



DORSET & WILTSHIRE
FIRE AND RESCUE

RESPECT

Our Values and Behaviours

FAQs and
Guidance

PASSIONATE ABOUT
CHANGING & SAVING LIVES

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WHY DO WE NEED A BEHAVIOURS FRAMEWORK?

Our strapline tells everyone that we are *passionate about changing and saving lives* so its important that we all develop a common understanding of what that means in terms of how we work.

RESPECT has been developed as our framework of behaviours to help us all to understand how we deliver to this promise.

We all know that performance at work is not just about what we do (our technical competence) or what we know (our knowledge and experience). It's also about how we deliver; our behaviours and our attitude.

Our working culture and our behaviours need to support the Service Vision so that we're all pulling in the same direction and all our efforts are helping us achieve the Priorities of our Service.

WHAT IS A BEHAVIOUR?

Behaviours describe the attitudes and approaches that we take to work and explain:

- how we do things;
- how we treat each other;
- what we say and how we say it;
- how we expect to be treated; and
- how others see us

WHAT IS RESPECT?

RESPECT is our values and behaviours framework, it sets out the “core” behaviours within seven values that define how we should all approach work. They sit beside our Job Descriptions and Role Maps that outline what we are expected to do.

RESPECT has been developed using input and feedback from employees; has been compared to what we have used in the past; and has been considered in light of our Vision and Priorities.

The behaviours and attitudes described within the **RESPECT** framework support the delivery of our Priorities and continued development of our people, culture, service, performance and partnerships.

WHAT DOES RESPECT STAND FOR?

- **R**esponsibility
- **E**quality
- **S**upport
- **P**rofessionalism
- **E**xcellence
- **C**ommunication
- **T**ransformation

WHAT ARE THE BEHAVIOURS?

RESPECT is an acronym for the seven values of the Service. Within each value is a set of behaviours for everyone that works for and governs Dorset & Wiltshire Fire and Rescue.

These are explained on the following pages in more detail using three categories:

- **Aspirational** – the behaviours that we should all try to demonstrate and that we expect to see in our managers, leaders and those seeking development
- **Expected** – the behaviours required from everyone
- **Ineffective** – some examples of how not to behave

WHAT'S DIFFERENT?

We've taken the best of our existing approaches to develop this one simple framework for everyone delivering our services:

- Members of staff;
- Managers;
- Volunteers;
- Fire Authority Members

WHY DO WE NEED TO CHANGE?

Fire and Rescue Services across the UK are in a period of unprecedented change and our Service is a great example of this. The pace of change is sure to continue and probably increase in the future so new ways of working will continue to emerge and develop.

With such organisational change comes a need to fundamentally review how we deliver, and working for Dorset and Wiltshire Fire & Rescue may feel very different to our past experiences in other Services.

Our working culture will continue to develop and we all need to ensure that our values and behaviours are aligned as the organisation continues to evolve.

It is important that everyone knows there was nothing wrong with the frameworks we've used in the past and these have, in fact, all contributed to what's included in the new **RESPECT** framework so that it:

- Is common to everyone in our new Service;
- Clearly sets out expectations;
- Uses language that we all understand;
- Underpins our new Vision and Priorities;
- Can become embedded in the way we do things in our day to day working lives.

HOW DO THE BEHAVIOURS WORK?

RESPECT will be embedded in the Service through policies and procedures developed in the People Directorate and through facilitated discussions at team meetings and other forums.

Clarity about behavioural expectations will be provided through the Performance Review process and the requirements will be taken seriously so shouldn't be disregarded.

WHAT SUPPORTS RESPECT?

RESPECT will be the cornerstone of behavioural expectations so will be embedded within a number of policies and processes including:

- Recruitment Process
- Induction to the Service
- Performance Review
- Promotion Process
- People Development
- Partnership working
- Codes of Conduct for staff, for volunteers and for Fire Authority members

To deliver our Vision, we've made four commitments to the communities we serve;

- *To help them to make safer and healthier choices;*
- *To protect people and the environment from harm;*
- *To be there when they need us; and*
- *To make every penny count.*



RESPECT helps us ensure a consistent approach to delivering these priorities and achieving the Service Vision.

