



# VALUES AND BEHAVIOURS FRAMEWORK



## WHAT IS THIS FRAMEWORK FOR?

This booklet explains the Cardinal Hume Centre's values and behaviours. If we use this framework well, it should help us embed our values in everything we do.

It is a resource everyone can easily use throughout their time at the Centre. It explains each value and the behaviours that help show how we put these values into day-to-day practice.

To help, it includes case studies that demonstrate these values and behaviours in action. It also includes examples of behaviours which do not support the values.

On page 14-15 there are practical examples of how to use these values in difficult situations. On page 16-17 there are some questions intended to help the Centre embed its values that you may want to consider individually or with colleagues.

## WE ARE ONE CENTRE, WORKING TOWARDS A SHARED VISION

Our values and behaviours describe how we want to work with everyone – within our team, with people from other organisations and, most importantly, with the people who use our services or make their home with us.

Our values were developed in close consultation with staff, volunteers and with feedback from our clients. Many are not new but have informed our work for years. They are consistent with the Benedictine tradition of our founder, Cardinal Basil Hume and the social teaching of the Catholic Church. At their heart is the belief that everyone has value, everyone has potential.

Our behaviours show how we translate our values into practical day-to-day action. They help explain the Centre's expectations of staff and volunteers. They help set out the standards we must achieve if we are to be true to the Centre's ethos and chosen ways of working.

Together, our values and behaviours are deliberately stretching. They set a vision for how we want to work and make decisions together. We believe we are most effective when our values and behaviours are embedded in everything we do. If there is a gap between our vision and reality, it should not be a cause for cynicism. We should be honest about those gaps and positively work to close them.

## OUR VALUES – AT THE CENTRE, WE WILL:

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## CASE STUDY

*Giving people time and listening well is vital to our work*

Our self-esteem and feeling of value as individuals is intrinsically tied to what we do. Sara, a mother of three with life challenges that she describes as “burdening her spirit”— including homelessness, a disabled partner and having to flee from Azerbaijan to the UK, was determined to “do something of value”. Already the holder of a Master’s degree in Business Sara completed a second Master’s in Chemical Research at Birkbeck in 2017, Sara was determined to have a career in science. Yet, despite endless applications, employment eluded her. “It is difficult to describe my feelings of embarrassment. To be unemployed when you possess two Bachelor’s degrees and two Master’s degrees, is difficult to explain. It negatively impacted my confidence and I was so afraid of being asked about my employment status, that I became isolated.”

Sara needed to find a job and despite her anxieties, made an appointment at the Cardinal Hume Centre. “The positive environment and warm welcome, galvanised me to look positively to my future”, Sara says. **“I was encouraged to talk**

**about my skills, experience and career goals with an employment specialist who listened and understood. I started to believe in myself again as I was supported with job searches and tailored applications. And I began to get job interviews!”**

Sara describes her relationship with her employment specialist as being key to her renewed confidence. **“She believed in me and my career aspirations. I trusted her and this helped me regain my confidence and stand out from the crowd.”** Despite the global pandemic and lockdown, Sara passed a telephone interview to be a laboratory technician with a leading UK scientific research centre. “I was invited to an assessment at the centre which analyses large scale sampling of COVID-19 and offered the role the very next day! It was like a dream. In one moment, the whole world changed and I burst into tears. Finally, after so many years of trying, I would be working with a prestigious organisation, doing something of value for my community in a job I had always dreamed of.”

# VALUE EACH PERSON



## WHAT DOES IT LOOK LIKE – OUR BEHAVIOURS

- Each person matters, this underpins everything we do
- We start with each person’s strengths
- We make time to listen and understand
- We give time to build relationships and trust

## WHY IS THIS IMPORTANT?

The value of each individual is critical to our work. We show this by the way we listen and build relationships.

## WHAT IT DOES NOT LOOK LIKE

- Assuming the same solution will work for everyone
- Failing to respect the contribution of colleagues in different roles
- Not making an effort to remember people’s names
- Rushing people when they are trying to tell you something important
- Focusing too much on a form, and not the conversation
- Not being supportive and listening to someone when they share any difficulties and challenges



## CASE STUDY

*A warm welcome is critical to building trust*

***There is no such thing as a typical family but we all need to feel valued, comfortable and recognised. In the Centre's family services team, our welcome starts with the space itself.***

We are fortunate that we have airy welcoming areas that can easily be adapted to cater for the diverse needs of children and their families. Our space offers flexibility which means that we can provide purposeful play and developmental activities for children of any age as well as a more dedicated learning environment which older children and/or parents might need for education and study support.

