

THE ECB CAPABILITY FRAMEWORK: THE COMPETENCIES

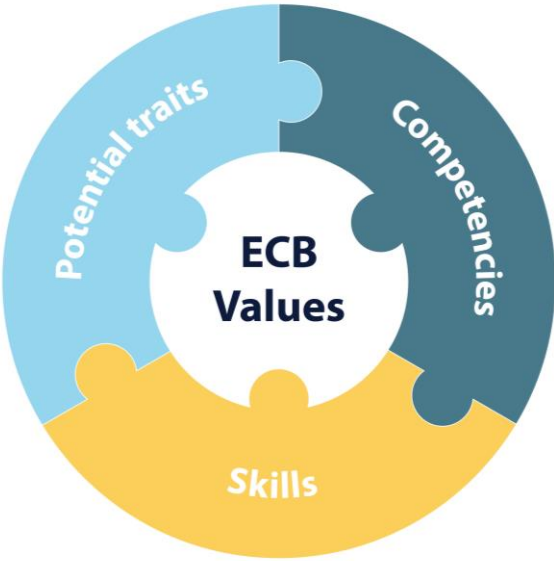


Table of Contents

Introduction to the ECB competency model.....	3
The nine ECB behavioural competencies - definitions.....	6
Collaborating and communicating.....	7
Focusing on results	8
Leveraging diversity	9
Managing change	10
Thinking analytically and challenging constructively	11
Adding value for stakeholders	12
Developing others	13
Thinking strategically	14
Leading teams	15

Introduction to the ECB competency model

Doing your job well requires individual capability, which the ECB sees as a combination of three elements: behavioural competencies, potential traits and skills. Behavioural competencies are sets of skills, attitudes and knowledge that can be observed as behaviours and that contribute towards how you perform in your job.

The ECB behavioural competencies form a “model” that reflects the behaviours that are strategically important for our organisation. Via this model the ECB intends to focus on and to leverage the strengths of its people. At your individual level the competencies provide clarity on what is expected from you in your job and will help guide your development, both in your current job and beyond. The model also defines and fosters good leadership practices. Finally, the ECB developed this competency model to foster a culture of work that is aligned with our organisation’s values and objectives, as well as to make the ECB more agile, collaborative and inclusive, and therefore better prepared for future challenges.

Where and how the competency model will be used?

Competency profiles - Each job is assigned to a job cluster with a defined competency profile, which lists the required competencies (see table below) and the relevant levels of behavioural indicators that are expected in that job. They are used in a number of processes:

- **In recruitment** - they make it easier for the ECB to find candidates with the ‘right fit’ for each job and for the organisation as a whole; they also help you to prepare for recruitment related assessments
- **In performance management** - they guide you on how you should deliver on your objectives; your competencies are assessed based on the competency profile assigned to your job. This helps you to better identify your strengths and areas for development. Having competency profiles in place also helps to make competency assessments a standardised, consistent and transparent exercise in the ECB.
- **In learning and development** – the assessment of competencies (both assessment by yourself and by your manager/appraiser in the annual appraisal) will stimulate your reflection and conversations with your appraiser about which development activities would be most suitable for you in order to maximise your strengths and address areas for improvement; the assessment will ensure that planning for your professional development and your learning activities are more focused and targeted.
- **In career development** - clarity about competencies assigned to jobs facilitates better planning of mobility and succession as well as preparation for promotion

The nine ECB behavioural competencies are divided into three groups:

- **General competencies**, mandatory for all jobs
 - Collaborating and communicating
 - Focusing on results
 - Leveraging diversity
 - Managing change

- **Specific competencies**, relevant for some specific jobs/Business Areas' specific contexts
 - Thinking analytically and challenging constructively
 - Adding value for stakeholders

- **Leadership competencies**, relevant for managerial and coordinating jobs
 - Developing others
 - Thinking strategically
 - Leading teams



Each competency has a definition and six levels. Each level in turn comprises a number of specific behavioural indicators. These indicators outline the behaviour that you are required to display on a regular basis to perform successfully in your job.

