



What is this for?

This guide introduces a competency development cycle which can support competency development processes in programme teams. It aims to provide guidance and tools to prepare staff each stage in the cycle. It includes:

- ▶ a rationale for using a competency development planning and action cycle
- ▶ an overview of the competency development cycle
- ▶ guidance and tools for introducing the competencies and the competency development cycle to programme teams
- ▶ ideas for next steps.

What is the competency development cycle?

The competency development cycle is a framework to help staff think through, manage and facilitate effective and efficient staff competency development.

It involves a continuous cycle of action, reflection and learning that can be used to:

- ▶ **identify strengths and development needs**
- ▶ **develop an action plan** to effectively engage staff in competency development activities
- ▶ **support and monitor** competency development progress, including the application of learning
- ▶ **evaluate impact** on behaviour and work performance.

See Figure 1 for a more detailed diagram of the competency development cycle.

Who is this for?

This resource is for a range of staff members who are planning and implementing competency development activities for programme teams. For example:

- ▶ capacity building managers or officers
- ▶ technical area specialists or coordinators, including DME staff
- ▶ People & Culture staff (HR)
- ▶ operations directors and managers (at national, regional and zonal levels).

It is particularly relevant for team leaders in programmes who are taking responsibility for supporting the competency development of their staff members. The tools and guidance in this section may also be of interest to development facilitators and other local level staff as they develop their capacity building skills to use with community stakeholders and partners.

Why focus on competency development as a cycle?

A lifelong learner:

- ▶ continually acquires knowledge and skills through education, training, work and general life experiences
- ▶ includes reflection in all planning processes
- ▶ develops skills and attitudes to successfully adapt to new challenges and changing contexts.

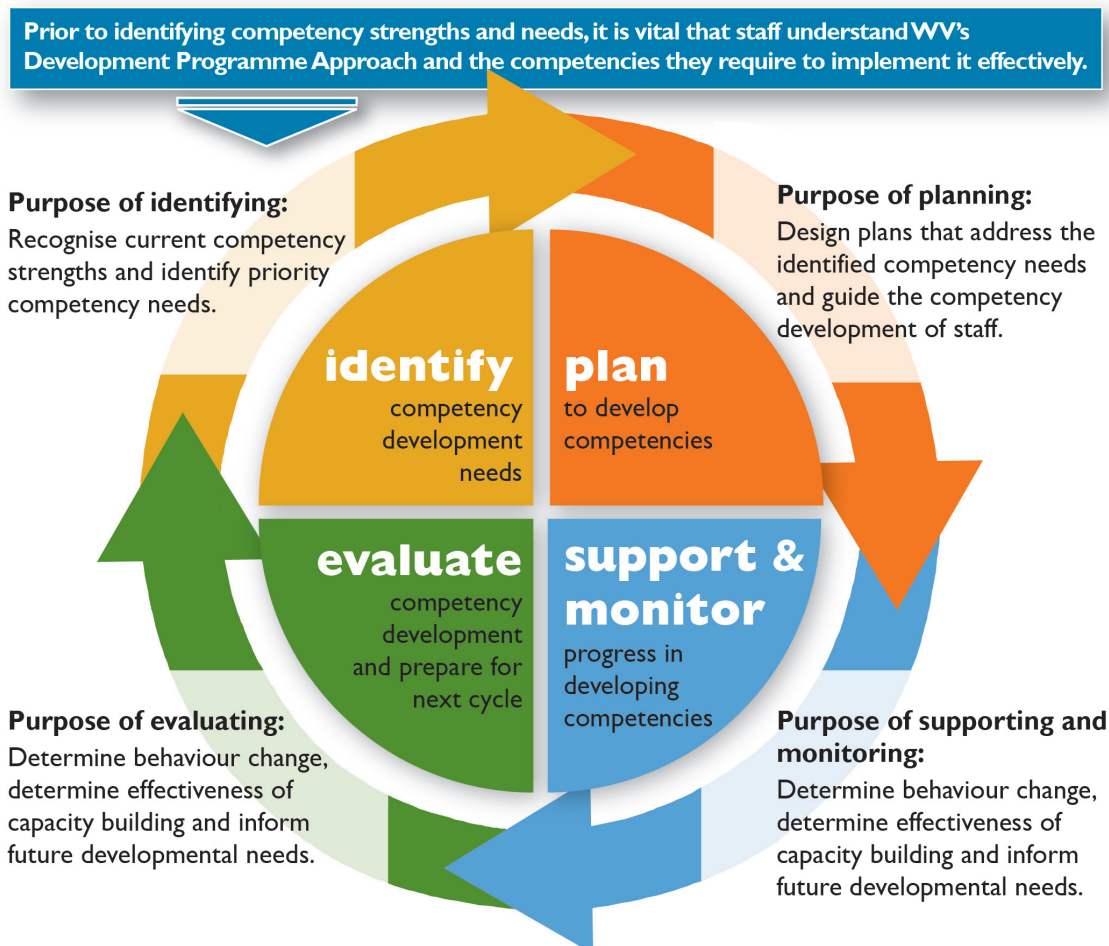
To be a lifelong learner who contributes to an effective team, it is helpful to view competency development as a personal and collective journey. A team is composed of individuals who are likely to begin their personal development journeys from different starting points and who travel in different ways and at different speeds.

