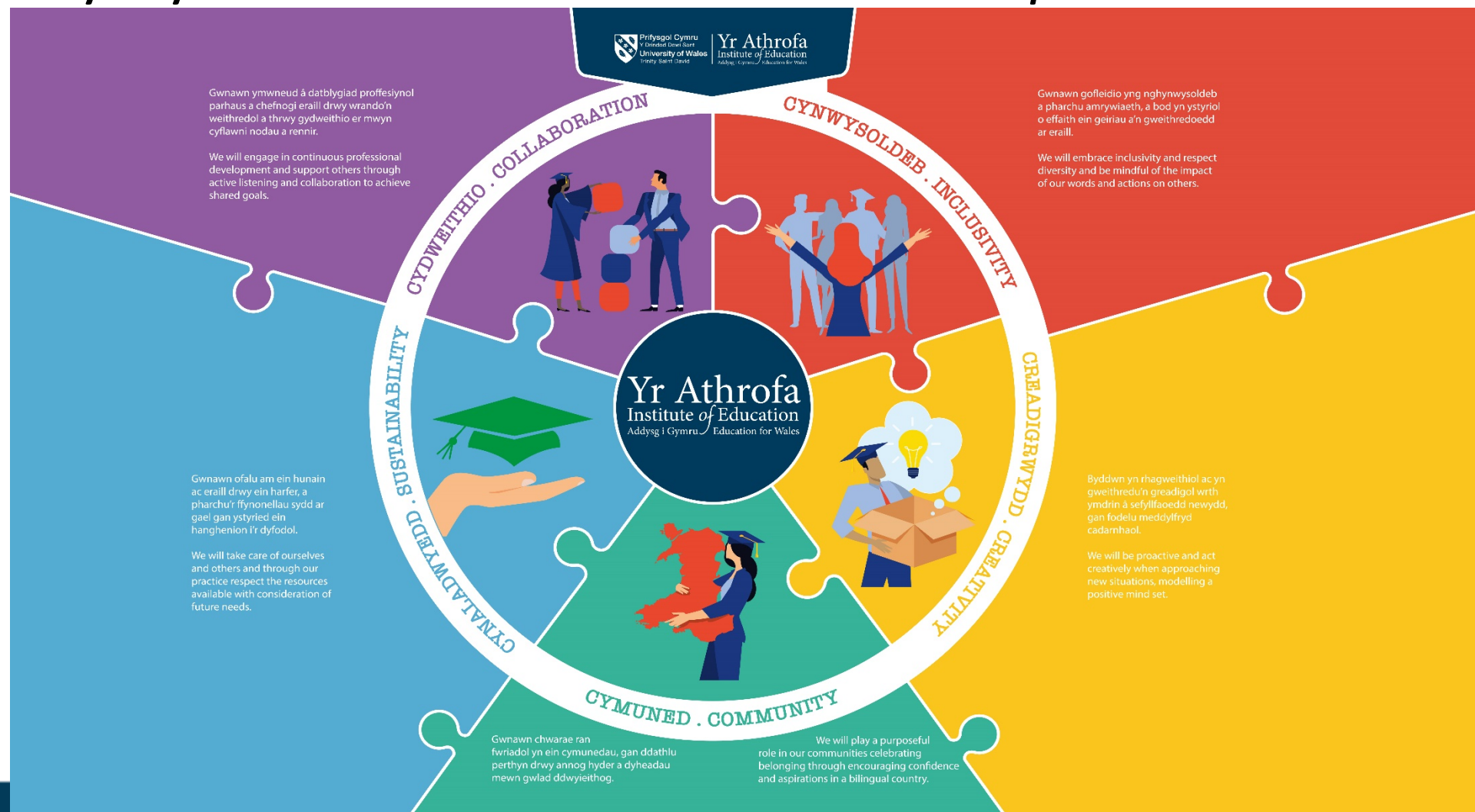
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Professional Behaviours

- For example, UWTSO has chosen to promote the following professional behaviours;
 - *Collaboration*
 - *Inclusivity*
 - *Creativity*
 - *Community*
 - *Sustainability*

Cynrychiolaeth weledol

Visual representation



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CYDWEITHIO

Gwnawn ymwneud â datblygiad proffesiynol parhaus a chefnogi eraill drwy wrando'n weithredol a thrwy gydweithio er mwyn cyflawni nodau a rennir.

COLLABORATION

We will engage in continuous professional development and support others through active listening and collaboration to achieve shared goals.



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CYNWYSOLDEB

Gwnawn gofleidio yng nghynwysoldeb a pharchu amrywiaeth, a bod yn ystyriol o effaith ein geiriau a'n gweithredoedd ar eraill.