The competency profiles are assigned to job clusters as presented in the table below

Name of job clusters	1. Technical/operational support staff	2. Technical/professional support staff	3. Support staff with coordination role	4. Professional staff	5. Professional staff with coordination role	6. Adviser specialists	7. Advisers with coordination role	8. Middle management	9. Senior management
Definition of job clusters (bands vs role)	A-C	C-E	A-E with explicit coordination role	E/F-H	E/F-H with explicit coordination role	I-J	I-J with explicit coordination role	I-J	K-M
General Competencies									
<i>Collaborating and communicating</i>	Provides assistance	Proactively supports others		Engages with others				Builds relationships	
<i>Focusing on results</i>	Fulfils assigned tasks	Works to improve own output		Pursues team goals				Drives to achieve goals	
<i>Leveraging diversity</i>	Understands and respects diverse perspectives	Integrates diverse perspectives				Draws on the strengths of the diverse team to get best results			Builds diverse teams
<i>Managing change</i>	Adapts to change	Signals the need for change				Facilitates change			Fosters environment of creativity and innovation
Specific Competencies*									
<i>Thinking analytically and challenging constructively</i>	Handles incomplete information well			Effectively uses analogies, patterns and different perspectives					
<i>Adding Value for Stakeholders</i>	Delivers in line with stakeholder needs			Knows and anticipates stakeholder needs					
Leadership Competencies									
<i>Developing Others</i>			Encourages individuals to develop themselves further		Encourages individuals to develop themselves further		Systematically supports individual development	Strengthens own team's capability	
<i>Thinking Strategically</i>						Articulates strategic priorities and scenarios for own team			Designs strategic outlook for own business area
<i>Leading Teams</i>			Explains what to do, why and how		Builds high performing teams		Builds high performing teams	Fosters commitment and engagement	

*only one, most relevant specific competency, will be selected for clusters 1-5

The nine ECB behavioural competencies – definitions

The nine ECB behavioural competencies are divided into three groups and are defined as follows. For each competency, the next pages provide concrete indicators of associated behaviours.

General competencies

Collaborating and communicating: Effectively interacting with colleagues and stakeholders to build an environment of trust and openness, to foster business performance. This also involves looking beyond the individual's role to the wider working context and being aware of the impact of one's own decisions on others.

Focusing on results: Demonstrating determination to achieve high-quality sustainable results by effectively prioritising and working in a structured and efficient way.

Leveraging diversity: Fostering an inclusive working environment where individual differences¹ are valued and built upon to achieve the vision and mission of the ECB.

Managing change: Adapting to, participating in and initiating strategic and operational changes to foster continuous improvement. This also includes transforming the ECB and the system² through people.

Specific competencies

Thinking analytically and challenging constructively: Identifying, gathering, analysing, assessing and using an appropriate amount of relevant information in order to develop strategies, plans and policies, inform decision-making and solve problems. This also involves sound judgement in a complex organisational environment and an intrusive approach to supervision in the SSM context.

Adding value for stakeholders: Creating impact for stakeholders by providing service and advice, and by building sustainable relationships with them.

Leadership competencies

Developing others: Developing people and thereby the ECB and the system; seeing value in knowledge sharing and supporting people's professional development.

Thinking strategically: Being able to create a vision for the future and to propose ways to address strategic issues, taking into account institutional environment. This also includes thinking holistically and beyond one's own area of responsibility.

Leading teams: Providing guidance, empowerment and inspiration to the team to achieve the best results. It applies to leadership roles in cross-functional or (virtual) project teams (within the ECB, and beyond) as well as to people management and coordination roles.

¹ E.g. Individual differences in terms of gender, nationality, age, ethnic and cultural background, sexual orientation, religion, physical abilities, status, thought and working styles.

² "System" is defined as the ESCB and the SSM and comprises all national central banks and national supervisory authorities of the EU member states.

