The CERN competency model
Enabling excellence through balance
CERN’S VALUES

INTEGRITY
Behaving ethically, with intellectual honesty and being accountable for one’s own actions

COMMITMENT
Demonstrating a high level of motivation and dedication to the Organization

PROFESSIONALISM
Producing a high level of results within resource and time constraints and fostering mutual understanding

CREATIVITY
Being at the forefront of one’s professional field, furthering innovation and organisational development

DIVERSITY
Appreciating differences, fostering equality and promoting collaboration
EXCELLENCE

TECHNICAL COMPETENCIES have been identified from the main domains of expertise of our Organization. Each domain is further divided into sub-domains with a corresponding list of competencies attached to it.

BEHAVIOURAL COMPETENCIES have been defined as the way in which work is carried out and each competency has been illustrated with indicators of effective and ineffective behaviour. The behavioural competencies identified for our Organization consist of ten core competencies applicable to all staff members and five leadership competencies applicable to staff members in corresponding roles. Details can be consulted at cern.ch/competencies.
THE CERN COMPETENCY MODEL IS A REFERENCE DOCUMENT WHICH AIMS TO PROVIDE CONSISTENCY AND COHERENCE ACROSS ORGANISATIONAL HR-RELATED PROCESSES.

TECHNICAL COMPETENCIES

- Civil engineering & survey
- Electrical engineering
- Electronic engineering
- Finance and procurement
- Health, safety and environment
- Human resources
- Information & communication technologies
- Languages
- Legal
- Management
- Materials and surface science
- Mechanical engineering
- Physics
- Services

The Technical Competencies list has been elaborated in collaboration with representatives of all CERN Departments and the Staff Association. The Technical Competencies are organised in Domains and Sub-domains. This list is updated periodically upon the needs of the Departments and can be consulted on cern.ch/competencies
INTEGRITY
DEMONSTRATING ACCOUNTABILITY

Demonstrates reliability and trustworthiness.
Takes responsibility and is accountable for own actions.

EFFECTIVE BEHAVIOURS

• Treats others fairly and equally.
• Works conscientiously and reliably; delivers on promises.
• Uses power or position in the interest of all.
• Takes responsibility for own actions and decisions.
• Makes appropriate use of the Organization’s resources.
• Maintains confidentiality.
• Uses openness and honesty to interact constructively with others.
• Presents information accurately and objectively.
• Declares own intentions clearly in dealings with others; uses influence constructively.
• Gives credit where credit is due.
• Stands up for own opinion and actions with well substantiated arguments.
• Readily admits to mistakes.

INEFFECTIVE BEHAVIOURS

• Treats people differently in ways that reduce trust; shows favouritism towards certain people.
• Demonstrates careless approach to work; fails to deliver on commitments.
• Abuses power or position for personal or professional gain.
• Disowns responsibility for own tasks or decisions; tries to pass the responsibility on to others.
• Misuses the Organization’s resources.
• Is direct to the point of being disruptive.
• Distorts or withholds information; reasoning in own interest.
• Has a hidden agenda in dealings with others; shows scheming and manipulative behaviour.
• Takes credit for the work and successes of others.
• Avoids taking a stand on contentious issues; backs down easily or changes view when challenged.
• Makes excuses or blames others for own mistakes.
• Handles sensitive information carelessly; disregards confidentiality.
INTEGRITY
MANAGING SELF

Shows drive and takes initiative. Conveys a realistic confidence in own abilities.
Shows understanding of own emotions and how they impact behaviour.
Copes well with pressure and manages disagreements effectively.

EFFECTIVE BEHAVIOURS

• Works well autonomously; takes on activities and tasks without prompting.
• Takes initiative beyond regular tasks and makes things happen.
• Uses time efficiently and effectively.
• Demonstrates a receptive approach to feedback; is open to criticism and reconsiders position accordingly.
• Actively seeks feedback on own performance and takes steps to improve it.
• Projects self-confidence when presenting ideas, proposals and opinions.
• Keeps emotions in check when dealing with contentious issues.
• Expresses disagreement tactfully and with consideration.
• Maintains a positive outlook even in difficult situations; demonstrates resilience and persistence in response to setbacks and adversity.
• Handles uncertainty and ambiguity calmly and effectively.
• Remains objective, focussed and productive in a stressful environment; focuses on solutions rather than problems.
• Appreciates humour and defuses tensions by seeking to remain positive in all situations.

