

**Competency Framework**

CVS Inverclyde’s competency framework supports our recruitment, appraisal and support & supervision procedures and processes. The aim is to embed culture of reflective practice and continuous improvement.

Competencies are the skills, 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. to demonstrate a competency at level 3 the person should also be meeting the level 1 and 2 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 CVS Inverclyde.

The framework is 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.

CVS Inverclyde’s success depends on all of us working together and sharing common values. It is important that CVSI 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 CVSI. Our values as detailed in our strategic plan are:

***Asset Based Approaches***

Communities are best placed to determine their own future and have the assets to do so if their assets can be realised.

***Collaboration***

We believe that the third sector is strongest when it works together and that the future of Inverclyde will be shaped through collaborative working.

***Diversity***

We value the diversity of the third sector, recognising the different assets of the communities, organisations and individuals we support and responding to the varying needs of organisations.

***Equality***

We ensure that no one is denied opportunities because of their age, disability, race, religion or belief, gender, gender identity, sexual orientation, marital or parental status.

***Excellence***

We will pursue excellence in all that we do, in order to provide the best possible support and leadership to the third sector.

***Independence***

We value our independence and believe it to be essential in supporting and representing the third sector.

***Integrity***

We aim to be ethical, honest and open in the way we work; and use time, money and resources effectively. We cannot do everything and so we will need to make choices. These choices should be clear, accountable and in the best interests of the local third sector.

***Leadership***

We are proud of the contribution that third sector organisations and volunteers make to Inverclyde’s communities. We will lead by example and behave in a way that builds confidence amongst our stakeholders.

At the heart of this competency framework is the explicit understanding that working with integrity, impartiality, professionalism, efficiency and with mutual respect will ensure CVSI provides high quality services to our stakeholders.

**Competencies**

**1. Strategic understanding and knowledge**

**1.1 Strategic awareness**

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 CVSI’s goals and deliver the greatest value. At senior levels, it is about scanning the policy and political context and taking account of wider impacts.

**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.

**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.

**2. Working with and engaging people**

**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 CVSI.

**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 CVSI’s and the sectors objectives through creating an inclusive environment, encouraging collaboration and building effective partnerships.

**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.

**3. Service Delivery**

**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 CVSI 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.

**3.2 Delivering a quality service**

This means being organised, striving to improve the quality of CVSI’s 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**

**1.1 Strategic awareness**

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| **Level 3** | **1.1 Strategic awareness**  Strategic awareness is about attaining all the competencies expected of grades below your post, it's about having the knowledge, skills and expertise to analyse the impact of emerging and current policies and strategies on CVSI, the third sector and other stakeholders. At a senior level you will be expected to take account of the wider and accumulative impact of policy and political context. | |
|  | **Effective Behaviour** | **Ineffective Behaviour** |
| 1 | Have an in-depth insight into the political, economic, social, environmental and technological issues which impact on CVSI’s stakeholders | Focus on short term concerns, neglect long -term thinking about evolving and future issues |
| 2 | Develop clear long term strategies focused on adding value and making real, lasting change | Focus on historical activities based on short term priorities not linked to CVSI’s vision and strategic objectives |
| 3 | Clearly articulate CVSI’s strategic plan and help people to see their role within it | Lack clarity about your own role and that of staff in delivering CVSI’s strategic plan |
| 4 | Understand CVSI’s role and relationship with the wider Third Sector, and the statutory and independent sector | Focus on immediate areas of concern and don't see interconnections across CVSI and the wider sector |
| 5 | Clarify and shape CVSI’s role and purpose | Show limited insight into CVSI’s aspirations to generate value and build relationships across all stakeholders |
| 6 | Anticipate and predict the long term impact of local and national policies and strategic developments | Have limited insight into changes and developments in the local and national environment |
| 7 | Engage with and utilise the expertise of stakeholders wider knowledge and experience to support strategic decision making | Operate independently, without reference to knowledge and experience around you |
| 8 | Work to shape strategies and plans which help put into practice CVSI’s vision | Maintain a narrow perspective - allow your own area of interest to become out of step with the overall objectives |