Many factors influence this lifelong learning journey, including:

- existing individual competencies
- job requirements
- the programme context
- past experiences and education
- self identity and personal beliefs
- individual learning styles
- learning support provided by others
- team relationships and dynamics.

While there are many differences between individual learners, approaching competency development with a degree of intentional reflection, planning and action helps strengthen staff as lifelong learners. Individual and team competency development is also more effective when the team is supported to facilitate each other's learning. This involves all staff members taking responsibility to share their knowledge, engage in peer mentoring or coaching, and give each other feedback.

Figure 1. The competency development cycle: an action, reflection and learning cycle to support the competency development journey



The competency development cycle can help the journey be more efficient and effective. The cycle is continuous; it can be followed many times to help prioritise learning needs, choose the best learning activities, allocate resources appropriately, and ensure learners receive the support they require to apply and evaluate their learning.

The competency development cycle is not intended to be followed rigidly but aims to help staff members consider questions and issues that are critical to ensuring a quality approach to staff development.

Before starting . . .

When preparing to use the competency development cycle for the first time with staff it's important to ensure they:

- ▶ understand the competency development cycle
- ▶ be familiar with the Integrated Competency Development (ICD) competencies for local level staff (for example, how to use, their benefits, which competencies are needed for certain roles and how competencies can be developed).

Use the suggested session plans to introduce staff and familiarise them to the ICD competencies and the competency development cycle.

▶ **Session Plan 1 - Introducing the ICD Competencies**

It offers a suggested way to introduce the ICD competencies to programme teams. See 'Appendix A'.


▶ **Session Plan 2 - Introducing the Competency Development Cycle**

It provides a suggested way to introduce staff to the key elements of the competency development cycle. See 'Appendix B'.

What now?

With an understanding of the competency development cycle and how it can be used to support competency development for programme teams, the next step is to start using it to plan and implement competency development activities. Use the other guides in this series to help:

- ▶ **identify** the competency development strengths and needs of the programme team (see *Identifying Strengths and Needs*)
- ▶ **plan** competency development (see *Planning Competency Development*)
- ▶ **support** and **monitor** staff in their competency development (see *Supporting and Monitoring Competency Development*)
- ▶ **evaluate** the effectiveness of the competency development process that have been implemented (see *Evaluating Competency Development*).

	TIP
	This series of guidance and tools is provided separately so it can be used flexibly and according to your needs and interests. However, when planning capacity building it is vital to also plan how staff will be supported and monitored and how it will be evaluated.

