

EVOC – Competency Framework – Grade 4

1.	<p>Introduction</p> <p>This framework sets out how we want people in EVOC to work. It puts our mission and values at the heart of everything we do.</p> <p>Our mission is: To be a leader and catalyst of social change.</p> <p>Our values are:</p> <ul style="list-style-type: none">• Enabling: we work to develop opportunities and deliver change• Fairness: we act with impartiality, balance and integrity• Collaborating: we listen, share and challenge• Excellence: we strive to lead with passion and professionalism• Creating: we are creative in our approach, ideas and in creating the space for better outcomes• Supporting: we respond to the voluntary sector’s changing needs to enable them to continue to meet the needs of communities <p>Our three-year strategic priorities are leadership, development and advocacy.</p> <p>Leadership:</p> <ul style="list-style-type: none">• Enhance EVOC’s role as a champion of better models of working, in turning supporting change in local communities• Cultivating national collaboration• Promote collective leadership within EVOC <p>Development:</p> <ul style="list-style-type: none">• Build resilient organisations and collaborations• Ensure consistency of evidence gathering and analysis• Develop our workforce <p>Advocacy:</p> <ul style="list-style-type: none">• Advocate for community empowerment approaches• Increase our political influence• Advocate for organisations working with local communities – geographical and communities of interest
2.	<p>About this framework</p> <p>We are introducing a competency framework to provide the foundation for our revised appraisal and support and supervision procedures and processes. The aim is to ensure we are able to demonstrate that we are an organisation, which has a culture of reflective practice and continuous improvement.</p> <p>Competencies are the skills, knowledge and behaviours that lead to successful performance. The framework outlines 9 competencies, which are grouped in 3 clusters. For each competency there is a description of what it means in practice and some examples of effective and ineffective behaviours at all levels. The competencies are intended to be discrete and cumulative, with each level building on the level below i.e. a</p>

	<p>person demonstrating a competency at Grade 6 should be demonstrating the competency at grade 4 and 5 as a matter of course. These indicators of behaviour are not designed to be comprehensive, but the aim is to provide a clear sense of and greater understanding and consistency about what is expected from individuals with EVOC.</p> <p>The framework will be used for recruitment, performance management and professional development discussions. In these arrangements your work plan objectives will set out “what” you need to achieve over the year and this competency framework will set out “how” you need to work to achieve those objectives. Job descriptions, appraisals and support and supervision will also flow from the competency framework.</p> <p>EVOC’s success depends on all of us working together and sharing common values. It is important that EVOC is an organisation which values and supports the staff team by ensuring you receive appropriate training, support and supervision, feel involved and motivated and that you are proud to be part of EVOC. Our values as detailed in our strategic plan are:</p> <ul style="list-style-type: none"> • Enabling – we work to enable and build capacity of organisations rather than doing this for them • Independence – we work in partnership and collaboration with the statutory sector but we are an independent organisation, representing the interests of the third Sector • Connectivity – we work to maximise the connectivity of the sector – to share good practice, to promote collations and to catalyse action. We support collaboration and partnership within the sector and between sectors. • Creativity – we are innovative in everything we do and embrace change positively • Pursuit of excellence – we work towards the highest possible standards in everything we do. • Leading edge – we are a leader in the development of new methodologies for the benefit of the sector • Bold – we are confident in our expertise and willing to take risks. <p>At the heart of this competency framework is the explicit understanding that working with integrity, impartiality, professionalism, efficiency and with mutual respect will ensure EVOC provides high quality services to our stakeholders. Extending the same courtesy and principles to our work colleagues will also ensure that we have a positive, learning and respectful working environment.</p>
3.	<p>The three clusters and nine competencies</p>
	<p>1. Strategic understanding and knowledge</p> <p>1.1 Strategic awareness</p> <p>Strategic awareness is about having an appropriate understanding and knowledge of how your role fits with and supports organisational objectives and the wider sector and stakeholders’ needs. It is about focusing your contribution on the activities which will meet EVOCs goals and deliver the greatest value. At senior levels, it is about scanning the policy and political context and taking account of wider impacts.</p>