Collaborating and communicating

Effectively interacting with colleagues and stakeholders to build an environment of trust and openness, in order to foster business performance. This also involves looking beyond the individual's role to the wider working context and being aware of the impact of one's own decisions on others.

Level	Brief description	Behavioural indicators
🚩	Red flag behaviours	<ul style="list-style-type: none"> • Turns down requests for help • Ignores or belittles contribution from others • Does not show openness to discuss own mistakes • Does not share information relevant for the work of others
1	Provides assistance	<ul style="list-style-type: none"> • Provides input and support when required • Identifies other people who can help • Resolves problems by providing information
2	Proactively supports others	<ul style="list-style-type: none"> • Offers subject matter support to others • Demonstrates openness to participation in teams, is aware of other people's needs and motives, and speaks out even in difficult circumstances • Shares proactively relevant information with others
3	Engages with others	<ul style="list-style-type: none"> • Actively seeks diverse expertise and input from others • Fosters trust by sharing their views and inviting others to openly discuss issues • Maintains and uses networks internally and externally • Demonstrates an understanding of the needs of others and effectively manages their expectations
4	Builds relationships	<ul style="list-style-type: none"> • Builds and maintains relationships throughout the ECB and beyond • Creates opportunities to connect and share with others in order to build culture of trust and openness • Seeks common ground with stakeholders (internal and external) by emphasising common mission and objectives to achieve the best outcome for the ECB • Brings up less comfortable but important issues to discuss and resolve them
5	Facilitates collaboration	<ul style="list-style-type: none"> • Takes calculated risks to advance a collaborative relationship, forgoing personal objectives • Helps build relationships between different stakeholders at different levels, across and beyond the organisation • Recognises potential sources of conflict related to the needs and agendas of others, and proposes how to resolve the problem and, in turn, work more effectively together
6	Establishes a collaborative culture	<ul style="list-style-type: none"> • Convinces others to pursue a course of action against their initial inclination, for the good of all (shapes stakeholders' agendas) • Makes specific efforts to encourage long-term collaboration, focusing on mutual long-term benefits even if at short-term costs to own interests • Systematically fosters collaboration with other units and institutions

Focusing on results

Demonstrating determination to achieve sustainable high-quality results by working in a structured and efficient way.

Level	Brief description	Behavioural indicators
	Red flag behaviours	<ul style="list-style-type: none"> • Demonstrates unwillingness to get their job done • Consistently delivers less than the agreed work outcomes • Does not accept failure is part of a learning process; sets unrealistically high standards of performance
1	Fulfils assigned tasks	<ul style="list-style-type: none"> • Works to complete assigned tasks • Demonstrates effort to deliver on expectations • Contributes reliably towards team objectives
2	Works to improve own output	<ul style="list-style-type: none"> • Understands what high-quality output of own task looks like and delivers accordingly • Prioritises own work to optimise time and resources; proactively informs relevant people of any changes in schedule or priorities. • Monitors own work and takes appropriate corrective actions to achieve greater quality, effectiveness or efficiency
3	Pursues team goals	<ul style="list-style-type: none"> • Regularly reports on work progress and its alignment with team objectives • Takes action to improve own ability to meet existing team goals, including looking beyond their own expertise • Employs strategies (e.g. prioritisation) to ensure goals are achieved efficiently and cost effectively • Works towards overcoming obstacles, setbacks and uncertainty and follows through on plans even when information is incomplete
4	Drives to achieve goals	<ul style="list-style-type: none"> • Recognises and leverages opportunities to achieve a goal • Effectively works towards achieving goals, also under adverse circumstances • Demonstrates the ability to take calculated risks in order to achieve goals or have a more positive impact • Sets new and challenging goals with relevant metrics for self or team, with a view to create value
5	Improves business practices for higher performance	<ul style="list-style-type: none"> • Identifies strategically important areas in the organisation where performance can be improved (assesses performance at the organisational level) • Identifies and examines alternatives including by evaluating costs, risks and benefits for the organisation to improve organisational performance • Introduces evidence based proposals to improve results or exceed goals at the organisational level
6	Pursues improved results at the system level	<ul style="list-style-type: none"> • Proposes mechanisms to measure performance at the system level • Introduces major new initiatives to enhance the performance of the ECB and the system as a whole • Actively collaborates with system participants in order to identify ways to improve delivery of system-wide initiatives

