**Advocacy Worker competencies**

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| ***Key Activities*** | ***Key Skills or Competencies*** |
| 1. **Identifying Partners** | * **Relationship building**; building rapport and a trusting relationship with partners, and other stakeholders who may be potential referrers * **Questioning skills**; being able to ask pertinent questions * **Active listening**; looking for clues and hints of the real story * **Objective filtering**; collecting and recording key factual information * **Observational skills**; to identify people who may need advocacy – for instance at a day centre or group home * **Analytical skills**; thinking about the principle of diversity and balance * **Summarising skills**; being able to explain what advocacy is and is not; a way to filter inappropriate referrals * **Promotional skills**; to sell our work, informing and inspiring others |
| 1. **Follow-Up Investigation** 2. Issue identification 3. Research 4. Analysis | * **Listening skills** * **Observational skills** * **Interpersonal skills** * **Social/relationship/stakeholder mapping**; identifying the key people around the focus person who can add to the story * **Focused questioning**; being intentional when choosing which questions to ask during follow up * **Probing questioning**; gathering information by probing for information and opinion * **Diplomatic skills**; being sensitive to the role/needs/relationships when asking others their view, for example when talking to someone’s parents * **Managing expectations**; ability to manage expectations of what we can and cannot do |
| 1. **Decision** | * **Decision making skills;** applying knowledge of the project criteria; the projects principles and priorities * **Workload planning;** being mindful of the management of individual caseloads * **Summarising skills**; ability to summarise the collected information and explain it to a manager or colleague * **Delivering difficult messages;** ability to explain why a person or situation is not a priority and being able to tell them this clearly |
| 1. **Planning the intervention** | * **Analytical skills**; applying knowledge about things like relevant legislation, social care services, other resources, service structures etc. * **Negotiation and Influencing skills**; working with the advocacy partner to agree roles, what you will and will not do * **Communication skills**; concise recording of plan in the Advocacy Action Plan (AAP) * **Adapting communication styles**; communicating the plan to a variety of stakeholders who have variable communication styles e.g. a service/social worker or a client with severe disability |
| 1. **Action/ Intervention** | **On a variety of levels and tailored to the audience**, be able to;-   * **Communication skills**; Inform, explain and translate information and situation * **Communication skills**; Communicate clearly, concisely and accurately both verbally and in writing * **Influencing skills**; influence, persuade, plead a case, argue a point of view * **Being assertive** * **Diplomatic skills** * **Adapting communication styles**; being flexible in how you communicate with a client/service worker/social worker * **Open to new approaches**; taking time to listen and explore alternative formats and technologies * **Being a role model** to others through doing this |
| 1. **Review/ Evaluation  & Exit** | * **Technically skilled**; being able to use the projects tools e.g. AAP – reflective account, the Hub, record outcomes, must be competent in standard Microsoft Office programmes etc. * **Time management skills** * **Be a driver with access to a vehicle;** the ability to be able to plan journeys across the LA area efficiently to meet the needs of advocacy partners. * **Recollection and note taking skills**; recalling and recording people’s comments throughout the process * **Being assertive with tact and diplomacy**; being skilled in communicating to a partner that the intervention had ended |
| **ADDITIONAL CORE/ GENERIC SKILLS that support achievement of activities** | * **Interpersonal skills**; knowing how to adjust your manner in a given situation * **Time management skills** * **Written record keeping skills**; recording and writing skills; note taking, the Hub entry * **Oral communication skills**; level of information carrying, pace of conversation, use of alternative communication styles |
| **VALUES that underpin behavioural traits** | * **Putting Partners First** – takes a person-centred approach in responding to the needs of others. Demonstratespersistence and determination and tenacity in order to achieve positive outcomes for others. * **Empowerment** – works at other people’s pace and capability to understand their views and involves supports others in helping them understand options and making decisions; is flexible and adaptable in meeting the needs of the person they are supporting * **Respect** – treats all people with respect and most certainly with dignity**.** * **Accountability** – acts solely with the interests and needs of the person they are supporting at heart. Helps those they are supporting to clearly understand their role and how they can help. * **Independence** – free from conflicts of interest, demonstrates honesty and integrity in all that they do, is principled in acting on their values (that are shared with our values) * **Inclusion** – sees everyone as equal, should be listened to, has rights and has a positive contribution to make |