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| **Level 2** | **1.1 Strategic awareness**  Strategic awareness is about attaining all the competencies of grades below your post, it's about having an in-depth understanding of, and the skills to anticipate, the impact of emerging and current policies and strategies. It's about using this knowledge and skill to focus your contribution on the activities which will meet CVSI's objectives and deliver the greatest value to CVSI and our stakeholders. | |
|  | **Effective Behaviour** | **Ineffective Behaviour** |
| 1 | Anticipate economic, social, political, environmental and technological developments and keep activities relevant and targeted | Lack knowledge and insight into wider issues and the impact relating to CVSI and the Third Sector |
| 2 | Ensure relevant issues relation to activities are effectively fed into strategy and big picture considerations | Miss opportunities to ensure important issues are considered by senior staff, raise small details as big picture issues |
| 3 | Collate and evaluate views and perspectives of stakeholders to gain a wider understanding of the landscape surrounding activities and policies | Operate within your own area without sufficient regard to reflecting and supporting the Third Sector priorities and concerns or understanding the implications for stakeholders |
| 4 | Ensure your own area /teams activities are aligned to CVSI’s strategic plan | Be overly focused on your individual activities without due regard to how they meet the demands of CVSI, stakeholders or funders |
| 5 | Actively seek out and share own experience and knowledge with others to develop wider understanding of your work | Take actions which conflict with or mis-align to other activities |
| 6 | Understand how services, activities and strategies CVSI can work together to create value for stakeholders | Commit to actions with considering the impact on CVSI or stakeholders needs |

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| **Level 1** | **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 CVSI’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 CVSI and the Third Sector |
| 2 | Keeps up to date with a broad set of issues relating to the work of CVSI | Has a narrow view of their role, without understanding CVSI’s and the Third Sectors wider activities |
| 3 | Develops understanding of how own and team’s work supports the achievements of CVSI’s objectives | Carries out own tasks without considering how their work impacts or interacts with CVSI 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 CVSI 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 CVSI priorities | Show little interest in the work of CVSI, 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 |

**1.2 Quality and change**

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| **Level 3** | **1.2 Quality and change**  To be effective in this area have achieved all the competencies in the grades below your post. You will work to create and contribute towards a culture of innovation, allowing and enabling people to consider and take managed risks. Doing this well means you will continuously seek ways to improve CVSI’s services and build a flexible, responsive and learning organisation. | |
|  | **Effective Behaviour** | **Ineffective behaviour** |
| 1 | Create a lean, flat and effective organisation which is able to make considered decisions efficiently | Tolerate and create bureaucracies and inefficient ways of working which hinder decision making and progress |
| 2 | Seek out opportunities to be innovative and have the courage to take risks and make steps to improve how things are done | Argue to retain the status quo, support current approaches without challenge and scrutiny; avoid innovation and risks |
| 3 | Create and nurture a culture of flexibility and responsiveness, respond quickly to changing priorities | Tolerate colleagues working in rigid, bureaucratic ways |
| 4 | Challenge and review the status quo and accepted assumptions | Only support incremental improvements rather than fundamental shifts in approaches |
| 5 | Consider the impact of change on CVSI’s culture, structures and sustainability | Adopt a piecemeal approach to change management, focus on tasks at the expense of culture and morale |
| 6 | Seek and encourage ideas and improvements; encourage a culture of imaginative thinking | Restrict change to a rigid process, who intolerance of mistakes, contribute to a culture of inertia, miss opportunities to use alternative delivery models |
| 7 | Create effective plans, systems and governance to manage continuous improvement and change and respond promptly to critical events | Adopt an unsystematic approach to improvement and change management, cause confusion about priorities and time lines |

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| **Level 2** | **1.2 Quality and change**  To be effective in this area you will have achieved the competencies expected of grades below your post. You will actively contribute towards a culture of continuous improvement and change and be focused on smart effective ways of working | |
|  | **Effective Behaviour** | **Ineffective Behaviour** |
| 1 | Capture, utilise and share stakeholders insights and views to ensure better policy, strategic analysis and service delivery | Do not effectively capture, utilise and share stakeholders insights |
| 2 | Give people the space to think creatively | Take a narrow and risk averse approach by not considering and following up on ideas |
| 3 | Spot warning signs of things going wrong, provide decisive responses to significant service delivery changes | Be wedded to one course of action, be unresponsive to changing needs and demands of stakeholders |
| 4 | Provide constructive challenge to senior management on change proposals | Fail to give feedback, spend limited time considering, testing and reviewing proposals |
| 5 | Analyse and reflect on the cumulative impact on your own area of work of implementing changes | Give limited time to acknowledging anxieties and overcoming cynicism |
| 6 | Regularly review procedures to identify improvements and simplify processes and decision making | Repeat mistakes and overlook lessons learned, do not review systems which are resource intensive |
| 7 | Be prepared to recommend and take managed risks, ensuring these are planned and the impact is assessed | Act on ideas that are unfocused, have little connection to CVSI’s strategic objectives and stakeholders needs |