	<p>1.2 Quality and change People who are effective in this area are responsive, innovative and seek out opportunities to create effective change. It's about being open to change, suggesting ideas for improvements to the way things are done, and working in "smarter", more focused ways. At senior levels, this is about creating and contributing to a culture of innovation and allowing people to consider and take managed risks. Doing this well means continuously seeking out ways to improve our services and building a more flexible and responsive organisation.</p> <p>1.3 Effective decisions Effectiveness in this area is about being objective; using sound judgement, evidence and knowledge to provide accurate, expert and professional advice. It means showing clarity of thought, setting priorities, analysing and using evidence to evaluate options before arriving at well-reasoned justifiable decisions. At senior levels, leaders will be creating evidence-based strategies, evaluating options, impacts, risks and solutions. They will aim to maximise return while minimising risk and balancing social, political, financial, economic and environmental considerations to provide sustainable outcomes.</p>
	<p>2. Working with and engaging people</p> <p>2.1 Communication and leadership At all levels, effectiveness in this area is about communicating with clarity, conviction and enthusiasm, using your wide knowledge base and skills. At senior levels, it is about establishing a strong direction and a persuasive future vision; managing and engaging with people with honesty and integrity, and upholding the reputation of EVOC.</p> <p>2.2 Partnership working People skilled in this area create and maintain positive, professional and trusting working relationships with a wide range of stakeholders to help get business done. At all levels, it requires sharing information and building supportive, responsive relationships with colleagues and stakeholders, whilst having the confidence to challenge assumptions. At senior levels, it's about delivering EVOC's and the sectors objectives through creating an inclusive environment, encouraging collaboration and building effective partnerships.</p> <p>2.3 Continuous professional development Effectiveness in this area is having a strong focus on continuous learning for you, others and the organisation. It's being open to learning, about keeping your own knowledge and skill set current and evolving. At senior levels, it's about talent management and ensuring a diverse blend of capability and skills is identified and developed to meet current and future business needs. It's also about creating a learning and knowledge culture across the organisation to inform future plans and transformational change.</p>
	<p>3. Service Delivery</p> <p>3.1 Knowledge and skills Effectiveness in this area means you will have a sound understanding of the principles, theories and practice relevant to your area of work e.g. data management, finance, administration and community development and how they can be applied within EVOC and when working with stakeholders. People who do this well apply this knowledge in their day to day project delivery. At senior level, it's about extensive experience across multiple themes.</p>

3.2 Delivering a quality service

This means being organised, striving to improve the quality of EVOCs service, taking account of stakeholders' needs and requirements. People, who are effective, plan, organise and manage their time and activities to deliver a high quality and efficient service; they apply programme and project management approaches to support their service delivery. At senior levels, it's about creating an environment of continuous improvement to deliver cost effective excellence

3.3 Taking responsibility

This means focusing on delivering service to agreed goals, taking responsibility for and being accountable for quality outcomes; it's about dealing with challenges in a constructive way. At senior levels, it's about creating a culture, which delivers outcomes with a clear focus on addressing issues resolutely, fairly and promptly. It's about providing the support and to encourage staff to perform effectively during challenging and changing times.

The Competency Framework

1. Strategic Knowledge and Understanding

G 4	1.1 Strategic awareness Strategic awareness is about attaining all G3 competences and having an in-depth understanding and knowledge of how your G4 role fits with and supports organisational objectives and the wider sector and stakeholders' needs. It is about focusing your contribution on the activities, which will meet EVOC's goals and deliver the greatest value.	
	Effective behaviours	Ineffective behaviours
1	Considers emerging issues and trends which might impact or benefit own or teams work	Ignores changes in the external environment that have implications for EVOC and the Third Sector
2	Keeps up to date with a broad set of issues relating to the work of EVOC	Has a narrow view of their role, without understanding EVOC's and the Third Sectors wider activities
3	Develops understanding of how own and team's work supports the achievements of EVOC's objectives	Carries out own tasks without considering how their work impacts or interacts with EVOC as a whole
4	Focuses on the overall goal and intent of what they are trying to do, not just the task	Fails to identify the bigger picture
5	Takes an active interest in expanding their knowledge of areas relating to their own role	Relies solely on the knowledge they already have gained in their role
6	Gathers information from a varied range of relevant sources inside and outside EVOC to inform own work	Takes actions/decisions without regard to the bigger picture
7	Understands what is required of them in their role and how this contributes to the team and EVOC priorities	Show little interest in the work of EVOC, not appreciating they have a role in the achievement of the collective priorities
8	Considers how their own job links with and impacts on colleagues and other stakeholders	Works in isolation showing little interest in the wider context and relevant developments outside their immediate area