INCLUSIVITY

We will embrace inclusivity and respect diversity and be mindful of the impact of our words and actions on others.



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CREADIGRWYDD

Byddwn yn rhagweithiol ac yn gweithredu'n greadigol wrth ymdrin â sefyllfaoedd newydd, gan fodelu meddylfryd cadarnhaol.

CREATIVITY

We will be proactive and act creatively when approaching new situations, modelling a positive mind set.



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CYMUNED

Gwnawn chwarae ran fwriadol yn ein cymunedau, gan ddathlu perthyn drwy annog hyder a dyheadau mewn gwlad ddwyieithog.

COMMUNITY

We will play a purposeful role in our communities celebrating belonging through encouraging confidence and aspirations in a bilingual country.



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CYNALADWYEDD

Gwnawn ofalu am ein hunain
ac eraill drwy ein harfer, a
pharchu'r ffynonellau sydd ar
gael gan ystyried ein
hanghenion i'r dyfodol.

SUSTAINABILITY

We will take care of ourselves
and others and through our
practice respect the resources
available with consideration of
future needs.



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Professional Behaviours

However, can you see a problem with the previous statements?



- The issue is that these are still statements and organisations and staff need to agree and understand what they mean in practice
- It also increases the need to have an effective and accurate staff appraisal and CPD programme to assist staff who are not demonstrating the behaviours

Professional Behaviours

- Questions for reflective practitioners include;
- *How do they provide a steer for our responses to everyday situations?*
- *Can we agree a set of professional behaviours?*
- *We can recognise them in ourselves and others?*
- *What do we do if we do not recognise them in ourselves and others?*

Guided Study Activity

- Using the Self-Evaluation sheet on Moodle, reflect on the competencies and behaviours listed there
- This is a **self**-evaluation and no-one will be checking on the results.
- However, for it to be effective you need to be honest with yourself
- For those areas where you have assessed yourself as not being competent yet then you should start to think of ways of developing these competencies
- You might want to use this to inform your discussions with fellow students and colleagues



Professional behaviours – A Critical Reflection

We will now take some time to critically reflect on some of the behaviours listed on the Guided study sheet in the context of our every-day experience.

When we look at each behaviour try to think of examples you have seen demonstrated or experienced;

- *As a student*
- *As a customer*
- *As a parent*
- *As a patient / service user*

Professional behaviours – A Critical Reflection

Competency: Integrity

Behaviour(s): Consistent honesty; being able to be trusted with the property of others; can be trusted with confidential information; complete and accurate documentation of service user care

When have I seen these behaviours demonstrated?

When have I seen these behaviours ignored?

*What do my experiences make me think about the organisation
in question?*

Professional behaviours – A Critical Reflection

Competency: Empathy

Behaviour(s): Showing compassion for others; responding appropriately to the emotional response of service users and family members; demonstrating respect for others; demonstrating a calm, compassionate and helpful demeanour toward those in need; being supportive and reassuring to others.

When have I seen these behaviours demonstrated?

When have I seen these behaviours ignored?

*What do my experiences make me think about the organisation
in question?*

Professional behaviours – A Critical Reflection

Competency: Respect

Behaviour(s): Being polite to others; not using derogatory or demeaning terms; behaving in a manner that brings credit to the profession

When have I seen these behaviours demonstrated?

When have I seen these behaviours ignored?

*What do my experiences make me think about the organisation
in question?*

Professional behaviours – A Critical Reflection

Competency: Service user advocacy

Behaviour(s): Not allowing personal bias or feelings to interfere with service user care; placing the needs of service users above self interest; protecting and respecting service user confidentiality and dignity.

When have I seen these behaviours demonstrated?

When have I seen these behaviours ignored?

*What do my experiences make me think about the organisation
in question?*

Professional behaviours – A Critical Reflection

Competency: Careful delivery of service

Behaviour(s): Mastering and refreshing skills; performing complete equipment checks; demonstrating careful and safe ambulance operations; following policies, procedures and protocols; following orders

When have I seen these behaviours demonstrated?

When have I seen these behaviours ignored?

*What do my experiences make me think about the organisation
in question?*

Professional behaviours – A Critical Reflection

- However, it is most important to note that we are all human and will make mistakes
- The purpose of **Professional Behaviours** is to use them as part of our constructive, objective **Reflective Practice**
- It is not about thinking what we did wrong, but why the incident happened and what we can do to prevent it in the future.
- If your organisation has identified professional behaviours then this helps you in your reflective practice

Organisational Culture & Professional Behaviours

- In Part 1 we have focused on individual behaviours.
- However, in our final discussion we began to discuss the role that an organisation has in promoting such behaviours
- It is important to note that individual staff will find it difficult to adopt and develop professional behaviours unless the **culture** of the organisation allows them to do this
- Indeed, as Mullins & Christy (2013, p.3) argue; organisational 'culture has important repercussions for the effective management of people and the study and understanding of workplace behaviour'.