INEFFECTIVE BEHAVIOURS

• Constantly refers to others and asks for guidance; does not take on new activities and tasks unless prompted.
• Consistently expects detailed instructions before taking any action.
• Is disorganised and wastes time.
• Reacts defensively to feedback; resists suggestions for improvement.
• Overestimates own performance; makes no effort to question own effectiveness or need for improvement.
• Shows a lack of self-confidence and systematically concedes when challenged.
• Demonstrates a lack of emotional control during difficult situations.
• Expresses disagreements in a blunt and insensitive manner; provokes confrontation indiscriminately.
• Becomes discouraged and gives up in difficult circumstances; is easily overcome by setbacks and adversity.
• Loses composure and becomes disorganised and ineffective in changing situations.
• Loses productivity under pressure; lets frustrations show in ways that are not constructive.
• Lacks a sense of humour and is unable to see things in perspective; takes self too seriously.
INTEGRITY
LEADING WITH STRENGTH AND CREDIBILITY

Leads by example and with courage.
Takes responsibility and is accountable for the effective functioning of the team.
Is approachable and fair with own staff and assures a healthy work balance in the team.
Takes decisions and stands up for the work of the team.

EFFECTIVE BEHAVIOURS

- Conveys and instils energy, enthusiasm and ownership of CERN goals.
- Acts as role model and leads by example; uses power and/or position in the interests of all.
- Is open to feedback and readily recognises need to develop own leadership style; actively seeks opportunities to improve.
- Manages own emotions and stress so as to instil confidence and motivation and enhance team effectiveness.
- Demonstrates authority and is accountable for actions, decisions and effective functioning of the team.
- Treats own staff equitably and fairly; is consistent in behaviour towards all team members; delivers on promises made to the team.
- Provides honest, constructive and developmental feedback to own staff; is able to take a tough stand and point out performance or behaviour that falls below expected standards; takes appropriate corrective action.
- Promotes and defends the interests of the team and its members; chooses and fights the “right battles”.
- Shares successes with the team and readily takes ultimate responsibility for team failures.
- Makes timely decisions that balance systematic analysis with decisiveness; deals with difficulties in a timely manner.
- Explains decisions to staff in order to promote buy-in; behaves consistently with decisions.
- Coordinates team activities and assignments with a view to allowing the staff members to assure a healthy balance between work and personal life.

INEFFECTIVE BEHAVIOURS

- Makes little effort to foster ownership and personal commitment to CERN goals.
- Behaves inconsistently with organisational values, policies and procedures; abuses power and/or position for personal or professional gain.
- Is defensive when criticised and sees no need to develop or improve leadership competencies.
- Loses control of own emotions and stress to the detriment of team effectiveness and motivation.
- Lacks authority and sense of responsibility; holds others accountable for problems in the team.
- Is inconsistent in dealings with own staff; takes decisions based on personal preferences and subjective criteria; fails to deliver on promises made to the team.
- Fails to identify performance or behaviour that falls below expected standards; allows under-performance to persist without timely intervention; avoids confrontation over performance issues in order to keep the peace within the team.
- Compromises team interests to advance personal agenda; withdraws support in the face of difficulties or gets distracted by side issues.
- Ascribes team successes to self, but openly blames team in the event of failure.
- Is too quick or too hesitant when making decisions; procrastinates in difficult situations; leaves problems brewing or critical issues unresolved.
- Regularly changes own decisions without explanation; does not “walk the talk”.
- Coordinates team activities and assignments without taking into account the need for a healthy balance between work and personal life.


**COMMITMENT**

**WORKING IN THE INTEREST OF THE ORGANIZATION**

Understands and actively seeks to further CERN values. Interacts with others in a way that is aligned to these values. Is sensitive to Organization-wide priorities. Applies organisational rules and processes and actively promotes its safety procedures.