Introducing the ICD competencies

OBJECTIVES

- To understand the core competencies required for programme teams
- To become familiar with the ICD competencies
- To consider a variety of ways the competencies can be used to support local level staff, including competency development and recruitment

Overview

This session gives the group an opportunity to explore the use of competencies to support their local level staff development in World Vision's programmes. It includes:

- an examination of the structure of the ICD competencies
- activities to help explore ways the ICD competencies can be used both by national office staff and by programme teams.

This is an essential 'getting started' session before beginning the planning process.

time span

Two hours

product

Suggested uses of the competencies by national office and local programme staff.

who facilitates

Designated national office staff member

who participates

National office staff including:

- operations manager
- P&C director
- IPM point person
- IPM learning coordinator
- capacity building manager
- technical roles (as appropriate)
- finance director
- DME staff
- CC coordinator
- sponsorship coordinator (optional)

materials

- PowerPoint slides for the competencies
- competency handouts
- a Critical Path poster
- sticky notes with a selection of the competencies that participants can explore and understand more deeply
- large sheets of flipchart paper
- tape or sticky tack
- coloured pens or markers

Recommended process

Introduction (15 min)

This activity is designed to introduce the concept of 'competencies' in a simple, fun way.

- 1 Introduce the 'competency' of driving a motorbike by finding out from group who rides a motorbike and who does not.



- 2 Invite participants to describe 'what they would observe to see if someone was driving safely'. List the behaviours on a flipchart.
- 3 With a list of behaviours, ask participants to describe skills. Next ask them to describe the knowledge needed, and then the attitudes needed to drive safely.
- 4 Invite participants to think about the concept of competency as made up of behaviours, skills, knowledge and attitudes. If the term 'behaviours' causes difficulty, explain that behaviours are like 'performance indicators' – expressed as observable behaviours (behaviours we would be able to observe if someone has a particular competency level).

Enabling SKILLS	Enabling KNOWLEDGE	Enabling ATTITUDES

- 5 Provide the definition of competency:

'Competencies summarise the skills, knowledge, attitudes and behaviours required to perform effectively in a given job, role or situation.'

Activity One:

The structure of the competencies (20 min)

- 1 Put participants in groups and give them two or three different competency documents per group.
- 2 Ask participants to look through the competency documents (without reading them word for word), to work out what the structure of the document is.
- 3 Ask participants to identify and explain the different components of the competency document using the following questions as a guide for their discussion:
 - ▶ What are the common components?
 - ▶ How does each of those components relate to the competency itself?
 - ▶ How can those components be used to support competency development with staff?
 - ▶ How would you apply it?

In plenary, ask participants to share their observations about the competency documents. During the discussion, ensure that all the components of the competency have been covered.

Activity Two: Exploring the competencies (55 min)

REL 03: Reflection and Learning		ICD Competency
Support team effectiveness		
<p>This competency describes the ability to effectively contribute to the successful working of a team. This competency will facilitate the creation of mutual understanding, support and collaboration in a programme team. This will help in creating a working environment and practices that will also promote positive trusting relationships with community stakeholders.</p>		
ELEMENT	BEHAVIOURS	
1. Manage personal work to support team goals	1.1 Plan and agree on personal work goals and objectives with supervisor. 1.2 Assess and prioritise work tasks to complete within agreed timeframes, seeking support when needed. 1.3 Adjust work goals and tasks to support others when needed. 1.4 Maintain balance in work, life and relationships. 1.5 Prioritise many demands without losing focus.	
2. Contribute to a positive team environment	2.1 Build effective relationships by treating others with respect and dignity at all times. 2.2 Contribute positively to team activities showing willingness to share information and mistakes, listen to and understand other's ideas and to help solve problems. 2.3 Support timely team decision-making through providing accurate information and implementing agreed actions as required. 2.4 Communicate strongly-held views and recommendations in an appropriate way. 2.5 Successfully manage personal emotions and their effects. 2.6 Give feedback to colleagues in a timely and sensitive way; receive feedback with grace and a willingness to learn. 2.7 Examine and apply ways to actively collaborate in peer mentoring or coaching relationships to strengthen your work together.	
3. Support individual and team spiritual growth	3.1 Express personal faith and support others to express theirs, in an appropriate way for the cultural context. 3.2 Actively commit to personal spiritual growth as a way to contribute to the spiritual life of the team.	
4. Support team and organisational learning	4.1 Track and share personal observations and reflections about programme activities and partner interactions and learning. 4.2 Use action learning tools effectively in team learning activities. 4.3 Seek learning input from those providing additional support to the programme engaging with the programme. 4.4 Identify and apply team learning to make appropriate changes to programme related practices and activities. 4.5 Actively contribute to World Vision (WV) systems and activities designed to ensure team learning is effectively shared and used to inform quality improvements	