Leveraging diversity

Fostering an inclusive working environment where diversity and individual differences are valued and built upon to achieve the vision and mission of the ECB.*

**E.g. Individual differences in terms of gender, nationality, age, ethnic and cultural background, sexual orientation, religion, physical abilities, status, thought and working styles*

Level	Brief description	Behavioural indicators
Red flag behaviours		<ul style="list-style-type: none"> Acts inappropriately in culturally and/or functionally diverse settings Refuses to adjust own approach when dealing with people from different backgrounds Displays a bias (e.g. stereotypes and generalisation) towards selected individuals, through favouritism or discrimination and treats people unfairly based on their individual differences Does not address the use of an inappropriate language or actions which compromise diversity
1	Understands and respects diverse perspectives	<ul style="list-style-type: none"> Demonstrates understanding of others' perspectives and explains how they differ from one's own Modifies own behaviour and communication based on an understanding of individual differences Treats others with respect regardless of their background and working cultures
2	Integrates diverse perspectives	<ul style="list-style-type: none"> Reaches out to understand the backgrounds and working styles of others Displays appreciation of differences in peoples' perspectives and sees these as an opportunity to learn
3	Draws on the strengths of the diverse team to get the best results	<ul style="list-style-type: none"> Interacts with others who offer different perspectives in order to make better decisions Consciously establishes and maintains effective working relationships with people from diverse backgrounds Uses own understanding of individual differences when communicating, influencing, and managing teams
4	Builds diverse teams	<ul style="list-style-type: none"> Enriches the team with people from diverse backgrounds to increase the variety of working styles Fosters an environment of inclusion, where diverse thoughts are freely shared, respected and integrated Coaches individuals on how to interact with people from diverse backgrounds
5	Strategically bridges diversity gaps in the organisation and beyond	<ul style="list-style-type: none"> Recognises strategic value of diversity, identifies and addresses diversity gaps in the ECB and the system Consciously uses appropriate influence-based approaches to negotiate across cultures and agendas for a common purpose Inspires creative approaches on how to ensure a representative workforce Enables structures, policies and procedures that encourage diversity and inclusion
6	Creates an inclusive culture within the ECB and beyond	<ul style="list-style-type: none"> Brings together the best of the vast array of diverse backgrounds to create a high-performing organisation/system Acts as a diversity champion to promote an inclusive working environment across the system

Managing change

Adapting to, participating in and initiating strategic and operational changes to enable continuous improvement. This also includes transforming the ECB and the system through people.

Level	Brief description	Behavioural indicators
↻	Red flag behaviours	<ul style="list-style-type: none"> • Sees no need for any improvement or change in the face of factual evidence • Rejects new ideas without explaining own rationale • Deliberately delays deliverables to prevent an event or process of change • Demonstrates disrespect and disregard for others' proposals for improvement
1	Adapts to change	<ul style="list-style-type: none"> • Seeks information to understand the need for change • Changes plans to accommodate new information • Demonstrates openness to cope with own resistance to change
2	Signals the need for change	<ul style="list-style-type: none"> • Questions in a positive manner conventional approaches and traditional ways of doing things to identify specific areas where improvement is needed • Proposes alternative solutions to address the need for improvement • Explains the need for change to others and takes a role in promoting change in own area of responsibility
3	Facilitates change	<ul style="list-style-type: none"> • Engages key stakeholders at an early stage of the change process by communicating a clear vision and the expected benefits • Supports others throughout the change process by explaining the need for change and their role in this change process • Encourages others to openly share their views of the change process and addresses their concerns • Sets clear milestones and continuously monitors progress of the change process
4	Fosters environment of creativity and innovation	<ul style="list-style-type: none"> • Enables creative thinking and encourages others to question the status quo • Encourages others to pursue and communicate opportunities for change and innovation, and to be change agents • Strengthens overall change initiatives by openly supporting the individuals who lead them • Announces and celebrates successes in order to keep people engaged and committed
5	Drives momentum for change	<ul style="list-style-type: none"> • Anticipates the critical turning points in the transformation process and plans accordingly • Builds support or alliances to energise and sustain the organisational momentum of change • Introduces high-impact measures, such as redesigning organisational structures, processes and systems to drive and reinforce the direction of change
6	Embeds culture of change	<ul style="list-style-type: none"> • Establishes an organisational culture of continuously embracing change through systemic actions, such as organisational restructuring, consistent role modelling of values, etc. • Engages and aligns multiple stakeholders/organisations in order to foster a sense of collective commitment towards achieving the vision of change • Builds alliances with leaders of national and international institutions and decision-making bodies to lead global changes

