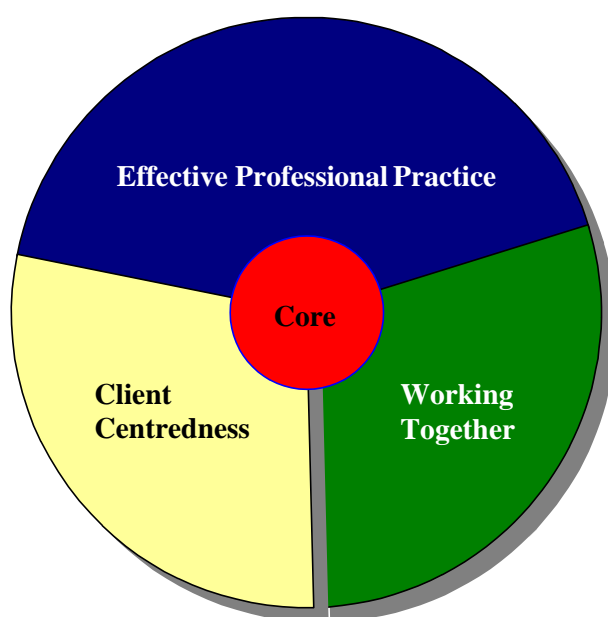


# The Homeless Sector Competency Framework



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## **Part 1:**

### **DESCRIPTION OF THE COMPETENCY FRAMEWORK FOR THE HOMELESS SECTOR**

## **PART 1: DESCRIPTION OF THE COMPETENCY FRAMEWORK FOR THE HOMELESS SECTOR**

### **SECTION 1: THE CONTEXT**

#### **1.1 Introduction**

The Homeless Agency's Learning and Performance (L&P) Network recommended the development of Competency Framework as part of their Strategy for 2005 -2006. It was felt that such a Framework would aid organisations in their selection, support and performance management process. The L&P Strategy stated that a Competency Framework was critical to developing a quality workforce which could meet the needs of homeless people.

Adare HRM was awarded the contract to develop this Framework for the homeless sector and they commenced work on this project in July 2005. Their objective was to create a 'clear menu of competencies' that organisations could use. The project was divided into three stages:

1. **Research and preparation**: this involved gathering data on existing competency frameworks being used in the sector (e.g. TOPSS and Danos) and the facilitation of workshops with a cross section of employees and managers
2. **Design**: this involved analysing the output from the workshops and combining it with knowledge of other frameworks to create a competency framework for the sector. This is detailed below
3. **Communication**: this involved receiving feedback from the Steering group and a cross section of employees and then signing off on the framework. The framework will then be communicated to the sector

#### **1.2 Guiding Principles**

We adhered to the following principles whilst researching and developing the framework:

- To ensure the framework is clear and accessible with a logical structure
- To ensure it provides a comprehensive menu of competencies
- The framework must be relevant to all people who will be affected by the framework
- The behaviours it outlines for each competency must be necessary and appropriate
- The framework should broadly capture the essence of the values of the sector, i.e. have a 'humanistic' dimension
- Its structure should permit, at a later date, a possible linkage to a qualification system such as FETAC or NVQ

## **SECTION 2: DEFINITIONS**

Competency Frameworks can mean different things to different organisations. The Framework which has been designed by Adare HRM is based on the following understanding of the key terms:

### **2.1 Competency**

There are a number of definitions of competencies, however most definitions are variations on two well-established themes:

- Competencies as descriptions of work task, i.e. what a person has to do in a job
- Competencies of behaviour, i.e. how a person does their job

The latter theme is the foundation for the creation of the Competency Framework for this sector and thus the definition which is appropriate to the framework is:

*‘Competencies are critical behaviours that individuals demonstrate when undertaking job-relevant tasks effectively within a given organisational context or sector.’*

### **2.2 Competency Cluster**

A competency cluster is a collection of closely related competencies; usually three to five per cluster.

### **2.3 Definition of a Competency Framework**

A competency framework is the term given to the complete collection of clusters, competencies and behaviours. It is a structure that holds and organises the descriptions of behaviours that apply at all levels for all job functions. It is the vehicle through which the organisation can communicate exactly what behaviours are required for

- the success of each role
- successful delivery of service/support to the user/client
- and for the success of the organisation itself (i.e. achieving its mission)

### **2.4 Glossary of Terms**

The following terms are used throughout the framework and are defined as:

**The individual:** The actual people requiring the service you provide.

**Key people:** Are those people who are key to an individual’s health and social well being. They include family, friends, carers and others with whom the individual has a supportive relationship.