Even throughout the pandemic, while we were operating a one family at a time system, we might have seen a mother visiting the Centre with four children under the age of eight and, straight after that, we might have had a family with a toddler and two teenagers, then later, a single mother and a baby. All three families will have different interests and needs and our approach is always geared towards meeting and responding to those needs.

***The environment that we work in is very important but so too is the sense of belonging that we as staff and volunteers create for families in order that each person feels valued, included and welcomed.***

Exclusion comes in many different guises but issues related to finance, housing, language skills, digital limitation and isolation are risk factors for the social and economic exclusion which so negatively affect life chances. We hope to ease the journey towards inclusion for our families by tackling these issues together: by providing IT support; by giving families space and time to feel like they are heard; by providing positive family activities and an easy referral process to our other services.

***It is very rewarding when a family, that had initially been so hesitant, comes through the door bursting to tell us their news, clearly feeling at home and confident of our interest and affection.***

# WELCOME AND INCLUDE



## WHAT DOES IT LOOK LIKE – OUR BEHAVIOURS

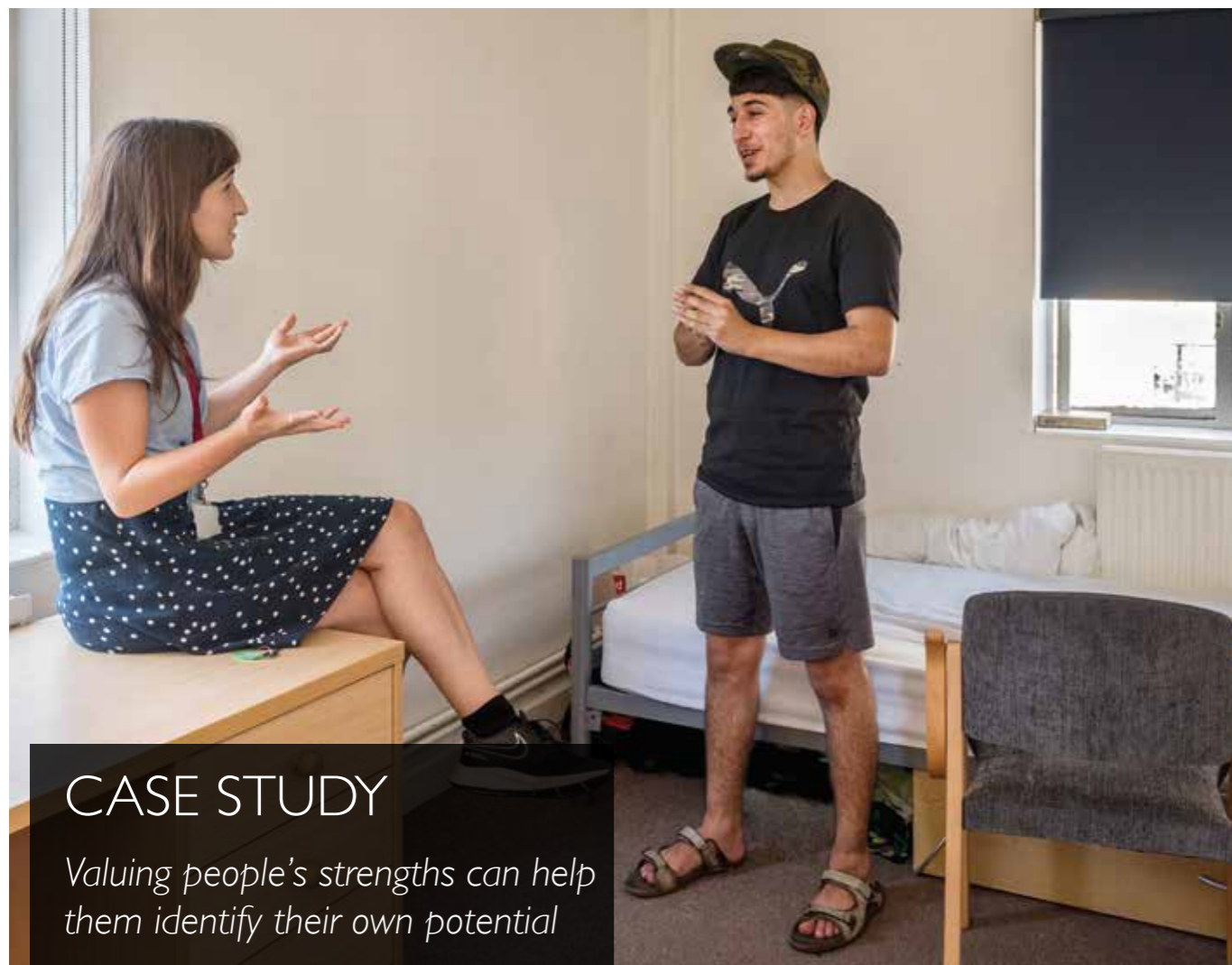
- We are kind, approachable and welcome everyone whatever our role
- We communicate openly and honestly
- We embrace the diversity in our community and work to strengthen it in our team
- We are proactive in making our services and support relevant and accessible