Key words in bold and italic are defined on page 2.

- 1 Divide participants into groups by asking them to select a competency that they are particularly interested in. Limit the number in each group so that the group numbers are even.
- 2 Give each group printouts of their competency document, flipchart paper and pens.
- 3 Ask each group to prepare a visual-based flipchart for each competency to present it to the plenary (including elements, behaviours, key words, knowledge, skills, attitudes, strategic importance, links to the Critical Path and possible adaptations).
- 4 Ask participants to consider the following two questions and write the response to each on a post-it note:
 - ▶ At which stage of the Critical Path is this competency required or important?
 - ▶ What does aligning of competencies to the Critical Path tell us about key issues to consider when planning and implementing competency development?

- 5 Teams present their flipcharts to the plenary. They should place their post-it notes at appropriate steps on the Critical Path and share their response to the above two questions.
- 6 Take a few minutes after each team has presented for questions, comments and discussion.

Activity Three: Using competencies to support our work (20 min)

- 1 Regroup participants into functional groups and ask each to prepare a two-minute role play demonstrating how they would use a specific competency in their work.
- 2 Teams present their role plays to the plenary with time for questions, comments and discussion.
- 3 While teams are presenting, create an overarching list of ways that the competencies can be used.

Introducing the competency development cycle

OBJECTIVES

- To understand the steps involved in the competency development cycle
- To understand how the competency development cycle can support capacity building within programme teams

time span

One hour

product

Brief action plan outlining next steps

who facilitates

Designated national office staff member

who participates

National office staff including:

- operations manager
- P&C director
- IPM point person
- IPM learning coordinator
- capacity building manager
- technical roles (as appropriate)
- finance director
- DME staff
- CC coordinator
- sponsorship coordinator (optional)

materials

- large sheets of flipchart paper
- large white cards
- tape or sticky tack
- coloured pens or marker
- copies of the competency development diagram
- coloured pens or marker

preparation

- Review Figure 1 in the *Introduction to the Competency Development Cycle* document.
- Create each element and arrow of the competency development cycle on separate pieces of large paper (four total).
- Create a flipchart with the reflection questions.
- If needed, print out the remaining ICD competency development cycle documents with guidance and tools for the participants.

Overview

This session gives participants an opportunity to understand the steps of the competency development cycle and how it can support the competency development of local level staff in World Vision programmes. This process assists national offices to incorporate and align current national office capacity building approaches and resources with ICD competencies and approaches as needed.



Recommended process

It's helpful for the group to see the overall rhythm of competency development work. Building the competency development cycle together can help the group visualise the entire process and purpose of each element.

- 1 Divide the group and give each small group or pair a print out of the competency development cycle.
- 2 Assign each group one element of the competency development cycle and give them the graphics (element and arrow) for the one they are assigned. Ask them to use the handout to identify the purpose of their assigned element and write the purpose on a card.
- 3 Ask each of the small groups or pairs to post the graphics and purpose of their assigned element of the competency development cycle on a flip chart or on the wall, while reading the purpose.
- 4 Facilitate a discussion using the following questions:
 - ▶ How will using this cycle help us move through a complex process?
 - ▶ How can using this cycle help us merge current capacity building resources with new resources we create or adapt from others?
 - ▶ How will this support a process of continuous improvement?