**Others:** Are those other people within and outside your organisation who are necessary in order for you to fulfil your job role.

**Stakeholders:** All those who have a stake or an interest in your organisation and are thus affected by your work.

### **SECTION 3: STRUCTURE OF THE COMPETENCY FRAMEWORK FOR THE HOMELESS SECTOR**

#### **3.1 Core and Role Specific**

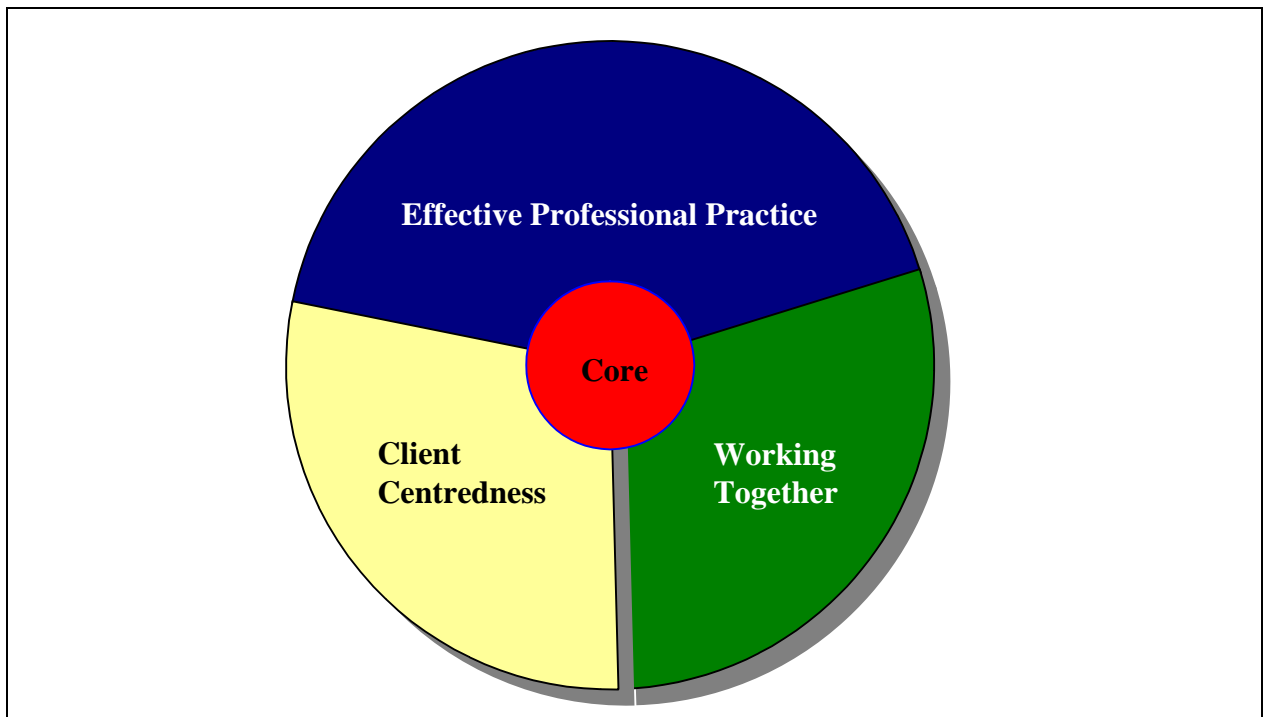
The framework comprises two key areas: core and role specific competencies. Core competencies refer to those behaviours that are essential for everyone working in the sector. Some of these competencies may reflect the values or principles of organisations. Based on research and output from the workshops the recommended core competencies are:

1. Commitment to providing the highest levels of quality service
2. Respect for others
3. Openness to change
4. Practice and professional development
5. Communication
  - a. Oral & aural
  - b. Written
6. Commitment to health & safety

The proposed framework recommends fifteen role specific competencies. These are behaviours that are essential for specific roles or groups of roles. They are organised into three clusters. These are illustrated in Figure 1.



**Figure 1: Competency Framework**



### **3.2 Clusters:**

Figure 1 shows the three clusters, which along with the core competencies comprise the framework. These three clusters are recommended as they broadly capture the essence of each employee's role, regardless of length of service, seniority or organisation. The actual competencies comprising the clusters are role specific and thus may not apply to everyone. In other words the three clusters will be relevant to each role; however some competencies belonging to a particular cluster may not be relevant to that role.