**EFFECTIVE BEHAVIOURS**

- Behaves consistently with CERN's values and goals.
- Voices support for the Organization and its goals; talks about CERN in a positive way.
- Demonstrates an awareness of how CERN works.
- Gives personal best in all activities.
- Demonstrates motivation for own work, is enthusiastic, involved and energetic in pursuing tasks.
- Sets ambitious, challenging but realistic goals; is ready to take initiatives and calculated risks in the interest of CERN.
- Focuses on the broader picture; is able to set aside individual or team needs in the interest of the Organization.
- Champions new initiatives within and beyond the scope of own job.
- Promotes synergy and cooperation between the various parts of the Organization.
- Accepts and complies with strategy and directions from hierarchy.
- Follows rules and regulations and encourages others to do the same.
- Actively promotes safety and encourages others to do the same; respects safety rules and procedures.

**INEFFECTIVE BEHAVIOURS**

- Demonstrates behaviour that is incompatible with CERN values and goals.
- Talks about the Organization and colleagues in a negative way.
- Neither knows nor cares how CERN works.
- Delivers the minimum acceptable performance.
- Shows little enthusiasm or energy in own work; is easily distracted from tasks.
- Sets conservative goals, does not seek to stretch own abilities; avoid risks and misses opportunities.
- Shows a lack of commitment to the overall success of the Organization; pursues own or team interests to the detriment of organisational goals.
- Rarely supports new initiatives; chooses security above risk.
- Remains confined to own area of the Organization; does not seek to establish wider contacts.
- Systematically challenges authority; takes no account of hierarchy.
- Fails to comply with rules and regulations; invents own working practices that do not follow recommended practice.
- Demonstrates a lack of appreciation for safe working practices: breaks safety rules and procedures.
**COMMITMENT**

**DEMONSTRATING FLEXIBILITY**

Is willing and able to adjust to changing demands and circumstances.
Readily adjusts plans and priorities to respond to changing circumstances.
Promotes new insights and ways of working.

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**EFFECTIVE BEHAVIOURS**

- Demonstrates an openness to new ideas and situations.
- Demonstrates willingness to alter views when presented with new information.
- Demonstrates willingness to accept changing circumstances; supports initiatives for change.
- Adapts quickly and resourcefully to shifting priorities and requirements.
- Readily accepts new tasks or work/projects.
- Readily absorbs new techniques and working practices; proposes new or improved ways of working.
- Is able to deal with ambiguous or unpredictable situations.
- Actively participates in the implementation of new processes and technologies.
- Is able to demonstrate flexibility whilst abiding by all applicable rules.
- Is willing to work on different projects simultaneously.
- Is willing to move from one project/group/department to another.
- Instigates and promotes change as an opportunity for organisational development.

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**INEFFECTIVE BEHAVIOURS**

- Shows little flexibility towards new ideas and situations.
- Clings to outdated views despite new information or changes in the work environment.
- Is unwilling to adapt to changing circumstances; resists change.
- Is slow to adapt to changing priorities or requirements.
- Refuses new tasks or work/projects. • Sticks to existing practices; fails to envisage alternative ways of working; is overtaken by technical advances.
- Finds it hard to maintain consistent performance in ambiguous or unpredictable situations.
- Is critical of new processes and reacts negatively to technological change.
- Tends to favour flexibility above all other considerations, even to the extent of bending applicable rules.
- Works on one project at a time and refuses to take on new tasks in parallel.
- Refuses to move from one project/group/department to another.
- Insists on maintaining prevalent culture.
COMMITMENT
CREATING VISION AND STRATEGIC PARTNERSHIPS

Takes a long-term view and translates organisational strategy into clear goals and objectives.
Develops a compelling and inspired sense of purpose.
Identifies relationship opportunities with Member States, academic and industrial partners and the general public.
Builds and maintains effective networks.