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| **Level 1** | **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 |

**1.3 Effective decisions**

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| **Level 3** | **1.3 Effective decisions**  To be effective in this area you will have attained the competencies of the grades below your post. As a leader within CVSI you will be able to create evidence based strategies, evaluate options, impact, risks and solutions. You will be able to maximise return while minimising risk and balancing wider considerations to provide sustainable outcomes | |
|  | **Effective Behaviour** | **Ineffective Behaviour** |
| 1 | Efficiently analyse complex information to provide clarity for colleagues and stakeholders | Lack the confidence to make decisions when situations are unclear or constantly call for more information |
| 2 | Involve the right stakeholders and partners early on when making recommendations and decisions | Make recommendations and decisions without full and proper consultations |
| 3 | Identify and evaluate risks and actions to mitigate the risks | Provide advice without fully evaluating the risks and options |
| 4 | Defend decisions when required | Constantly change decisions, reacting to new opinions, or challenges |
| 5 | Interpret a wide range of information and influences to develop strategies | Shape strategies with limited consideration of long term sustainability |
| 6 | Consider and evaluate competing views to find ways forward which meet CVSI’s strategic objectives | Keep revisiting decisions because of poor quality analysis and evidence |
| 7 | Take confident decisions at a strategic level to move things forward | Constantly change decisions based on new opinions or challenges |

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| **Level 2** | **1.3 Effective decisions**  To be effective in this area you will have attained the competencies of the grades below your post. You will be able to assess, review and weigh information from different sources to inform strategic priorities and evidence based strategies. | |
|  | **Effective Behaviour** | **Ineffective Behaviour** |
| 1 | Weigh up information from different sources and recognise when to bring in stakeholders | Underestimate the work required to gather, review and analyse all the evidence and don't involve stakeholders enough |
| 2 | Assess pros and cons and identify risks to make decisions that take account of context and sustainability | Take decisions without considering the context, risks and impacts |
| 3 | Present reasoned and reasonable conclusions from a range of incomplete and complex information; be able to act even when details are not clear | Consider only simple straightforward information; be confused by complexity |
| 4 | Identify the main issues in complex problems, clarify stakeholders expectations and seek the best option | Rely too heavily on gut instinct and give unclear or illogical analysis of core issues |
| 5 | Make difficult decisions by pragmatically weighing the complexities involved | Make expedient decisions that offer least resistance rather than decisions that are best for CVSI and stakeholders |

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| **Level 1** | **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 being 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**

**2.1 Communication and Leadership**

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| **Level 3** | **2.1 Communication and leadership**  To be effective in this area you will have obtained the competencies of the grades below your post. You will be able to establish a strong direction and a persuasive future vision for CVSI, you will manage and engage people with honestly and integrity and enhance CVSI’s reputation | |
|  | **Effective Behaviours** | **Ineffective Behaviours** |
| 1 | Create a sense of pride in CVSI and the Third Sector | Overlook opportunities to champion CVSI and the Third Sector |
| 2 | Be articulate and credible across CVSI and with stakeholders; consistently provide engaging and meaningful messages about CVSI and the Third Sector | Lack confidence or impact within and outwith CVSI; miss opportunities to communicate with stakeholders |
| 3 | Seek to resolve issue with peers and colleagues | Work independently, rarely ask for input from colleagues |
| 4 | Negotiate with and influence stakeholders successfully, agree mutually beneficial outcomes | Lack insight in the different motivations of stakeholders, lose focus under pressure and don’t agree joint outcomes |
| 5 | Motivate people toward goals, demonstrate leadership | Unable to inspire people around vision and goals |
| 6 | Actively promote diversity and equality of opportunity within and outwith CVSI | Disregard good diversity practice |

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| **Level 2** | **2.1 Communication and leadership**  To be effective in this area you will have obtained the competencies of the grades below your post. You will work with integrity and honesty and be able to communicate clearly, succinctly and effectively. | |
|  | **Effective Behaviours** | **Ineffective Behaviours** |
| 1 | Be visible to stakeholders, engage with and build trust with stakeholders | Only speak to people when pressed to |
| 2 | Be able to clarify strategies and plans, give a clear sense of purpose and direction | Be unclear about vision and goals |
| 3 | Support colleagues | Leave colleagues to cope alone in difficult situations |
| 4 | Work with stakeholders to agree mutually beneficial goals and outcomes | Miss opportunities, wait on others to take the lead |
| 5 | Lead by example, demonstrate impartiality and integrity | Act in ways that are at odds with professional standards, be disrespectful when dealing with others |
| 6 | Be open and invite the views of others and respond thoughtfully | Set a course of action and proceed without listening to others or adapting in light of views from stakeholders |
| 7 | Recognise, respect and acknowledge the contributions and achievements of others | Take the credit for others achievements |
| 8 | Communicate succinctly, engage with people and be prepared to stand your ground when needed | Give in readily when challenged |
| 9 | Demonstrate enthusiasm and energy and encourage others to do the same | Put little effort into communication with others |