#### ***Cluster 2: Client Centredness:***

This cluster captures those competencies and behaviours that are required to provide a quality service to the individual. Areas such as health and safety, care planning and managing challenging behaviour are covered and the underpinning principles are respecting the individual and helping them to become independent. The specific competencies in this cluster are:

1. Promoting choice, independence, health and well being
2. Contributing to care planning and review for individuals
3. Focusing on outcomes
4. Contributing to the prevention and management of challenging behaviour
5. Contributing to the protection of individuals
6. Advocacy

### ***Cluster 3: Effective Professional Practice:***

This cluster refers to your own practice and the skills that are required to continuously improve and be professional. The cluster competencies are:

1. Professionalism
2. Planning and organising
3. Analysis & problem solving
4. Initiative and taking responsibility

### ***Cluster 4: Working Together***

This cluster organises the competencies relating to your day to day interactions. They outline behaviours relating to building and maintaining relationships between self and team members, between self and subordinates and between self and other external agencies. Many of the competencies outlined in this cluster are also important for working with individuals (e.g. negotiating on their behalf etc). Your attitude and influencing styles are also covered here as they are key to your ability to interact effectively. The competencies in this cluster are therefore:

1. Leadership
2. Influencing and negotiating
3. Resilience and positive outlook
4. Effective team working
5. Developing external relationships

### **3.3 Behaviours**

Each competency is a collection of related behavioural indicators. These are examples of the positive behaviours from our definition of competencies that would be observed when you demonstrate a competency. It is not necessary, or indeed possible, to provide examples of all the behaviours that could be observed within a competency. The behaviours that are included normally indicate the type of behaviour that is expected to be observed.

### **3.4 Behavioural Levels:**

The behavioural indicators within each competency are divided into separate levels to reflect the different degrees of requirement

- **Foundation level:** this is like the threshold level, i.e. the basic level required to do the job. For some roles these represent the behaviours required on entry and for others these behaviours will need to be demonstrated by the role holder within a defined period (such as six or twelve months).

- **Level 1:** describes the same competencies and behaviours but at a more advanced level. Therefore these are relevant to an employee who is proficient in many aspects of their role. For many of the competencies, level 1 behaviours will be required once an employee has greater than one years service.
- **Level 2:** requires a level of expertise that is associated with being in the role for some time and/or operating at a more senior level. For many of the competencies at this level, the employee would have a certain level of decision-making autonomy and is likely to manage staff or mentor staff.

It is important to note that different roles will comprise a hybrid of competencies and the level of behaviours required may differ. For example; you may be required to demonstrate a commitment to health and safety at level two and leadership at level one. It is also important to note that if you are required to demonstrate behaviours at level 1, for example, you are also expected to demonstrate the behaviours outlined at the foundation level for that competency, i.e. each level builds on the behaviours of the previous level.

**Part 2:**

**THE COMPETENCY FRAMEWORK TABLE**

## PART 2: THE COMPETENCY FRAMEWORK TABLE

<p style="text-align: center;"><b>1. Core</b></p> <ul style="list-style-type: none"><li>• <b>Commitment to providing the highest levels of quality service</b></li><li>• <b>Respect for others</b></li><li>• <b>Openness to change</b></li><li>• <b>Practice and professional development</b></li><li>• <b>Communication</b><ul style="list-style-type: none"><li>○ Oral and aural</li><li>○ Written</li></ul></li><li>• <b>Commitment to health &amp; safety</b></li></ul>	<p style="text-align: center;"><b>2. Client Centeredness</b></p> <ul style="list-style-type: none"><li>• <b>Promoting choice, independence, health and well being</b></li><li>• <b>Contributing to care planning and review for individuals</b></li><li>• <b>Focusing on outcomes</b></li><li>• <b>Contributing to the prevention and management of challenging behaviour</b></li><li>• <b>Contributing to the protection of individuals</b></li><li>• <b>Advocacy</b></li></ul>
<p style="text-align: center;"><b>3. Effective Professional Practice</b></p> <ul style="list-style-type: none"><li>• <b>Professionalism</b></li><li>• <b>Planning and organising</b></li><li>• <b>Analysis &amp; problem solving</b></li><li>• <b>Initiative and taking responsibility</b></li></ul>	<p style="text-align: center;"><b>4. Working Together</b></p> <ul style="list-style-type: none"><li>• <b>Leadership</b></li><li>• <b>Influencing and negotiating</b></li><li>• <b>Resilience and positive outlook</b></li><li>• <b>Effective team working</b></li><li>• <b>Developing external relationships</b></li></ul>