EFFECTIVE BEHAVIOURS
• Develops organisational strategy by anticipating future trends and taking a long-term view of issues that impact CERN and its environment.
• Explores future possibilities for CERN; constantly seeks new strategic opportunities for the Organization and assesses their feasibility.
• Encourages staff members and external stakeholders to take responsibility for achieving CERN’s potential.
• Promotes and communicates a compelling vision for the future; inspires a sense of purpose and participation in a ground breaking and unique experience.
• Builds comprehensive road maps to translate the organisational vision to an operational level; defines and sets direction accordingly.
• Assures alignment to overall strategy when revising unit goals and priorities in the event of changing circumstances.
• Participates, encourages and actively supports cross-functional and cross-departmental work and projects.
• Keeps aware of the need for a balanced outreach across all Member States and partners; takes into account stakeholder concerns and interests.
• Creates shared interests and promotes contact and collaboration with key external partners.
• Demonstrates respect, diplomacy and tact with external partners.
• Values the general public’s understanding of CERN goals and takes every opportunity to explain its mission.
• Recognises the benefits of collaboration with external partners, understands their functioning and develops a strong network within the sector.

INEFFECTIVE BEHAVIOURS
• Focuses on short-term operational issues and loses sight of strategic perspectives by considering only a narrow range of issues; lacks the discipline to put together a strategic plan.
• Shows little imagination with regard to future possibilities for CERN; fails to evaluate strategic opportunities and contingencies.
• Considers strategy development to be the responsibility of senior management only.
• Fails to clearly articulate and communicate a vision; is impatient with those who do not share the same sense of purpose and participation.
• Fails to translate organisational vision into clear operational objectives; plans unit goals and objectives without reference to strategy.
• Takes no account of overall strategy when revising unit goals and priorities in the event of changing circumstances.
• Hinders or creates barriers to cross-functional and cross-departmental work and projects.
• Focuses on internal issues; treats some Member States and partners preferentially; discounts stakeholder concerns and interests.
• Underestimates the need for communication and collaboration with external partners.
• Interacts with external partners inappropriately, showing a lack of sensitivity to their concerns and interests.
• Underestimates the general public’s ability to understand CERN’s mission and makes no effort to explain it.
• Prefers to carry out everything in-house, failing to recognise the benefits of collaboration with external partners.
ACHIEVING RESULTS

Takes responsibility for achieving quality results.
Works in a structured and efficient way.
Drives work and projects to a successful outcome.

EFFECTIVE BEHAVIOURS

• Delivers high quality work on time and fulfils expectations.
• Is rigorous and produces quality results at first attempt.
• Defines clear objectives, milestones and deliverables before initiating work/project.
• Produces comprehensive work/project plans taking into account resources and contingencies.
• Allocates appropriate amount of time for completing tasks.
• Divides extensive work/projects into manageable sub-tasks with clearly defined milestones.
• Has a structured and organised approach towards work; is able to set priorities and plan tasks with results in mind.
• Follows through on new ideas and innovations; plans and implements application.
• Objectively assesses and monitors own work; regularly reports on progress and advises of any changes in schedule or priorities.
• Drives work/projects along and sees them through to their conclusion.
• Takes appropriate corrective actions and adapts work/project plans if necessary.
• Delivers prompt and efficient service taking into account customer needs.

INEFFECTIVE BEHAVIOURS

• Fails to meet deadlines and produces substandard work.
• Lacks attention to detail and is careless; needs several attempts to get the work right.
• Initiates work/project without clearly defined objectives and deliverables.
• Starts work/project without planning, taking no account of contingencies.
• Under or overestimates time required to complete tasks.
• Aims for final objective only, without defining intermediate stages.
• Works in an unstructured way; deals with issues without setting priorities.
• Does not follow through on ideas; goes from one idea to the next and fails to deliver on them.
• Fails to monitor and report on own progress; omits to advise of delays or changes in priority.
• Drifts along with work/project and loses concentration towards the end; leaves work undone or incomplete.
• Sticks to initial plan despite backlogs or changing circumstances and needs.
• Is slow in responding to customers demands, and delivers incomplete or inaccurate service; assumes all customers require the same service.
COMMUNICATING EFFECTIVELY

- Demonstrates an ability to express and explain ideas in a convincing manner.
- Practises attentive listening and actively promotes mutual understanding.
- Makes effective oral presentations.
- Negotiates effectively.