Thinking analytically and challenging constructively

Identifying, gathering, analysing, assessing and using an appropriate amount of relevant information in order to develop strategies, plans and policies, inform decision-making and solve problems. This also involves sound judgement in a complex organisational environment and an intrusive approach to supervision in the SSM context.

Level	Brief description	Behavioural indicators
✘	Red flag behaviours	<ul style="list-style-type: none"> Does not gather and validate data/information when required Does not consider available information when making decisions When challenging data, information or ideas, tries to damage or to obstruct intended outcome
1	Understands and identifies issues, and concepts	<ul style="list-style-type: none"> Gathers and uses data/information to understand issues and concepts Compares and uses data/information and different perspectives to identify and solve recurring problems
2	Handles incomplete information well	<ul style="list-style-type: none"> Matches existing or previously used solutions to new situations Identifies issues correctly and takes appropriate decisions despite having incomplete and ambiguous information, and by challenging own biases Looks for missing information by using research or by asking intrusive questions when appropriate
3	Effectively uses analogies, patterns and different perspectives	<ul style="list-style-type: none"> Identifies and communicates the key details about complex concepts in a clear and concise way Finds underlying patterns in complex data to identify solutions Constructively challenges others' perspectives to support problem solving/decision-making Discusses different perspectives with others before drawing conclusions from presented information
4	Approaches issues from fresh perspectives	<ul style="list-style-type: none"> Offers new perspectives on issues/problems as a situation changes Draws insights from various information sources, going beyond own experiences Identifies issues not seen by others
5	Objectively assesses situations in a complex organisational context	<ul style="list-style-type: none"> Selects a suitable approach to integrating and evaluating information where no organisational guidelines exist Uses concepts and models to assess complex alternatives and arguments Integrates information from a variety of organisational sources and demonstrates sound judgement when drawing conclusions/solving problems with a high system impact
6	Creates system-wide paradigms	<ul style="list-style-type: none"> Introduces new paradigms in the organisation and beyond Proposes breakthrough solutions to address complex system-wide issues and create value Identifies complex system-wide issues even with very limited information

Adding value for stakeholders

Creating impact for stakeholders by providing service and advice, and by building sustainable relationships with them.