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| **Level 1** | **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 |

**2.2 Partnership working**

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| **Level 3** | **2.2 Partnership working**  To be competent in this area you will have achieved the competencies of the levels below your post. You will be able to create a culture of inclusion, encouragement and collaboration and build effective partnerships | |
|  | **Effective Behaviour** | **Ineffective Behaviour** |
| 1 | Create, build and maintain a strong network of collaborative relationships and partnerships | Restrict yourself to existing relationships and give limited attention to building networks, focus on immediate delivery |
| 2 | Act for the wider good of the Third Sector | Focus on your own deadlines at the expense of wider collaboration |
| 3 | Be a role model, encouraging transparency and open communication | Allow cliques and silo working, promote a “knowledge is power” culture |
| 4 | Work with partners assertively and constructively, challenge assumptions | Don’t involve stakeholders early in the development of a project |
| 5 | Promote sharing knowledge and resources across CVSI and the Third Sector | Resist the involvement with projects you are not directly accountable for, protect resources and knowledge for your own area of work |
| 6 | Foster, encourage and maintain the principles of working across boundaries and with a wide variety of stakeholders | Be selfish and resist involvement across interests, discourage early involvement of stakeholders |
| 7 | Build performing teams clearly aligned to CVSI’s vision and objectives | Struggle to address low morale, create tension and unnecessary boundaries |
| 8 | Have clear expectations that bullying, harassment and discrimination are unacceptable | Permit unacceptable and disrespectful behaviour |

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| **Level 2** | **2.2 Partnership working**  To be competent in this area you will have achieved the competencies of the levels below your post. You will be able to actively engage with a wide range of stakeholders, build and maintain networks focused on mutually agreed outcomes | |
|  | **Effective behaviour** | **Ineffective Behaviour** |
| 1. | Build and maintain networks to achieve shared interests and goals | Build contacts in your immediate work groups, do not create wider networks beyond your immediate remit |
| 2. | Build strong interpersonal relationships, support colleagues | Neglect relationships during difficult times |
| 3. | Foster and encourage contributions and involvement from a diverse range of colleagues and stakeholders | Work within a narrow frame of reference |
| 4. | Build and maintain networks to achieve better outcomes for the Third Sector | Actively ignore other stakeholders agendas |
| 5. | Challenge assumptions, be constructive when working towards outcomes, be willing compromise | Refuse to compromise, say wedded to one methodology and outcome |
| 6. | Actively challenge bullying, harassment and discriminatory behaviour | Permit unacceptable and disrespectful behaviour |

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| **Level 1** | **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 CVSI’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 CVSI’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 peoples 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 |
| 7 | Challenge and report bullying, harassment and discriminatory behaviour | Permit unacceptable and disrespectful behaviour |

**2.3 Continuous Professional Development**

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| **Level 3** | **2.3 Continuous professional development**  To be competent in this area you will have achieved the competencies of the levels below your post. You will be able to demonstrate your ability to manage the talent within CVSI and ensure a diverse blend of skills, knowledge and expertise within the staff team to meet current and future business needs. You will foster and nurture a culture of learning and knowledge exchange. | |
|  | **Effective behaviour** | **Ineffective behaviour** |
| 1 | Build a strong culture of continuous learning and knowledge sharing | Allow learning to be lost and do not create a culture where new learning can be applied |
| 2 | Maintain a strong culture of problem solving | Create structures which do not enable problem solving |
| 3 | Effectively coach and support staff | Do not develop talent of colleagues |
| 4 | Role model continuous learning and CPD, invite feedback from a range of networks | Dismiss CPD and resist feedback from colleagues and networks |
| 5 | Champion the development of all staff, make learning a reality by encouraging and providing a range of development opportunities | Miss out on longer term benefits by ignoring learning opportunities |
| 6 | Foster an inclusive environment | Tolerate discrimination |
| 7 | Ensure colleagues take responsibility for their own learning and that they share it to build CVSI’s capacity | Ignore learning opportunities and do not share new learning with colleagues |
| 8 | Grow CVSI’s sustainability by identifying and addressing knowledge and skills gaps | Ignore knowledge and skills gaps to the detriment of CVSI |