RESPONSIBILITY

IN SHORT...

... Responsibility is about making clear decisions and taking responsibility for your role and your actions.

... It involves being honest, assertive and doing your best.

... It's about gathering information, monitoring progress and doing things in the right way.

ASPIRATIONAL BEHAVIOURS

- Encouraging responsibility in others by allowing them to make decisions and use their own judgement.
- Being clear about what you are answerable for.
- Checking progress and taking action to put things right when needed.
- Sharing learning from your own mistakes.
- Supporting others to make clear decisions under pressure.
- Making sure you have a full picture before making a decision.
- Encouraging others to see the importance of personal development.
- Taking action to help others achieve their potential and wanting everyone to be the best that they can be.
- Standing apart from the crowd and supporting others who feel that they are a 'lone voice'.

EXPECTED BEHAVIOURS

- Owning up to your mistakes and learning from them.
- Taking responsibility for your own actions and behaviour.
- Making professional judgements – having confidence to ‘do the right things in the right way’.
- Understanding levels of authority, responsibility and accountability.
- Being confident about standing up for what’s right and being a ‘lone voice’ if needed.
- Gathering necessary information before taking a decision.
- Making clear decisions and then finding out if these were right.
- Wants to be the best you can be and taking action to develop yourself.
- Taking opportunities to take on extra responsibility.
- Monitoring plans and progress to make sure that things are delivered on time.
- Being willing to say no to requests you can’t deliver and to explain why.

INEFFECTIVE BEHAVIOURS

- Passing the buck.
- Not bothering to check if plans are on track.
- Blaming others when things go wrong.
- Putting off decisions.
- Rarely thinking about whether decisions actually worked.
- Avoiding making professional judgements if there is no procedure to follow.
- Not sharing your thoughts or asking questions to help others.
- Waiting until after the event to tell others that you did not agree with a decision or action.
- Always saying yes, even to something you cannot achieve.
- Making a decision based on what you know without considering whether more information is needed.
- Expecting development to be planned and provided.
- Being unwilling to take on any extra responsibility.

EQUALITY

IN SHORT...

... Equality is about knowing your community, knowing yourself and being fair and ethical.

... It involves challenging unacceptable behaviour and championing diversity.

... It's about respecting individual differences and doing what's morally right.

ASPIRATIONAL BEHAVIOURS

- Actively gathering as much information as possible about the groups you work with.
- Using community information to reduce risk and improve services.
- Seeking community feedback and encouraging others to do the same.
- Taking action in response to feedback.
- Challenging your own prejudices and biases.
- Helping others to recognise their own prejudices and become better informed.
- Being willing to take unpopular decisions which are fair, ethical and/or morally right.
- Giving input and support to unpopular decisions which are correct.
- Encouraging others to stay neutral.
- Going out of your way to involve people from different backgrounds.
- Encouraging others to get involved in community and staff activities.
- Helping others to see the strengths that different types of people bring to a situation.

EXPECTED BEHAVIOURS

- Understanding the groups you work with; their risks and their needs.
- Taking action to find out what people in your community or working group think.
- Acting on suggestions that come from your community.
- Being aware of your own prejudices and not allowing these to be seen at work.
- Being willing to support unpopular decisions that are morally right.
- Staying neutral; gathering facts about what really happened and listening to what everyone has to say.
- Maintaining confidentiality.
- Seeing the benefit of working with people from different backgrounds.
- Getting involved in community and staff activities.
- Challenging behaviour that could upset others.
- Bringing conflict into the open and dealing with issues helpfully.
- Respecting individual differences; being interested in different types of people and the strengths they bring to situations.