G 4	1.2 Quality and change People who are effective in this area have achieved all the G3 competences and are responsive, innovative and seek out opportunities to create effective change. You will be open to change, suggesting ideas for improvements to the way things are done, and working in “smarter”, more focused ways.	
	Effective behaviours	Ineffective behaviours
1	Considers and suggests ideas for improvements, sharing this feedback with others in a constructive manner	Stifles improvement opportunities in own area, even when improvements are urgently required and sought
2	Conducts regular reviews of work and considers who and what is required to make on-going improvements	Sticks rigidly to the original brief, not adapting or supporting the changes needed
3	Puts aside preconceptions and consider new ideas on their own merit	Ignores different approaches, accepting the established ways of doing things when these are no longer effective
4	Helps colleagues and stakeholders to understand changes and why they are being introduced	Dismisses colleagues and stakeholders concerns about changes and does not seek understanding of the concerns

G4	1.3 Effective decisions Effectiveness in this area starts with attaining G 3 competences and focuses on being objective and using sound judgement, evidence and knowledge to provide accurate, expert and professional advice. This means you will be able to show clarity of thought, set priorities, analyse and use evidence to evaluate options before arriving at well-reasoned justifiable decisions.	
	Effective Behaviours	Ineffective Behaviours
1	Takes well accountable, considered, timely and consistent decisions when they are needed	Avoid making decisions that lie within your own remit, continually push decisions up. Misses opportunities or deadlines by delaying decisions. Makes ill-considered decisions.
2	Identifies relevant and credible information sources and the need to collect new data when necessary	Uses evidence only from sources that support their argument
3	Assimilates and analyses information to identify key issues	Makes assumptions and jumps to conclusions that are not supported by evidence
4	Explores options, benefits and risks	Gives little consideration to the impact of own decisions on people and other resources
5	Explains clearly, verbally and in writing, how a decision has been reached	Shares decisions in a way that leads to frustration, additional work or misunderstanding. Or, does not share it at all.

6	Provides guidance and support to others to make accurate decisions	Provides limited or no feedback so that the right decisions can be made
7	Ensures that the data and stakeholders' information is logged and stored accurately, treated confidentially and responsibly	Takes little care of data and information logging and storage.

2. Working with and engaging people

G 4	2.1 Communication and leadership At all levels, effectiveness in this area is about communicating with clarity, conviction and enthusiasm, using your wide knowledge base and skills.	
	Effective behaviours	Ineffective behaviours
1	Understands and uses appropriate methods, timing and style of communications to provide the service, relate to and influence others	Communicates in set way, does not vary style or content, does not tailor the message to the recipient
2	Adopts a positive approach when interacting with others	Expresses limited interest in goals and activities of others
3	Listens to, seeks understanding, respects and accepts the value of different views, ideas and ways of working	Is biased, exclusive and disrespectful of different views and ways of working
4	Deals promptly with inappropriate language or behaviours	Avoids challenging inappropriate language or behaviour
5	Lead by example, demonstrate impartiality and integrity	Act in ways that are at odds with good professional standards, be disrespectful when dealing with others
6	Be open to and invite the views of others and respond thoughtfully	Set a course of action and proceed without listening to others or adapting to reflect views of stakeholders

G 4	2.2 Partnership working People skilled in this area create and maintain positive, professional and trusting working relationships with a wide range of stakeholders to help get business done. At all levels, it requires sharing information and building supportive, responsive relationships with colleagues and stakeholders, whilst having the confidence to challenge assumptions.	
	Effective behaviours	Ineffective behaviours
1	Actively establishes positive relationships with all EVOC's stakeholders	Takes no time to network or build relationships with stakeholders
2	Invests time to agree common outcomes among stakeholders	Creates barriers and negative feelings between stakeholders. Takes unreasonable sides
3	Actively seeks input from a range of stakeholders	Is dismissive and does not value contributions from stakeholders
4	Shares resources to support priority work, is pragmatic and supports EVOC's shared vision, collaborates across the whole organisation	Identifies reasons why they cannot support sharing resources, works in a silo
5	Promptly and calmly deals with conflict in a constructive manner	Shows no regard for other people's perspectives, avoids dealing with open conflict
6	Listens to others and checks their understanding by asking questions	Shows lack of interest in interacting with others