EFFECTIVE BEHAVIOURS

- Listens actively to others and lets others speak.
- Expresses opinions, ideas and suggestions with conviction and in a logical structured manner; keeps to the point.
- Demonstrates a pro-active approach to resolving differences; addresses issues of conflict constructively.
- Successfully changes other people’s opinions by persuasive arguments.
- Provides others with timely information. *Gives praise and provides honest and constructive feedback.
- Checks to ensure that the message has been well understood.
- Selects the appropriate medium and forum to communicate.
- Delivers presentations in a structured and clear way; adjusts style and content to the audience. Responds calmly and confidently to questions.
- Leverages support networks across the Organization.
- Utilises effective negotiation techniques to achieve long-term results acceptable to all parties involved.
- Ensures that information, procedures and decisions are appropriately documented.

INEFFECTIVE BEHAVIOURS

- Interrupts or is argumentative.
- Lacks conviction when presenting issues; strays off the point when speaking, talks about irrelevant issues.
- Rejects or disregards the viewpoints of others; provokes confrontation indiscriminately; allows conflict to escalate without taking action.
- Uses ineffective arguments when trying to change other people’s views.
- Ignores information needs of others; inappropriately informs some better than others.
- Gives no feedback or unduly criticises others.
- Fails to check if information is understood.
- Communicates mainly in a single mode – written, oral or e-mail.
- Delivers presentations without a clear structure and conclusions; misjudges level and/or fails to adapt style to target audience; shows nervousness and a lack of confidence when speaking in public.
- Fails to build relationships beyond immediate work environment.
- Considers only short-term benefits when negotiating; achieves results acceptable to only one party.
- Fails to appropriately document information, procedures and decisions.
**OPTIMISING RESOURCES**

Effectively manages human and financial resources within shifting priorities to meet expected results on time, within budget and according to quality standards.

**EFFECTIVE BEHAVIOURS**

- Realistically assesses human and financial resource needs, evaluates risks and plans accordingly.
- Plans activities, structures the unit and assigns tasks and responsibilities in line with unit goals.
- Sets high quality standards for own and team results; strives for excellence and maintains focus and drive even in the face of difficulty.
- Effectively manages budget, optimising human and financial resources.
- Accurately identifies core activities, takes appropriate in- and out-sourcing decisions and implements accordingly.
- Analyses organisational problems, breaking them down into manageable parts in order to reach workable solutions.
- Creates synergies within the team; ensures that resources are used cost effectively, transparently and to good purpose.
- Demonstrates awareness of financial issues affecting the Organization; analyses financial implications before taking decisions.
- Identifies possible obstacles to achieving goals and draws up contingency plans; adapts resources to changing priorities.
- Involves key stakeholders at critical stages to ensure availability of resources.
- Ensures that staff have optimal skills and competencies to meet challenges.
- Promotes internal mobility; takes an organisational perspective in deploying people and equipment.

**INEFFECTIVE BEHAVIOURS**

- Fails to make a correct analysis and to establish a long-term plan of human and financial resource needs.
- Allows unit disorganisation and staff confusion and insecurity to prevail.
- Fails to set quality standards; compromises on quality when confronted with difficulty; tolerates mediocrity.
- Allocates budget on short-term basis; deploys resources wastefully or so sparingly as to create unnecessary pressure on teams.
- Fails to identify core activities and takes inappropriate in- and out-sourcing decisions, putting the Organization resources and know-how at risk.
- Is overwhelmed by the complexity of organisational problems, loses focus and fails to draw effective conclusions.
- Allows unbalanced distribution of work and tolerates duplication of effort without considering global organisational needs.
- Attributes little importance to financial issues affecting CERN; takes no account of cost implications in making decisions.
- Fails to anticipate possible obstacles; is unable to react to resource constraints or changes.
- Rarely involves key stakeholders in planning at any stage.
- Allows team skills to become out of date.
- Resists internal mobility of own staff; considers only own unit perspective in deploying resources.
CREATIVITY

SOLVING PROBLEMS

Identifies and analyses the key issues in complex situations.
Anticipates issues and seeks all possible relevant information for problem solving and decision-making.
Has a disciplined approach to analysing data and situations.
Produces a range of innovative and workable solutions.