INEFFECTIVE BEHAVIOURS

- Not understanding the community or groups that you work with.
- Disliking suggestions from the community and, maybe, seeing these as criticism.
- Not recognising your own prejudices or stereotypes.
- Allowing your prejudices to be seen by others.
- Taking sides without knowing the facts.
- Making decisions based on what's popular rather than what's fair.
- Disagreeing with a decision despite strong evidence that it is right.
- Only listening to others when it suits you.
- Thinking 'diversity' is a word about gender, race or religion.
- Keeping quiet, ignoring or joining in with behaviour that could upset others.
- Avoiding conflict or having to tell others that they could do things differently.
- Not getting involved in community or staff activities.

SUPPORT

IN SHORT...

- ... Support is about working effectively with others and supporting colleagues within and outside the Service.
- ... It involves being sensitive to others' feelings and wellbeing and being aware of your own behaviour.
- ... It's about managing your performance; understanding boundaries; and giving and receiving feedback.

ASPIRATIONAL BEHAVIOURS

- Anticipating the feelings of others and taking an approach to fit their needs.
- Helping colleagues to be more aware of the behaviour of people around them.
- Making sure that you are kept up to date.
- Helping those who are struggling to cope to work out what has to be done and how to stop the problem coming back.
- Encouraging others to self manage rather than look to the traditional chain of command.
- Proactively reviewing your own and others' performance.
- Initiating a calm and controlled environment.
- Helping others to see things in perspective.
- Looking for ways to resolve tensions.
- Facilitating positive outcomes.
- Looking for gaps in your own skills/knowledge and inviting feedback.
- Going out of your way to give constructive feedback.
- Helping others to recognise skill/knowledge gaps and to take action to address these.

EXPECTED BEHAVIOURS

- Being sensitive to others' feelings and supporting colleagues when they need it.
- Looking for changes in people's behaviour which may mean they're struggling.
- Keeping people safe by making sure you have the most up to date information.
- Being aware of your own behaviour and how it may affect others; and taking steps to rectify this.
- Persuading people to move forward in a positive and more helpful way.
- Agreeing clear boundaries to allow yourself and others the space to self-manage.
- Finding out about how well you're doing in your role and planning how to improve.
- Staying calm and calming down difficult situations.
- Suggesting helpful ways to deal with others' worries or disagreements.
- Recognising skill/knowledge gaps in others and offering helpful feedback.
- Accepting feedback from others

INEFFECTIVE BEHAVIOURS

- Thinking stress is a sign of weakness.
- Not taking any action to help others who are struggling.
- Failing to recognise that your own behaviour can cause stress for others or put them at risk.
- Taking little interest in people's feelings or well-being.
- Agreeing or empathising with negative people.
- Not agreeing clear boundaries.
- Pushing decisions up the chain of command.
- Taking little interest in how well you're doing and resenting your performance being measured.
- Not offering feedback to others or doing so inappropriately.
- Being dis-interested, hostile or defensive when others try to point out what you could have done differently.
- Failing to notice changes in behaviour of others or failing to give support if you do notice.
- Allowing difficult situations to become worse.
- Letting worries and disagreements fester.

PROFESSIONALISM

IN SHORT...

- ... Being Professional is about being credible, confident and having impact.
- ... It involves understanding your context, recognising key groups and building relationships with them.
- ... It's about assessing impact; co-operating; compromising; and recognising when to lead and when to let others do so.

ASPIRATIONAL BEHAVIOURS

- Being confident in taking control in a variety of situations.
- Encouraging others to think highly of the Service by their own approach.
- Seeking out information and passing it on to others.
- Helping others to be aware of what else is going on.
- Making time to find other groups or individuals with shared interests.
- Creating chances to work together with others.
- Understanding national issues.
- Establishing groundwork with stakeholders to support future progress.
- Encouraging support from key groups by keeping them up to date.
- Creating opportunities to negotiate and find middle ground.