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| **Level 2** | **2.3 Continuous professional development**  To be competent in this area you will have achieved the competencies of the levels below your post. You will be able to demonstrate you are open to learning, sharing knowledge and expertise. You will be able to support colleagues and demonstrate the benefits in reflective practice. | |
|  | **Effective Behaviour** | **Ineffective behaviour** |
| 1 | Ensure learning opportunities are fully exploited to develop individual and organisational capabilities | Ignore learning and development opportunities |
| 2 | Role model work place learning and encourage stakeholders to participate fully | Do not maximise opportunities to learn or engage with stakeholders |
| 3 | Coach and support colleagues to take responsibility for their own learning | Allow colleagues to de-prioritise their own development |
| 4 | Identify learning and skills requirements for yourself and team | Allow learning and skills requirements for yourself and team to go unaddressed |
| 5 | Be a role model by addressing your own CPD | Place a low priority on developing new skills and knowledge |
| 6 | Facilitate an inclusive environment | Tolerate discrimination |

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| **Level 1** | **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**

**3.1 Knowledge and skills**

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| **Level 3** | **3.1 Knowledge and skills**  To be competent in this area you will have achieved the competencies of the levels below your post. You will be able to apply extensive knowledge, experience and expertise from across multiple themes. | |
|  | **Effective behaviour** | **Ineffective behaviour** |
| 1 | Seek out and facilitate the introduction of new and innovative models, systems and approaches to deliver greater impact for CVSI and the Third Sector | Allow ineffective or “tired” systems and approaches to continue |
| 2 | Role model leadership, influencing and accountability, involve stakeholders, remain focused on CVSI’s vision and strategic objectives | Show little evidence of leadership and accountability, pay little regard to CVSI’s vision and objectives |
| 3 | Promote a strong focus on the needs of the Third Sector and stakeholders to develop new models | Measure success too narrowly, focus on your own concerns and ignore opportunities which could support delivery |
| 4 | Identify, learn from and implement different ways of working from other sectors | Overlook opportunities for collaboration |
| 5 | Take a wide view, successfully achieving common goals with stakeholders who have different priorities | Do little to manage strategic relationships, restricting longer term information sharing and planning |

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| **Level 2** | **3.1 Knowledge and skills**  To be competent in this area you will have achieved the competencies of the levels below your post. You will have a sound understanding of how to apply community development theory, policy and practice across a wide range of sectors | |
|  | **Effective behaviour** | **Ineffective behaviour** |
| 1 | Work effectively with stakeholders (public, private and Third Sector) | Take a narrow view of options |
| 2 | Understand the political, financial and policy drivers that will influence stakeholders and the levers which will stimulate collaboration | Do not appreciate the drivers that influence people’s behaviour and willingness to collaborate |
| 3 | Interact confidently and effectively as a credible catalyst for collaborative partnerships | Demonstrate low levels of knowledge and understanding, lose respect from stakeholders |
| 4 | Motivate improved performance from stakeholders, challenge any gaps or restrictive practices and actually deliver through collaborative practice and approaches | Take it for granted that people will understand what is needed to deliver quality services |

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| **Level 1** | **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 CVSI environment |
| 5 | Understands, uses and can explain CVSI’s procedures | Wastes time and energy by developing new procedures for each piece of work or conflict resolution |

**3.2 Delivering quality service**

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| **Level 3** | **3.2 Delivering quality service**  To be competent in this area you will have achieved the competencies of the levels below your post. You will be skilled at creating an environment of continuous improvement and delivering services cost effectively | |
|  | **Effective behaviour** | **Ineffective behaviour** |
| 1 | Drive a culture which emphasises continuous improvement, efficiently and effectiveness | Do not challenge or scrutinise practice |
| 2 | Interpret a wide range of performance and financial information and use this to influence policy and strategy | Develop strategies with little or no consideration of performance and financial issues |
| 3 | Demonstrate transparency in decision making in terms of priorities and value for money | Fail to communicate decision making processes |
| 4 | Understand the financial position of CVSI, the wider Third Sector and stakeholders | Overlook opportunities to make use of financial information when developing strategic plans |
| 5 | Integrate the “plan, do and review” cycle into all projects, ensuring appropriate record keeping | Ignore the learning opportunities presented with reflective practice and move quickly to the next task. |
| 6 | Develop robust business case, with clear advantage and return on investments which are fully costed | Recommend projects which are poorly constructed and not financially viable. |
| 7 | Understand the risks and drivers for CVSI’s work within the context of stakeholders strategic priorities | Take a narrow approach to evaluating the impact of CVSI |