EFFECTIVE BEHAVIOURS

• Identifies, defines and assesses problems, takes action to address them.
• Recognises what is essential; discriminates between important and peripheral information and is able to see the whole picture.
• Addresses complex problems by breaking them down into manageable components.
• Carries out a full risk analysis before starting activity/project.
• Finds the information needed to solve problems; makes objective judgments based on all the facts available.
• Assimilates large quantities of information, identifies key issues and formulates conclusions clearly and concisely.
• Seeks and integrates other points of view when tackling an issue; consults experts in the field and undertakes benchmarking.
• Is open to original ideas and creative options by which to address issues; continually drives change by seeking new ways to improve outcomes.
• Anticipates obstacles; assesses alternative solutions in order to have a fall-back plan.
• Produces workable and timely solutions that meet requirements.
• Adopts a pragmatic approach; understands the value of adopting generic rather than ‘gold-plated’ technical solutions.
• Tests solutions for long-term suitability, cross-checking with all concerned before implementation.

INEFFECTIVE BEHAVIOURS

• Denies, disregards or minimises problems; fails to address recognised problems or leaves them to others to solve.
• Tends to focus on details indiscriminately; fails to see the whole picture.
• Tackles complex problems head-on without any suitable strategy.
• Disregards or minimises the risk factor before going ahead with activity/project.
• Gathers only a fraction of the available information or relies too much on one information source when trying to solve problems; makes judgments based on incomplete or incorrect information.
• Has difficulties in absorbing information, selecting the relevant elements and reaching coherent conclusions.
• Takes decisions without consulting experts or other sources of information.
• Rejects innovative ideas and options before they can be fully formulated; favours the status quo.
• Identifies only one solution for a problem; has no contingency plan.
• Spends too much time analysing problems and fails to produce realistic solutions.
• Insists on ‘gold-plated’ technical solutions only, refusing to acknowledge practical constraints.
• Fails to test or consult others before implementation.
CREATIVITY

LEARNING AND SHARING KNOWLEDGE

Keeps up to date within and outside own area of expertise.
Shares knowledge with others.
Develops creative ideas and comes up with innovative solutions to improve systems and performance.

EFFECTIVE BEHAVIOURS

• Actively pursues own personal and professional development.
• Keeps up to date with developments in own field of expertise and readily absorbs new information.
• Takes steps to expand knowledge in other areas of expertise beyond own field.
• Shares knowledge and expertise freely and willingly with others; coaches others to ensure knowledge transfer.
• Questions traditional assumptions and ways of doing things.
• Thinks “out of the box” and proposes fresh ideas, insights and methodologies.
• Uses knowledge sharing systems and technology.
• Is receptive to others ideas and builds on them.
• Learns from own successes and failures.
• Creates or participates in forums to exchange experience, compare techniques and learn from others.
• Seeks feedback from colleagues and other stakeholders about ways of increasing competence.
• Proposes ways to improve or streamline existing procedures, processes and methodologies.

INEFFECTIVE BEHAVIOURS

• Shows no interest in developing own knowledge, skills and competencies.
• Allows own knowledge to become outdated by not keeping abreast of latest trends or developments in own professional field.
• Remains within own area of expertise without showing interest in other fields.
• Hoards expertise; retains knowledge.
• Is unable to break with tradition; insists on retaining tried and tested approaches only.
• Has difficulty coming up with new ideas and approaches; offers similar solutions whatever the problem/uses old solutions for new problems.
• Fails to take advantage of available knowledge sharing systems and technology.
• Systematically discourages others ideas for improvement or innovation.
• Fails to learn from past experience; repeats past mistakes.
• Rarely participates in forums where ideas and techniques are compared and discussed; shows no interest in sharing ideas or learning from others.
• Does not gather feedback from colleagues and other stakeholders in order to address issues of competence.
• Denigrates procedures, processes and methodologies without making constructive suggestions for improvement.
**CREATIVITY**

**SETTING DIRECTION**

Provides the necessary information and direction to enable staff to work effectively.
Coordinates, delegates and monitors team activities.
Fosters an environment conducive to creativity and organisational learning.