EXPECTED BEHAVIOURS

- Presenting a credible and professional image of yourself and the Service.
- Being positive about the Service and its priorities.
- Understanding the local political issues that may have an impact on the Service or our community.
- Knowing what is happening around you even when focussing on the most urgent or important issue.
- Being aware of shared interests with other groups, functions or individuals.
- Building and maintaining effective stakeholder relationships.
- Making sure that key groups or individuals understand what is likely to happen and how it might affect them.
- Being confident in taking a lead to help everything move in the direction it needs to go.
- Recognising when you are not in the best position to influence others and letting someone else take the lead.
- Being willing to compromise over a short-term objective to maintain a relationship or to meet longer term aims.
- Tries to find middle ground so that all parties can achieve at least part of their objective.

INEFFECTIVE BEHAVIOURS

- Giving a poor impression of yourself or the Service.
- Being openly critical about the Service.
- Getting sucked into one issue and forgetting other things that are also important.
- Not understanding how things fit together.
- Going it alone and not considering shared interests.
- Having little idea about local or national issues and how they may affect us.
- Forcing issues inappropriately.
- Trying to lead on everything even if someone else may be better placed to do so.
- Having to win at all costs; not looking for any middle ground or compromise.

EXCELLENCE

IN SHORT...

- ... Excellence is about wanting to do a good job, being flexible and giving your best effort to all tasks.
- ... It involves being flexible, adapting to situations and overcoming barriers.
- ... It's about inspiring others, involving people and sharing information openly.

ASPIRATIONAL BEHAVIOURS

- Striving to provide excellent service.
- Being visible and approachable.
- Using different ways to proactively communicate.
- Building strong relationships and understanding team and individual needs.
- Explaining how new approaches will work better.
- Challenging others to be open and transparent.
- Helping others to improve their communication style.
- Finding new ways to help others understand and remember things.
- Looking for new opportunities to involve others.
- Explaining goals to others and inspiring them to achieve.
- Re-prioritising and bringing plans up to date when things change.
- Championing a 'one team' so that everyone is working for Service aims.
- Recognising everyone's contribution.
- Establishing an open environment where everyone feels able to speak freely.
- Finding out more about likely barriers and looking for different ways to get around them.

EXPECTED BEHAVIOURS

- Switching between tasks and activities to deliver what's needed.
- Adapting to changing circumstances and doing whatever's necessary to resolve a situation.
- Spending time getting to know individuals and groups.
- Building good relationships in different settings.
- Being there for others and encouraging everyone to do the best job that they can.
- Sharing what you know openly and transparently.
- Highlighting the most important information so that messages are understood.
- Taking opportunities to interact and get others involved in tasks.
- Having a 'one team' approach.
- Recognising the contribution that others make.
- Allowing others to speak openly without fear that this will be used against them.
- Accepting risks and trusting people to try things out.
- Seeing barriers and taking steps to get around them before they are a problem.

INEFFECTIVE BEHAVIOURS

- Believing that a satisfactory service is always enough.
- Holding on to everything and 'over controlling' rather than trusting others to do something.
- Finding it difficult to build relationships.
- Rarely being there for others.
- Being unclear about what the team are trying to achieve.
- Not understanding or not being interested in where the Service is going.
- Keeping information to yourself that should be shared.
- Speaking or writing in a vague or unclear way.
- Carrying on with original plan, even if no longer appropriate.
- Talking up difficulties.
- Allowing barriers to hamper progress rather than looking for ways to get around them.
- Reacting poorly to conflict.
- Preferring to work alone and leaving others to do the same.
- Not valuing contributions from others.
- Using information against people or repeating information shared in confidence.

COMMUNICATION

IN SHORT...

- ... Communication is about interacting effectively, having integrity and recognising different styles that suit others.
- ... It involves simplifying information, being diplomatic and sensitive to the audience.
- ... It's about making and keeping useful contacts, actively listening and committing to organisational decisions.