## WHY IS THIS IMPORTANT?

It is in our welcome where the Benedictine roots of our values are most strongly felt. We aim to offer a stable and safe environment for people in need. A welcoming and inclusive atmosphere provides the bedrock on which every service of the Cardinal Hume Centre is built.

## WHAT IT DOES NOT LOOK LIKE

- Assuming the Centre's welcome is only the responsibility of certain staff – e.g. those on reception
- Not taking time to appreciate and learn from different opinions or experience
- Developing services without the input of the people they are designed for
- Not communicating and being transparent about difficulties or challenges
- Forgetting that caring for someone sometimes means having difficult conversations



## CASE STUDY

*Valuing people's strengths can help them identify their own potential*

Jonathan had been living on the streets before he found a room at the Cardinal Hume Centre hostel. He was working nights at a casino on a zero-hours minimum-wage contract but struggled to see how he would ever reach his goal of financial independence.

Jonathan's keyworker in the hostel referred him to a coach in the Centre's employment service. At first, Jonathan was reluctant to engage but gradually he revealed that he had once aspired to become a journalist. He had a diploma in Media and a BA Hons in Television Production but his experience after graduating had been bleak. A job as a junior cameraman ended after three months when the small firm employing him went under, and over time Jonathan had become convinced that he would never find a way into media.

**Together, Jonathan and his coach began by redrafting his CV to reflect his knowledge of media production and the skills he could transfer from his experience in the casino. His coach suggested that being a mature applicant with**

**real-life experience could work in his favour.**

The pair then drew up lists of media organisations and internship programmes to approach.

**Jonathan's coach, too, undertook her own development to ensure her understanding of the sector was up-to-date,** and recommended a refresher course from the Mama Youth Project, which specialises in helping under-25s gain practical experience in work placements at TV companies such as the BBC and Sky Television. Jonathan quickly notched up experience as a runner, organising shoots and production schedules and working as a cameraman.

**The day before Jonathan received his first formal credit as cameraman – on an episode of The Great British Bake Off – he called his coach to let her know. It was the culmination of more than two years of hard work.** Today, Jonathan, is in full-time employment, financially independent and passionate about his career.

# ENCOURAGE POTENTIAL



## WHAT DOES IT LOOK LIKE – OUR BEHAVIOURS

- We are positive about everyone's experience, skills and knowledge
- We will help each person to identify and develop their own potential and their own solutions
- We make time for our own development and the development of others
- We celebrate our progress and achievements, big and small

## WHY IS THIS IMPORTANT?

Potential is linked to a belief in the dignity found in work, education and participation in society. It signals our aim to focus on people's strengths more than their weaknesses.

## WHAT IT DOES NOT LOOK LIKE

- Suggesting solutions without taking proper time to listen
- Engaging with clients or residents only when there are problems
- Not making time with clients, colleagues or teams to celebrate and recognise progress
- Not giving people the opportunity to improve and/or change
- Not setting clear expectations before giving feedback
- Trying to stop colleagues, clients or residents from taking positive risks



## CASE STUDY

*Teamwork across the Centre and with others, helps make us more effective*

**The Centre's distinctive feature in its work, is the ability to provide support to an individual across a range of services.**

For example, during the lockdown we were able to keep the Centre open for families identified as being in the greatest need. One family – a mother and three children – was offered two sessions a week. It was clear from the outset that the family were struggling to pay for food and essentials. **Together with the family services team, the assessment team were able to arrange for the family to receive food from the local Food Bank, and ensure free school meal vouchers were issued to the two oldest children. The advice team were also able to advise on their benefits and housing situation.**