**EFFECTIVE BEHAVIOURS**

- Sets clear, challenging and attainable objectives; defines and communicates performance indicators.
- Ensures that individual staff members fully understand their tasks, roles and responsibilities.
- Provides information, instructions and priorities related to set objectives; acknowledges potential obstacles.
- Promotes innovative thinking and the circulation of ideas and information within own team and across departments.
- Explains and implements change in such a way that team members see the benefits for themselves and for CERN.
- Coordinates activities and focuses team on goals and objectives; monitors progress of team towards agreed goals and takes corrective action when needed.
- Manages conflicts within the team and with stakeholders in a constructive way.
- Delegates tasks by giving responsibility for content and methodology; maintains overall accountability for outcome.
- Takes skills, competencies and individual interests into account when delegating work/projects; provides the necessary support and resources.
- Balances delegated work to include not just tedious and basic tasks but also challenging, interesting and important ones.
- Actively promotes a culture of creativity, continuous development and knowledge transfer.
- Plans, supports and facilitates learning and career development actions.

**INEFFECTIVE BEHAVIOURS**

- Sets ambiguous, unchallenging or unrealistic objectives; fails to communicate expected standards of performance.
- Assigns tasks, roles and responsibilities without explaining context and purpose; assumes, without checking, that requirements are understood.
- Communicates little or ambiguous information related to set objectives; underestimates or ignores obstacles.
- Hinders team progress by withholding decisive information and knowledge or by limiting innovation and the circulation of ideas.
- Implements change without explaining the benefits for team members and the Organization.
- Makes no attempt to focus team efforts; loses sight of goals or systematically changes direction; fails to monitor team progress and to take timely corrective action.
- Focuses on blame in the event of conflict rather than looking for solutions.
- Delegates tasks without investing power and authority; micromanages and demonstrates a lack of trust.
- Fails to consider staff skills, competencies and interests when delegating tasks; leaves staff with insufficient support and resources.
- Retains the most interesting tasks; delegates only secondary or less rewarding tasks.
- Attaches no importance to continuous development; hinders creativity and knowledge transfer.
- Systematically puts short-term operational needs ahead of staff learning and development.
DIVERSITY

BUILDING RELATIONSHIPS

Treats individuals with respect.
Is open and sensitive to the opinions, concerns and needs of others.
Values differences in ideas, perspectives and culture.

EFFECTIVE BEHAVIOURS

• Understands how individual differences bring added value to the Organization; promotes complimentariness.
• Relates well to all people regardless of race, religion, sex or sexual orientation.
• Relates well to all people regardless of category/level within the Organization.
• Shows courtesy and consideration in dealings with others.
• Cares about the well-being of others.
• Shows a sincere interest in the concerns and perspectives of others.
• Invests appropriate trust in others.
• Is able to put self in the shoes of others in order to understand their needs and interests.
• Shows appreciation for the ideas and contributions of others and encourages others to express their views, even if controversial.
• Accepts others in a non-judgemental way and takes their point of view into account.
• Speaks of others in positive terms; defends people in their absence.
• Demonstrates an appropriate sense of humour.

INEFFECTIVE BEHAVIOURS

• Disregards the benefit of individual differences; promotes clan behaviour.
• Shows a lack of consideration for differences and interacts inappropriately.
• Relates selectively to people by showing preference for certain categories/levels.
• Demonstrates insensitivity or aggressiveness towards others.
• Displays an uncaring attitude towards the well-being of others.
• Ignores or discounts others concerns.
• Doubts and mistrusts others; is overly suspicious about others intentions.
• Has difficulty in considering issues from other than a personal perspective.
• Discourages the expression of different viewpoints; is openly critical of others and imposes own ideas without justification.
• Makes frequent judgemental remarks about the character or behaviour of others.
• Shows little support for or undermines people in their absence.
• Uses humour inappropriately or at the expense of others.
DIVERSITY WORKING IN TEAMS

Promotes team effectiveness rather than own self-interest.
Fosters a sense of team spirit.
Engages in open and positive interactions.