ASPIRATIONAL BEHAVIOURS

- Personally committing to delivering outcomes and actions.
- Connecting with a variety of audience needs.
- Helping others to understand different communication styles.
- Encouraging others' thoughts and input.
- Setting up ways to keep regular contact with others.
- Using appropriate body language to get others to open up.
- Supporting others to simplify information.
- Being enthusiastic about Service decisions and helping others to understand them.
- Creating chances to get positive messages across.
- Finding the best way to communicate with and influence others according to their style.
- Helping others to learn by choosing approaches that will interest them.

EXPECTED BEHAVIOURS

- Having integrity; and always doing what you say you will do.
- Getting your message across in a way that suits the audience.
- Being aware of your own body language.
- Checking how people have reacted and whether they understand what's been said.
- Being diplomatic, measured and tactful.
- Building and keeping up regular and useful contact with others.
- Being aware of how well updates and communications are working.
- Presenting information is a way that promotes understanding.
- Summarising details effectively so that key points are addressed.
- Supporting Service decisions and not undermining positive messages about what is happening and why.
- Adapting your own style and approach to help others understand messages and learn things.
- Showing interest in what others have to say.
- Checking back to ensure your own understanding of others' ideas or messages.

INEFFECTIVE BEHAVIOURS

- Delivering your message in the same way, regardless of audience.
- Not checking whether others have understood.
- Being undiplomatic.
- Being inclined to rant or ramble.
- Not doing what you say you will do.
- Not being interested in what others have to say.
- Being unaware of your body language or using non-verbal communication inappropriately.
- Undermining Service decisions or being negative about them.
- Agreeing to things in one group and then criticising them in another.
- Having your one way of communicating and not being interested in what may suit others better.
- Losing people in technical jargon or complex information.
- Failing to keep in touch or doing so infrequently or erratically.

TRANSFORMATION

IN SHORT...

- ... Transformation is about questioning existing practices, thinking of new ideas and being able to cope with ambiguity.
- ... It involves creating solutions, adapting previous experience and finding 'quick wins'.
- ... It's about being empowered , empowering others and being open to change.

ASPIRATIONAL BEHAVIOURS

- Encouraging others to question the way they work and to ask 'why'.
- Empowering others and delegating tasks in a way that allows innovation to flourish.
- Giving others the authority to deliver.
- Allowing others to develop ideas and giving feedback.
- Helping others to understand and cope with ambiguity.
- Sharing learning from your own experiences and encouraging others to do the same.
- Predicting potential implications in short, medium and long term.
- Identifying quick wins, taking action to deliver them and sharing results with others.
- Proactively initiating and supporting change.
- Encouraging others to see benefits of change.
- Getting involved in the early stages of change.
- Encouraging high standards and risk-taking to bring about significant improvement.

EXPECTED BEHAVIOURS

- Asking why; questioning the status quo or the efficiency of how things work.
- Being willing to try different things to see what works best.
- Coming up with ideas and being inventive.
- Being comfortable to 'know what we don't know' and still move forward usefully.
- Suggesting ideas for joint working that could save resources.
- Coming up with more than one solution and working out which one is the best way forward.
- Considering what might happen in short and medium term.
- Using your experience to find and evaluate solutions.
- Suggesting quick wins that can help others see improvement.
- Being willing to be empowered and taking opportunities to put your own ideas into action.
- Treating genuine mistakes as learning opportunities rather than assigning blame.
- Being open to change and supporting others trying to make it work.
- Willing to take risks to make sure an excellent service is given.
- Learning how to improve things by listening to the public and other organisations.

INEFFECTIVE BEHAVIOURS

- Being unwilling to ask 'why'.
- Preferring to do things the way you always have.
- Being unable or unwilling to think up different solutions.
- Not learning from experience.
- Missing opportunities to save resources.
- Being uncomfortable if you don't know everything.
- Letting things play out rather than assess decisions.
- Not seeing quick wins or the benefits of them.
- Resisting rather than welcoming change.
- Waiting for change to appear or happen to you.
- Wanting to be told what to do.
- Being uncomfortable with letting others have authority.
- Stifling or discouraging innovation in others.



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