It became clear the family lacked digital devices and skills. The mother did not know how to complete online applications, (e.g. a nursery

application for the youngest child) and the older children were struggling with home schooling. **With the help of our learning & employment team, we were able to offer a space for the older children in our IT suite and also support from one of the team to help with their schoolwork.**

As trust grew, the mother felt able to disclose personal issues that were affecting the family negatively. One of the issues related to her immigration status and we were able to arrange immediate advice from our immigration team. **We were also able to quickly put in place other support through close collaboration with Westminster Befriend a Family and our partners at Westminster Council's Family Hub.** This has helped the mother cope with an ongoing difficult situation and we have prioritised the family for regular slots with our family services team.

# WORK TOGETHER



## WHAT DOES IT LOOK LIKE – OUR BEHAVIOURS

- We work collaboratively, sharing information and our own expertise
- We work towards clear goals and keep the commitments we make
- We combine experience, skills and specialisms to build innovation and creativity
- We are positive about partnerships with other organisations to deliver more effective solutions

## WHY IS THIS IMPORTANT?

Our impact is greatest when we work together and our clients experience the support from across our teams and often other organisations. Working with others brings additional experience, skills, knowledge and resources.

## WHAT IT DOES NOT LOOK LIKE

- Failing to agree the purpose or goal of a piece of work before you begin
- Committing to do more than you can or have time to do and so missing deadlines
- Advising clients on areas beyond your specialism, rather than making referrals to other teams
- Assuming other colleagues, teams or organisations have nothing to add or contribute
- Failure to collaborate with colleagues for the benefit of our clients



## CASE STUDY

*Responding to feedback helps us improve*

What is now called the Hub was once a smaller space in a less accessible part of the Cardinal Hume Centre. Its entrance was down steep twisting stairs or via a wheelchair-ramp through the neighbouring GP's surgery. I used to spend a lot of time carrying pushchairs up and down the stairs and redirecting wheelchair-users.

Our 'welcome desk' was a table in a basement where the space was dingy and not the most welcoming, although volunteers and staff did their best to make up for such shortcomings. We shared an office with the welfare team, but housing, employment and immigration were in different parts of the building which added to the difficulty in making arrangements for clients to be met. At other times the welcome area with only two interview rooms, could appear crowded and we would have to monitor the safety of the area while trying to see clients.

***In 2016 clients, staff and volunteers shared these experiences with the group set up to look at how the Centre could be improved. Clients wanted greater accessibility and a more welcoming space. Staff teams wanted to be closer to clients, not all over the building.*** They wanted networked computers so they could continue to work while waiting for clients.

***Now, after the rebuild, we have the Hub, a bright welcoming space with more interview rooms and a place where staff can speak to other teams and do our follow-up work.*** Advice and family services are now on the same floor which also encourages an integrated approach. ***By listening to one another and acting on feedback, we changed the space accordingly and now have a much better structure and setup in place.***

# LEARN, REFLECT AND IMPROVE



## WHAT DOES IT LOOK LIKE – OUR BEHAVIOURS

- We are positive in giving and receiving feedback
- We welcome new ideas and ways of working
- We learn from our successes as well as our mistakes
- We use knowledge, evidence and feedback to make a bigger difference

## WHY IS THIS IMPORTANT?

We want to have a bigger impact and make a bigger difference. Crucial to making a difference and having an impact is taking time to consider how we are doing and what we can do to improve.

## WHAT IT DOES NOT LOOK LIKE

- Avoiding or fearing feedback
- Neglecting your own personal development or learning
- Giving insufficient priority to personal development plans and/or one-to-ones
- Giving too little time to recording important information in data systems, such as Inform and ThankQ, which may help us improve our services
- Failing to celebrate and acknowledge successes as a team



## HOW CAN OUR VALUES HELP US IN DIFFICULT SITUATIONS?

Our positive approach encourages us to acknowledge and celebrate the progress and improvements we make. However, it is also inevitable that we will each face difficult situations in our working life and this framework has been designed to help with those situations too. This is not a definitive guide – every situation is different – these examples should help to show how the Centre's values can help us to approach things which may be tricky but also important subjects.



## IF YOU CAN'T HELP A CLIENT...

- You can still take time to listen to them, really to understand what issues they need help with.
- Can the conversation help them identify their own solution? Or might there be help provided elsewhere?
- Be honest about why you can't: the Centre is not able to help everyone, we have to be thoughtful about how we use our resources.
- Be careful not to over-promise and over-stretch yourself – you might raise expectations unhelpfully or it might have an impact on your ability to keep your commitment to others.