## **Part 3:**

### **THE COMPETENCY MENU**

**CLUSTER 1: CORE TO ALL WORKERS**

**Competency 1.1: Commitment to Providing the Highest Level of Service**

**Generic Description:**

- You are committed to providing the highest levels of service
- You integrate the values and principles of best practice within your own work
- You promote the independence of individuals, supporting and relating to them in a way they choose and in line with organisational and legal requirements
- You monitor and review the delivery of service to individuals

Foundation Level	Behaviours
	<ul style="list-style-type: none"> <li>• You seek to provide a service which prioritises meeting the needs and preferences of individuals, supported by the mission and values of your organisation taking account of legal requirements</li> <li>• You continually monitor your own practice for signs of poor practice</li> <li>• You respond to poor practice in others in accordance with agreed organisational and professional procedures</li> <li>• You integrate the values and principles of best practice within your own work and you seek help and advice on values and principles that you are unable to integrate into your practice generally</li> <li>• You identify opportunities in your practice and your organisation for improvement of service and you bring these to the attention of your team/supervisor</li> </ul>
Level 1	Behaviours
	<ul style="list-style-type: none"> <li>• In all your activities you demonstrate the importance of adopting a client centred approach; where the needs and preferences of the individual are recognised and supported by the organisational/sectoral objectives and values</li> <li>• You continually monitor your own practice and that of others with whom you work for signs of poor practice</li> <li>• You demonstrate, through your response to areas of poor practice, the importance of continuous improvement</li> <li>• You encourage others to challenge or question your own practice and respond positively to feedback received</li> <li>• You actively promote the organisation and its service to stakeholders and encourage others to do likewise</li> <li>• You provide, receive and evaluate information that contributes to identifying the needs for service provision and planning future developments</li> <li>• You identify, access, collect and evaluate, with individuals, key people and others within and outside your organisation information about the services provided and how well they are achieving the planned outcomes for individuals</li> <li>• You negotiate and agree with all involved:               <ul style="list-style-type: none"> <li>○ the strengths of the services provided</li> <li>○ identified service deficiencies, unmet needs and proposed changes based on review feedback</li> </ul> </li> </ul>
Level 2	Behaviours
	<ul style="list-style-type: none"> <li>• You build strong working relationships with team members that enables them to confide in you about their own practice, concerns and issues and where practices and procedures need to be challenged or changed</li> <li>• You constructively challenge practices and procedures that need to be improved, changed or eradicated</li> <li>• You work with team members to develop working practices that empower team members, do not discriminate and that encourage them to make constructive suggestions about effective practice and practice that needs improvement</li> <li>• Your actions and behaviour provide a role model of good practice for team working and leadership</li> <li>• You oversee evaluation of the services provided by your organisation and how well they are achieving the planned outcomes for individuals and work with others to propose changes based on review feedback</li> <li>• You demonstrate a commitment to continuous improvement through review of current practices in the light of feedback from individuals and other stakeholders and in the light of best practice</li> </ul>

**CLUSTER 1: CORE**  
**Competency 1.2: Respect for Others**

**Generic Description:**

- You respect the dignity and privacy of individuals
- You ensure your own actions support the equality, diversity, rights and responsibilities of individuals, key people, your colleagues, your staff and any others you come into in the course of your work
- You treat and value each person as an individual; listening to their needs and offering guidance in a non judgmental way