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| **Level 2** | **3.2 Delivering quality service**  To be competent in this area you will have achieved the competencies of the levels below your post. You will be able to structure your activities effectively, taking account of impact, risks and benefits. | |
|  | **Effective behaviour** | **Ineffective behaviour** |
| 1 | Understand the impact and delivery of services with a view to continuously improving their efficiency and effectiveness | Pay little heed to reflective practice and continuous improvement structures |
| 2 | Balance aspirations with delivery – consider risks and benefits of different options, return on investment (time as well as financial) | Minimise focus on delivery, do no push the boundaries |
| 3 | Weigh up priorities and benefits of different actions and interactions | Work to a set pattern without considering alternatives |
| 4 | Work confidently with performance management information and data | Mis-interpret or overestimate performance management information and data |
| 5 | Recommend actions to achieve value, improve services, outcomes and impact | Ignore intelligence gathered and do not share experience |

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| **Level 1** | **3.2 Delivering a quality service**  This is all about being organised, striving to improve the quality of CVSI’s 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, ignores or creates duplication of work  Works in a silo |
| 3 | Uses resources effectively.  Monitors own performance against plans, identifies and address any variances. Seeks assistance when required | Works by fire-fighting, thus addressing issues which are urgent to the detriment of longer term goals |

**3.3 Taking responsibility**

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| **Level 3** | **3.3 Taking responsibility**  To be competent in this area you will have achieved the competencies of the levels below your post. You will be able to create a culture which delivers outcomes with a clear focus on addressing issues, resolutely, fairly and promptly. You will provide support and encourage staff to perform effectively during challenging and changing times | |
|  | **Effective behaviour** | **Ineffective behaviour** |
| 1 | Ensure in-depth and evolving understanding of stakeholders needs and aspirations | Allow CVSI to operate with little regard for the Third Sector and stakeholders |
| 2 | Drive service outcomes to deliver best quality services for stakeholders | Give little attention to the needs of the Third Sector and stakeholders |
| 3 | Facilitate flexible use of resources across CVSI, maximising shared learning and understanding | Maintain static work patterns and minimise flexibility |
| 4 | Clearly understand and articulate the diverse needs, aspirations and challenges in the Third Sector | Spend little time seeking out the views of stakeholders |
| 5 | Translate complex aims into clear and manageable plans and support their implementation | Be unclear about service delivery and resources required to implement plans |
| 6 | Manage risks to maintain and improve services against outcomes | Establish unrealistic and confusing priorities and plans, leading to inefficiency between activities |
| 7 | Work collaboratively with funders and stakeholders to manage, monitor and deliver against contracts, SLAS and grants | Set outcomes which cannot be delivered and fail to manage expectations of funders and stakeholders |

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| **Level 2** | **3.3 Taking responsibility**  To be competent in this area you will have achieved the competencies of the levels below your post. You will be able to create and deliver clear manageable work plans within given resources focused on stakeholders needs | |
|  | **Effective behaviour** | **Ineffective behaviour** |
| 1 | Promote a culture focused on stakeholders needs | Take little account of stakeholders needs |
| 2 | Make clear, pragmatic and manageable plans for service delivery using project management and work plan resources | Allow service delivery to lose momentum and have no contingencies in place |
| 3 | Create regular opportunities for stakeholders to review quality of services and demonstrate involvement | Make changes to service delivery with no involvement from others |
| 4 | Ensure the service offered meets the needs of stakeholders | Maintain a limited view of how to respond to stakeholders |
| 5 | Make effective use of project management resources to deliver against agreed outcomes | Have minimal understanding of what could go wrong or what should be a priority |
| 6 | Implement “plan, do, review” cycles to ensure quality, efficiency and shared learning | Focus on delivering tasks to the exclusion of other stakeholders |
| 7 | Develop proposals to improve the quality of the service involving stakeholders colleagues and delivery partners | Generate limited proposals to improve service delivery and do so with little involvement |

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| **Level 1** | **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 CVSI’s policies and procedures |
| 5 | Communicates in ways that meet and anticipate stakeholders needs and gives a favourable impression of CVSI | 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 |