G 4	2.3 Continuous professional development Effectiveness in this area is demonstrated by having a strong focus on continuous learning for you and others and the organisation. It's all about being open to learning, about keeping your own knowledge and skill set current and evolving, and sharing it with others.	
	Effective Behaviour	Ineffective Behaviour
1	Identifies learning and skills requirements needed to do their job effectively	Allows learning and skills gaps to exist
2	Actively manages own career progression and identifies own learning needs; plans and carries out work place learning	Expects others to identify and manage their career development
3	Seeks and acts on feedback from team and stakeholders	Makes no attempt to learn from feedback and experience
4	Take responsibility for the quality of your own work. Reflects on own work	Shows no interest in reflective practice or in broadening work responsibilities
5	Create an inclusive environment	Tolerate discrimination

3. Service delivery

G 4	3.1 Knowledge and skills Effectiveness in this area means you will have attained G3 competences and understand community development theory, policy and practice across a range of sectors e.g. adult health and social care, children and families, community planning. It also means that you also have experience in applying this knowledge for the benefit of the sector.	
	Effective Behaviour	Ineffective Behaviour
1	Considers, in consultation with stakeholders, alternative delivery options, different ways of working re-evaluates quality and cost, monitors efficiency and effectiveness. Has a can do attitude	Overlooks opportunities for continuous improvement.
2	Works with stakeholders to improve service delivery	Shows little motivation to improve service delivery when working with stakeholders
3	Gathers and uses varied evidence to assess costs, benefits and risks of options	Takes a narrow view of options and focuses on constraints. Has a can't do attitude.
4	Knows, understands and applies relevant legal, policy and political concepts and priorities	Shows a lack of understanding about the wider EVOC environment
5	Understands, uses and can explain EVOCs procedures	Wastes time and energy by developing new procedures for each piece of work or conflict resolution

G4	3.2 Delivering a quality service This is all about being organised, striving to improve the quality of EVOCs service, taking account of stakeholders' needs and requirements. Effective staff at all levels plan, organise and manage their time and activities to deliver a high quality and efficient service; they apply programme and project management approaches to support their service delivery.	
	Effective behaviour	Ineffective behaviour
1	Manages information and data so that it is accurate, easily located and reusable	Ignores data management and procedures
2	Asks constructive questions when resources are not being used effectively	Takes the easiest route – does not work effectively with colleagues
3	Uses resources effectively. Monitors own performance against plans, identifies and address any variances.	Works by fire-fighting, thus addressing issues which are urgent to the detriment of longer-term goals

G 4	3.3 Taking responsibility This means focusing on delivering service to agreed goals, taking responsibility for and being accountable for quality outcomes. It's about dealing with challenges in a constructive way and having achieved the competences of G3.	
	Effective behaviour	Ineffective behaviour
1	Works within team to set priorities, creates clear plans and manages own work load	Always relies on others to provide the focus of own work load, delegates responsibility
2	Ensures level of service is maintained, raises any emerging risks or concerns	Focuses on immediate task delivery and does not consider quality or stakeholders needs
3	Identifies problems or weaknesses in policy or procedures that affect service delivery	Has no desire to improve the quality of service delivery through challenging of policy or procedures
4	Adheres to relevant policies and procedures, including equality, diversity and H & S	Disregards EVOC's policies and procedures
5	Communicates in ways that meet and anticipate stakeholders needs	Is unprepared or negative when communicating with stakeholders
6	Acts to prevent problems, anticipates and reports issues when necessary	Allows service quality to drop and problems to occur before reporting. Overlooks symptoms of problems

Glossary:

Stakeholders = colleagues, Third Sector organisations, public sector partners, independent sector

Third Sector = incorporated and unincorporated bodies, e.g. registered charities, community organisations, community interest companies, SCIOs, charitable companies

Independent sector = private profit-making organisations regardless of legal format, including sole traders