Organisational Culture

- It can be argued that, in order to allow staff to develop professional behaviours an organisation needs to have certain characteristics
- This is because 'every organisation is made up of human relationships and human interactions'.
- 'Culture is therefore central to the role of the profession and must be managed and developed accordingly'. (CIPD, 2020)
- The culture of the organisation gives a steer to employees as to what is acceptable and what is not, what values and behaviours are expected and how much influence the employees have.
- It's also important to continually assess that culture, as the organisation's purpose and values will affect the standard of its customer service and influence the engagement and retention of its people. (CIPD, 2020)

Organisational Culture

- Organisational culture has been described as a set of 'beliefs, values, and norms learnt and shared by a group of people via their common experiences' (Hofstede, 1998 *cited in* Ng & Ng, 2014)
- Martin (1992) goes on to identify three distinct types of organisational culture, namely;
- An **integrative** culture
- A **differentiated** culture
- A **fragmentation** culture
- We will look at each of these in turn

An Integrative Culture

- An integrative culture is one in which ‘the objective is to obtain a consensus regarding the values and basic assumptions of the organization and to produce consistent actions’.
- This integration brings unity, predictability, and clarity to work experiences. (Law, 2016)
- In an integrative organisation the management model the principles that the organisation upholds and the employees feel included in decision making
- The values of the organisation are integrated into its everyday practice which means that they are consistent and fully embedded
- An example would be the Southwest Airlines in the USA (Forbes Magazine, 2021)

(See for example [Ng & Ng, 2014](#))

An Differentiated Culture

- In a differentiated culture, different Departments and teams have their own consensus and internal sub-cultures
- Law (2016) argues values and norms can 'differ greatly between each subculture';
- 'This [in turn] produces inconsistencies throughout the organization'. (Law, 2016)
- This is common in very large organisations with much specialisation and where teams and departments do not mix or integrate
- Sub-cultures with very different goals (e.g. sales and accounts) will inevitably develop different cultures (e.g. maximising sales vs minimising overheads)
- The organisation may have common values but these will be interpreted differently by different sub-cultures

An Fragmentation Culture

- Law (2016) describes this type of culture as having ‘multiple interpretations of values and assumptions, which produce great ambiguity’.
- In this type of organisational culture there is no consistency of values, approach or behaviours.
- Law (2016) goes on to point out that this can arise from;
- ‘fast changes within the organization,’
- ‘the growing diversity of the workforce, and
- ‘the increasingly global environment with which organizations are faced’.
- N.B. This links to the research on national and organisational cultures done by [Geert Hofstede](#)

Discussion Point

Take a moment to think about each of these organisational cultures.

Which do you think is preferable?

Be prepared to share your reasoning.



Characteristics of an effective workplace

Guided Study list characteristics that you believe lead to an **effective workplace?**

Consider your past experiences - where you have worked, volunteered or been on placement – the working environment and culture

Or, research online

Feedback to your Tutor



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Families and Work Institute ([FWI](#))

In their *Effective Workplace Index 2020* the FWI list 7 components of an effective workplace, namely;

- Job Challenge and Learning Opportunities
- Supervisor Support for Job Success
- Autonomy
- Culture of Respect, Trust, and Belonging
- Work-Life Fit
- Satisfaction with Wages, Benefits, and Opportunities to Advance
- Co-worker Support for Job Success

We will now look at each of these in turn (they have much in common with other self-evaluations used in this Module)

Families and Work Institute ([FWI](#))

Job Challenge and Learning Opportunities

- My job lets me use my skills and abilities.
- The work I do on my job is meaningful to me.
- My job requires that I be creative.
- I get to do a number of different things on my job.
- My job requires that I keep learning new things.
- My job lets me develop new skills and abilities.

Families and Work Institute ([FWI](#))

Supervisor Support for Job Success

- My supervisor or manager is supportive when I have a work problem.
- My supervisor or manager recognizes when I do a good job.
- My supervisor or manager keeps me informed of the things I need to know to do my job well.
- My supervisor provides me with feedback that helps me to improve my performance.

Families and Work Institute ([FWI](#))

Autonomy

- I have a lot of say about what happens on my job.
- I have the freedom to decide what I do on my job.
- I feel I can really be myself on my job

Families and Work Institute ([FWI](#))

Culture of Respect, Trust, and Belonging

- Managers at my workplace actively seek out information and new ideas from employees at all levels of the organization to guide their decision making.
- I can trust what managers say in my organization.
- I can openly share my ideas and opinions with any level of management.
- My supervisor treats me with respect.