Foundation Level	Behaviours
	<ul style="list-style-type: none"> <li>• You provide active support to enable individuals to participate and manage their own lives</li> <li>• You respect and promote the views and wishes of individuals, key people and others</li> <li>• You assist and give appropriate support to enable individuals to understand and exercise their rights</li> <li>• You respect the individual’s diversity, cultures and values, never discriminating against any individual or condoning discrimination by others</li> <li>• You conduct yourself in such a manner as to ensure a working environment that promotes, respects and upholds the dignity of all staff members and those who you come into contact with in the course of your work</li> </ul>
Level 1	Behaviours
	<ul style="list-style-type: none"> <li>• You contribute to identifying methods and processes that ensure each individual is valued and respected</li> <li>• You work with individuals, key people and others to identify the cultural heritages, backgrounds, personal experiences and beliefs of individuals</li> <li>• You work with individuals and colleagues to identify aspects of the environment, practice and behaviour that are beneficial to creating an inclusive culture for everyone</li> <li>• You respond appropriately where people are found to be excluded</li> <li>• You are committed to ensuring that equality and diversity are promoted within your organisation, for individuals and for staff members and those who may come into contact with your organisation</li> <li>• You work to ensure that the work environment is positive and supportive and that all staff members operate in a way that promotes the dignity and respect of individuals and their colleagues</li> <li>• You seek advice when you are having difficulty promoting equality and diversity</li> <li>• You support others with whom you work, to work in ways that: <ul style="list-style-type: none"> <li>○ recognise and respect individuals’ beliefs and preferences</li> <li>○ take account of individuals’ preferences in everything they do</li> <li>○ acknowledge and respect diversity and difference</li> </ul> </li> <li>• You reflect on, and challenge: <ul style="list-style-type: none"> <li>○ your own assumptions, behaviour and ways of working</li> <li>○ assumptions of others, their behaviour and ways of working</li> <li>○ procedures, practices and information that are discriminatory</li> </ul> </li> </ul>
Level 2	Behaviours
	<ul style="list-style-type: none"> <li>• You contribute, and support colleagues to contribute to developing, maintaining and evaluating systems that respect the rights and interests of individuals</li> <li>• You recognise dilemmas when promoting the rights and responsibilities of individuals and, where possible, develop appropriate solutions</li> <li>• You check that all information in the organisation recognises and promotes equality and diversity of individuals and staff, and take appropriate action with any information that is discriminatory in any way</li> <li>• You contribute, and support colleagues to contribute to developing, maintaining and evaluating systems to ensure that: <ul style="list-style-type: none"> <li>○ each person is treated and valued as an individual</li> <li>○ individuals’ preferences are always taken into account</li> <li>○ equal opportunities are promoted</li> <li>○ individuals’ and key people’s diversity, cultures and values are respected</li> <li>○ the participation, contribution and inclusion of all individuals is promoted</li> <li>○ active support is promoted to enable individuals to participate to the best of their abilities</li> </ul> </li> </ul>



**CLUSTER 1: CORE****Competency 1.3: Openness to Change****Generic Description:**

- You understand that the organisation and sector in which you work is constantly changing and as such you have a personal willingness and ability to adapt to this change
- You understand that different individuals have different needs – some have multiple needs – and you can tailor the service accordingly
- You see the wider context of issues that arise and can adapt your work practices accordingly

Foundation Level	Behaviours
	<ul style="list-style-type: none"> <li>• You respond positively to changes in your practice and in your organisation</li> <li>• You respond positively to changes in individual's needs and preferences</li> <li>• You support changes in your organisation and communicate them positively to others</li> <li>• You identify opportunities for change in line with best practice and/or provide constructively feedback on other proposed changes</li> <li>• You change your viewpoint and/or proactive in the light of changing circumstances or new information</li> <li>• Where possible you assist others; individuals and colleagues to deal with change</li> </ul>
Level 1	Behaviours
	<ul style="list-style-type: none"> <li>• You recognise the need for change and encourage others to do likewise</li> <li>• You are instrumental in bringing about change, in line with the mission of your organisation and best practice</li> <li>• You analyse the situation, practice or system that requires change and propose solutions. This is likely to require involvement of others</li> <li>• You seek authorisation for the proposed solution and implement change, ensuring that those affected are aware of the change and it is within your competence to deliver the change</li> <li>• You bring to the attention of others changes that may be required in their areas</li> <li>• You participate in the communication of change to the organisation</li> </ul>
Level 2	Behaviours
	<ul style="list-style-type: none"> <li>• You effectively highlight the need for change providing leadership and direction throughout the change process</li> <li>• You communicate changes in a clear and positive way, understanding that some people may be fearful of change and require additional support</li> <li>• You actively support individuals to identify and communicate any additional resources, support or expertise they need to adapt to and manage the change</li> <li>• You encourage others to identify opportunities for change in their roles and practices and in organisational policy and service delivery</li> <li>• You help to minimise disruption when implementing changes</li> <li>• You evaluate change by encouraging feedback and building on this to ensure the success of the change</li> <li>• You act as a role model for change</li> </ul>