Level	Brief Description	Behavioural indicators
⚠	Red flag behaviours	<ul style="list-style-type: none"> Deliberately ignores stakeholders' needs and input Focuses on tasks without concern for impact on stakeholder Reacts defensively to stakeholder's complaints
1	Understands stakeholder needs	<ul style="list-style-type: none"> Demonstrates understanding of stakeholder requests and addresses them accordingly Demonstrates understanding of how internal or external stakeholders use products and services Takes note of stakeholder feedback to learn about stakeholder needs and expectations, and incorporates it in future interactions
2	Delivers in line with stakeholder needs	<ul style="list-style-type: none"> Regularly seeks stakeholder feedback to develop deeper understanding of their needs and priorities and, in turn, to provide relevant advice Continuously works to improve stakeholder satisfaction with regard to current products and services Clearly communicates updates to the stakeholder in a timely manner
3	Knows and anticipates stakeholder needs	<ul style="list-style-type: none"> Demonstrates an understanding of how stakeholders benefit from products and services in order to provide high-quality advice Develops and applies indicators to monitor stakeholder satisfaction Anticipates evolving stakeholder needs and plans closely with the stakeholder how those needs can be addressed
4	Continuously takes action to add value for the stakeholder	<ul style="list-style-type: none"> Continuously improves products and services by taking into account the stakeholder's perspective to achieve a win-win result Takes actions beyond standard practice in the interest of the stakeholder Identifies and develops best practices to maintain and improve relationships with and add value for the stakeholders
5	Builds sustainable stakeholder relationships	<ul style="list-style-type: none"> Proactively explores innovative approaches and solutions to add value to the stakeholder relationship Advocates for the stakeholder's needs by overcoming substantial obstacles to deliver greater value Establishes self and team as trusted advisers to the stakeholder
6	Leverages the stakeholder relationship	<ul style="list-style-type: none"> Invests in stakeholder-related initiatives, for the sake of long-term mutual benefit Partners with stakeholders to redesign service delivery models

Developing others

Developing people and thereby the ECB and the system; seeing value in knowledge sharing and supporting people's professional development.

Level	Brief description	Behavioural indicators
↻	Red flag behaviours	<ul style="list-style-type: none"> • Does not support people's development • Neglects to regularly review performance • Does not provide continuous and timely feedback • Systematically puts own interests ahead of development needs of team members
1	Supports development in a general way	<ul style="list-style-type: none"> • Identifies and distinguishes between high and low levels of performance • Encourages those who try to develop themselves or who show improvement • Generally supports the development needs of others
2	Encourages individuals to develop themselves further	<ul style="list-style-type: none"> • Explains and demonstrates what a high level of performance looks like • Provides specific and timely feedback • Recognises tangible evidence of development and communicates it upwards • Offers guidance and support to others when planning their professional development
3	Systematically supports individual development	<ul style="list-style-type: none"> • Collects feedback from multiple people when assessing the performance of team members • Holds feedback sessions with team members throughout the year to support them in defining appropriate steps for development • Coaches team members with regard to developing their skills and reaching their potential • Encourages team members to be independent, future-oriented and open-minded
4	Strengthens own team's capability	<ul style="list-style-type: none"> • Introduces new skills, competencies or ways of thinking by developing individual team members, fostering cross-team collaboration and knowledge sharing • Encourages individuals to support their team's development, either by professionally developing themselves or by helping their colleagues • Provides appropriate challenges for team members to expose them to new areas of work
5	Strategically plans for people development	<ul style="list-style-type: none"> • Addresses and plans for existing and future development needs of teams in own areas, to allow them to deliver on the overall strategy • Establishes feedback culture that reinforces and encourages development of individuals and the organisation as a whole • Provides feedback to team on its effectiveness in developing others outside the team
6	Builds culture of continuous development	<ul style="list-style-type: none"> • Conducts systematic capability reviews in order to assess organisational capacity to deliver on overall/ECB strategy • Challenges and guides individuals and own team on how to develop their talent • Displays courage to make bold, people-related decisions in the interest of building sustainable organisational capability • Holds self and others accountable for delivering on managing talent

Thinking strategically

Being able to create a vision for the future and to propose ways to address strategic issues, taking into account institutional environment. This also includes thinking holistically and beyond one's own area of responsibility.