Continued.

Families and Work Institute ([FWI](#))

Culture of Respect, Trust, and Belonging (contd.)

- I can trust what the highest level of management in my organization says.
- I can trust what my immediate supervisor says.
- I can trust what my co-workers say.
- I feel I am really a part of the group of people I work with.

Families and Work Institute ([FWI](#))

Work-Life Fit

- My supervisor or manager really cares about the effects that work demands have on my personal and family life.
- My supervisor or manager is responsive to my needs when I have family or personal business to take care of.
- I have support from co-workers that helps me to manage my work and personal or family life.

Continued.

Families and Work Institute ([FWI](#))

Work-Life Fit (contd.)

- I have the schedule flexibility I need at work to manage my personal and family responsibilities.
- My work schedule or shift meets my needs.
- My job lets me do the things in my personal life that I find meaningful.
- I consider my immediate supervisor a role model for how to manage work and personal life.

Continued.

Families and Work Institute ([FWI](#))

Satisfaction with Wages, Benefits, and Opportunities to Advance

- I am satisfied with how much I earn in my job.
- I am satisfied with the benefits my job provides.
- I am satisfied with my opportunities for advancement.

Families and Work Institute ([FWI](#))

Co-worker Support for Job Success

- I have the support from co-workers that I need to do a good job.
- My co-workers and I work well together.
- My co-workers and I appropriately share credit for success and responsibility for shortcomings.
- My co-workers and I generally resolve conflicts with respect and attention to everyone's needs.

N.B. This seventh component is a relatively recent addition. Why do you think it was added?



OECD Guidelines

- Another model for measuring the characteristics of an effective workplace has been produced by the OECD

We have come across the OECD before in our studies.

Why do you think they are being used as a source here?

Be prepared to share your reasoning.



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OECD Guidelines

- The OECD Guidelines on Measuring the Quality of the Working Environment (2017) lists six 'job characteristics' to measure the effectiveness of the workplace culture, namely;
- the physical and social environment of work
- job tasks
- organisational characteristics
- working-time arrangements
- job prospects
- the intrinsic aspects of the job.

These can be seen in the table on the next slide:

OECD Guidelines

Table 4.1. Dimensions and characteristics of the quality of the working environment

Dimensions	Job characteristics	
	Job demands	Job resources
A. Physical and social environment	A.1. Physical risk factors A.2. Physical demands A.3. Intimidation and discrimination at the workplace	A.4. Social support at work
B. Job tasks	B.1. Work intensity B.2. Emotional demands	B.3. Task discretion and autonomy
C. Organisational characteristics		C.1. Organisation participation and workplace voice C.2. Good managerial practices C.3. Task clarity and performance feedback
D. Worktime arrangements	D.1. Unsocial work schedule	D.2. Flexibility of working hours
E. Job prospects	E.1. Perceptions of job insecurity	E.2. Training and learning opportunities E.3. Opportunity for career advancement
F. Intrinsic aspects		F.1. Opportunities for self-realisation F.2. Intrinsic rewards

Developing Organisational Culture

- We have seen how the culture and characteristics of an organisation can positively and negatively affect the behaviours of its workforce
- Much work has also been done on the steps an organisation needs to take to effectively change its culture
- For example, in the CIPD (2011) publication *Developing organisation culture: six case studies*

Developing Organisational Culture

- In its 'Culture Change Checklist' the CIPD (2017 pp. 32-33) highlights the following;
- Planning the culture change
- Who needs to be involved in the culture change and to what extent
- The role of leadership
- Encouraging employee buy-in to the new culture
- Enabling culture change through the organisation's infrastructure
- Developing the capabilities needed for the new way of working, and
- Measuring the impact of culture change



That's all very well, but what does it have to do with us?

- The Aim of this module is to;

foster a range of behaviours, attitudes and competencies which develop enterprising thinking and an employability mindset and enhance students' ability to critically reflect on their own development needs

- And one of the Learning Outcomes is that students will be able to;

critically reflect on the importance of continual learning and future thinking for own personal development and employability;

- Therefore.....

That's all very well, but what does it have to do with us?

- If you are in an organisation with an **integrative culture** then you should ensure that you use this to support your own reflective practice
- If you are in an organisation with a **differentiated** or **fragmentation culture** then you are unlikely to be experiencing self-realisation and should use this knowledge to be proactive in planning what you will do to change this, and
- If you are in a Supervisory or Management role then you should use this knowledge to ensure that you are contributing to a positive culture

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