## IF YOU NEED TO GIVE DIFFICULT FEEDBACK TO A COLLEAGUE...

- Consider how you model receiving feedback yourself. If you're a manager, have you discussed with the individuals you manage how they like to receive feedback?
- Have you made your expectations clear and did you check their understanding? Perhaps there is an opportunity to learn how goals or expectations can be clearer from the start.
- Be careful that you are not making assumptions, respect the fact that people are different.
- What are the facts of the situation? What did you observe?
- Sometimes it can be helpful to consider and explain your feelings to colleagues.
- Make sure you offer feedback with a positive attitude, looking for a shared and mutual outcome.
- Often it might be appropriate to ask how the feedback was received. What can you learn about giving it in the future?
- Use the Centre's HR process and structures, such as personal development plans and one-to-one guidance.

## MAKING DIFFICULT DECISIONS...

- Be honest and transparent about difficulties or challenges. If there is information you can't share for confidentiality reasons you can often explain the reason why.
- Share the facts, the evidence you're using to inform your decision. Be honest that sometimes you have to act without knowing the full picture.
- Consult wherever possible, be curious and interested about feedback, not defensive. Make time to listen. If there is no time to consult or other reasons – be honest and explain why.
- Try to be clear about the objective you are seeking to achieve, and how your decision will help.
- Trust that people will understand that there is not a perfect solution.
- Remind yourself that making decisions and sometimes changing things is part of this framework and what we do!





## WHAT MAY HELP YOU TO EMBED THESE VALUES AND BEHAVIOURS?

Many of these values and behaviours are embedded in our work. However, for all of us, there will be ways we can do more. Here are some questions which can help us to reflect the Centre's values more effectively. Some of them provide a great way to support your and your team's development. You can use them in preparation for your annual review or plan – whether individually or as a team.



### AS AN INDIVIDUAL

- What will 'making time for your own development' look like? How or what are you learning?
- How do you respond to feedback? What might help? Do you invite it from others?
- What do you think are your strengths – how can you build on these?
- Can you think of an occasion of when using a value has helped improve your work?

### AS A TEAM

- How well does your team reflect these values? Where are the opportunities for development?
- What have been our recent successes, where have we made progress? What can we build on now?
- Is the team clear on its goals over the next period, can we clarify them?
- How can we better 'learn, reflect and improve' to make a bigger difference for our clients?

### AS A MANAGER OR LEADER

- How are you demonstrating these values and behaviours to the people you manage or lead?
- What will help your team to reflect and to improve on its work? Do you make enough time for this?
- How do you embed these values in your management and leadership? Can they help you improve?
- Do you invite and welcome feedback? How might you do this better?

### AS AN APPLICANT

- How do you feel about these values?
- How will you help the Centre embed them in its work?
- How will you demonstrate your ability to do this? How will you demonstrate the importance of these?
- How will you show your willingness to learn and improve? What have you done previously to develop your skills and abilities?



## OUR CENTRE:

### OUR VISION:

The Cardinal Hume Centre strives towards a society where everyone has a safe place to live and the opportunity to reach their full potential.

### OUR MISSION:

Turning Lives Around: The Cardinal Hume Centre enables families, children and young people to overcome poverty and avoid homelessness.

### OUR VALUES – AT THE CENTRE, WE WILL:

- Value each person
- Welcome and include
- Encourage potential
- Work together
- Learn, reflect and improve

## OUR BUSINESS PLAN:

We want to focus our efforts on young people, children and families. To tackle homelessness, poor housing and poverty at a young age and break its cycle into later life. Seeing the value in each individual, we nurture potential, helping young people and families to thrive.

### STRATEGIC GOALS:

1. Support young homeless people to reach their full potential, equipped to thrive in adult life.
2. Prevent homelessness and improve outcomes for young people by providing tailored support to families at risk.
3. Welcome and help people in crisis to secure effective support.

### ENABLER GOALS:

1. Harness evidence and insight to improve long-term outcomes for vulnerable children, young people and families.
2. Maximise the Centre's efficiency and effectiveness.



*Every individual must be given every opportunity to live a life in which his or her basic needs are provided for, and in which so far as is reasonably possible, his or her full potential is realised.*

***Each person matters. No human life is ever redundant.***

Cardinal Basil Hume, 1994

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