Level	Brief description	Behavioural indicators
↻	Red flag behaviours	<ul style="list-style-type: none"> Does not demonstrate understanding of the organisational mandate and strategic outlook Fails to see value in how own objectives contribute towards the overall strategy Refuses to inform themselves about the organisational strategy Considers strategy development to be the responsibility of senior leaders only
1	Relates own work to a wider and future-oriented context	<ul style="list-style-type: none"> Demonstrates understanding of how key priorities in own area of responsibilities address future trends that impact the ECB and its environment Identifies relevant strategic priorities in own area of responsibilities Links day-to-day tasks to a wider context
2	Understands and responds to the overall strategy	<ul style="list-style-type: none"> Demonstrates understanding of current business challenges and strategic goals set by leaders Identifies different ways of dealing with business challenges and delivers on strategic objectives within own business area Monitors activities and resources to ensure alignment with the strategic priorities and adjusts them accordingly when changes occur
3	Articulates strategic priorities and scenarios for own team	<ul style="list-style-type: none"> Communicates the vision for the future to inspire a sense of purpose among the team Translates the business area's vision and strategic priorities into concrete objectives Thinks beyond current practices to identify new or innovative approaches when defining and translating strategic priorities Discusses alternative scenarios when translating strategic priorities into operational objectives
4	Designs strategic outlook for own business area	<ul style="list-style-type: none"> Actively encourages strategic thinking at business area level Defines and articulates the vision and strategy for own business area, taking into account its role in the wider ECB and system context Ensures that the ECB mission and strategy are communicated at all levels of the organisation
5	Contributes towards vision and strategy development beyond own area	<ul style="list-style-type: none"> Demonstrates significant awareness of the strategic meaning of the social/political/economic context Identifies previously unidentified opportunities and proposes innovative solutions beyond own business area
6	Creates the overall vision and strategy	<ul style="list-style-type: none"> Creates a coherent and innovative vision, building on core values, behaviours, structure and history of the ECB and the system Develops an overall strategy based on an advanced level of insight and understanding of the ECB mission drawn from multiple stakeholders and global trends Articulates the direction to be taken by the ECB and the system in the future, with explanation and justification

Leading teams

Providing guidance, empowerment and inspiration to the team to achieve the best results. It applies to leadership roles in cross-functional or (virtual) project teams (within the ECB, and beyond) as well as to people management and coordination roles.

Level	Brief description	Behavioural indicators
↻	Red flag behaviours	<ul style="list-style-type: none"> Provides no direction, or gives unclear or contradictory instructions Assigns tasks without regard for individual capability Does not delegate work; micromanages/excessively controls people's work Does not recognise achievements and contributions Acts solely as a technical expert and does not lead people
1	Uses directive approach	<ul style="list-style-type: none"> Assigns tasks with clear responsibilities Gives clear instructions when delegating tasks Treats all staff members equitably and fairly; delivers on promises made to the team
2	Explains what to do, why and how	<ul style="list-style-type: none"> Demonstrates awareness of a variety of leadership styles (as well as their preferred one) and how they can be applied to different situations effectively Facilitates a level of independence in how team members deliver on their objectives by providing them with the context and rationale for their goals as well as clear expectations with regard to performance Consistently monitors team members' progress against expected results/outcomes by using transparent measures and providing specific feedback
3	Builds high performing teams	<ul style="list-style-type: none"> Adapts own leadership style taking into account team's engagement as well as team's stage of development and competence Invites ideas and opinions from the team when forming decisions and making plans; implements and positively communicates decisions taken, including those not favoured Empowers individuals by ensuring that decisions are taken at the lowest possible level; and by regularly delegating work Inspires team spirit, acknowledges contributions and achievements, and consistently finds ways of minimising stress at the team level
4	Fosters commitment and engagement	<ul style="list-style-type: none"> Encourages people to provide constructive feedback and to openly challenge ideas and actions Fosters an open working environment and encourages people to speak up Empowers the team to develop plans independently and to solve issues through collaborative problem solving, providing support when needed Stands by the team when it is under criticism
5	Empowers teams to perform independently	<ul style="list-style-type: none"> Encourages teams to work together without a leader Creates a clear sense of team identity and holds teams accountable for their actions Identifies and consistently finds ways of minimising stress at the organisational level
6	Inspires teamwork at organisation level	<ul style="list-style-type: none"> Looks for and leverages common ground to bind multiple organisational units into a common direction and purpose Leads individuals to make personal trade-offs for the benefit of the team