EFFECTIVE BEHAVIOURS

- Builds and maintains constructive and effective work relationships.
- Gains trust and collaboration from others.
- Debates at the table and engages in constructive exchange of ideas.
- Acknowledges the contribution of colleagues; recognises their limitations and offers support to overcome their difficulties.
- Works well in groups and readily fits into a team; participates fully and takes an active role in team activities.
- Understands when teamwork is required to achieve the best results; includes others accordingly and shares information.
- Cooperates constructively with others in the pursuit of team goals; balances personal goals with team goals.
- Is ready to concede in the interest of the team; seeks agreement.
- Seeks to help other team members when own work is done; supports others.
- Contributes to promoting a positive atmosphere in the team through an optimistic and constructive attitude; addresses issues.
- Shares and lets others participate in own work/project; encourages team development.
- Supports and acts in accordance with team decisions; accepts joint responsibility for team successes and shortcomings.

INEFFECTIVE BEHAVIOURS

- Has difficulty building work relationships; lacks approachability.
- Inhibits collaboration by adopting a dominant or competitive position.
- Debates behind the scenes and engages in divisive interaction.
- Minimises the contribution of colleagues; leaves them to struggle when they meet the limits of their capability.
- Has difficulty integrating into a team; prefers to work alone without sharing ideas and solutions; adopts a passive and destructive attitude towards team activities.
- Considers own competency to be better and rejects contributions from team members.
- Makes no effort to co-operate with colleagues; focuses on own instead of team objectives.
- Sticks to own position and refuses to cooperate with the majority position.
- Focuses on own workload and leaves others to cope with their own responsibilities.
- Undermines team spirit through a negative and discouraging attitude; allows issues to fester.
- Is “territorial” and is unwilling to involve others in own work/project; resists team collaboration.
- Exploits divisions in the team; undermines fellow team members and lets others take the blame when things go wrong.
BRINGING OUT THE BEST IN PEOPLE

Builds teams of diverse and talented individuals.
Inspires and coaches staff to reach organisational goals.
Empowers and actively seeks to develop staff.
Creates a culture that fosters team spirit and cross-functional collaboration.

EFFECTIVE BEHAVIOURS

• Is approachable and available to team members; promotes team interests.
• Takes time to listen and to consider team members’ ideas, opinions and concerns.
• Knows team members’ strengths and has confidence in their ability to succeed.
• Adapts leadership style to individual staff members’ education, background and culture in order to achieve a high level of motivation and productivity.
• Encourages ideas and initiatives from others; fosters collaboration and team cohesion.
• Promotes individual differences to build successful teams.
• Creates opportunities for staff to acquire additional knowledge, skills and competencies; provides opportunities to apply learning in work context.
• Regularly holds development discussions with staff; invests time in assisting and coaching staff to enhance performance and achieve goals.
• Recognises team members’ contributions and achievements; gives credit and celebrates successes.
• Creates a common mind-set and promotes team spirit.
• Uses CERN management processes and procedures to manage staff.
• Involves team members in decision making processes wherever relevant.

INEFFECTIVE BEHAVIOURS

• Is distant and unavailable for team when needed; spends considerable amount of time with own hierarchy to the detriment of the team.
• Shows a lack of interest in team members’ ideas, opinions and concerns.
• Has insufficient knowledge of team members’ skills and competencies and doubts their ability to succeed.
• Sticks to preferred leadership style without taking into account staff members’ education, background and culture.
• Imposes own ideas unilaterally; is divisive and promotes unhealthy competition between team members.
• Promotes homogeneity to the detriment of effectiveness.
• Fails to provide opportunities for learning and its application in work context.
• Fails to assume responsibility for staff learning and development; puts own goals before team needs; fails to take the time to assist and coach staff.
• Takes personal credit for team achievements and fails to recognise team contributions to the overall success.
• Promotes individuals to the detriment of the team; allows individuals to work in isolation.
• Manages staff without reference to existing processes and procedures.
• Takes decisions without discussion or explanations; fails to ensure team adherence to decisions.
EXCELLENCE

INTEGRITY

COMMIMITMENT

PROFESSIONALISM

DIVERSITY

CREATIVITY

THE CERN COMPETENCY MODEL
ENABLING EXCELLENCE THROUGH BALANCE