**CLUSTER 1: CORE**  
**Competency1.4: Practice and Professional Development**

**Generic Description:**

- You demonstrate self awareness: reflecting on and analysing your practice and taking action to develop and enhance your practice
- You take responsibility for your own personal and professional development
- You contribute to the personal and professional development of others

Foundation Level	Behaviours
	<ul style="list-style-type: none"> <li>• You assess how well you carry out your work activities</li> <li>• You identify how your values, belief systems and experiences may affect your work with individuals</li> <li>• You identify any skills, knowledge and support that would help you to carry out your work activities more effectively</li> <li>• With the support of your manager you request any training you may need to gain the new and improved skills and knowledge</li> <li>• You discuss, develop and review, with appropriate people, the usefulness of the new and improved skills and knowledge to your work activities</li> <li>• You support others with whom you work to identify their personal and professional development needs</li> <li>• You understand the importance of the supervision process; you spend time preparing for your supervision and engage in open and honest conversation with your manager/supervisor regarding your role and your development</li> <li>• You seek constructive feedback to enable you to develop your practice, from individuals, key people and others with whom you work or have contact within your work</li> </ul>
Level 1	Behaviours
	<ul style="list-style-type: none"> <li>• You analyse and reflect on what is required for competent, effective and safe practice</li> <li>• You continually monitor, evaluate and reflect on:               <ul style="list-style-type: none"> <li>○ your knowledge and skills</li> <li>○ your attitudes and behaviour</li> <li>○ any experiences and personal beliefs that might affect your work</li> <li>○ how well you practice and what could be improved</li> <li>○ the processes and outcomes from your work</li> </ul> </li> <li>• You take action, with supervision and support, to access development opportunities that will enhance your knowledge and practice</li> <li>• You review the impact of such development opportunities on your work</li> <li>• You challenge poor practice constructively and in ways that support others and promote the use of best practice</li> <li>• You provide constructive feedback to enable others with whom you work to identify how their practice could better meet service and practice needs</li> <li>• You understand your role and responsibilities in the supervision process and you allocate adequate time and preparation to ensure it is a worthwhile and meaningful process for staff</li> </ul>
Level 2	Behaviours
	<ul style="list-style-type: none"> <li>• You identify knowledge and best practice that could impact on your work and inform your practice</li> <li>• You demonstrate accountability and look for it in others</li> <li>• You seek critical and constructive comment about your knowledge and practice from those with whom you work</li> <li>• You regularly monitor, evaluate and reflect on:               <ul style="list-style-type: none"> <li>○ your own knowledge, methods and practice</li> <li>○ the knowledge, methods and practice of others</li> <li>○ your contribution to inter-agency and team working</li> </ul> </li> <li>• You take responsibility for your own personal and professional development, seeking and accessing development opportunities to meet your needs</li> <li>• You provide personal support and act as a role model for others with whom you work, to enable them to identify development needs and develop their knowledge and practice</li> </ul>

**CLUSTER 1: CORE**  
**Competency 1.5a: Communication (oral and aural)**

**Generic Description:**

- You use appropriate interpersonal skills to ensure factual, honest and open communication.
- You actively listen to others and take on board their opinions and needs
- You identify the best forms of communication and tailor communication to individuals with sensitivity and discretion

Foundation Level	Behaviours
	<ul style="list-style-type: none"> <li>• You communicate information in a straightforward and concise manner so that:               <ul style="list-style-type: none"> <li>○ You understand what individuals and key people are trying to convey</li> <li>○ Individuals and key people can understand what you have communicated, and where necessary you seek extra support to ensure that there is understanding on both sides</li> </ul> </li> <li>• You ask appropriate questions to gain consistent and detailed information</li> <li>• You seek information and advice about the individual’s specific communication and language needs and preferences and review your communication skills and methods to ensure they are appropriate to these needs</li> <li>• You have an awareness of the importance which body language plays in the communication process</li> <li>• You ensure that your communication is timely; advising individuals and others of relevant messages at the appropriate time and giving individuals time to understand those messages</li> <li>• You seek additional advice and support for individuals and key people’s questions and concerns that are beyond your competence to deal with</li> <li>• You follow organisational policies regarding confidentiality in communications</li> </ul>
Level 1	Behaviours
	<ul style="list-style-type: none"> <li>• You work with individuals to understand their preferred methods of communication and language and ensure that any specific aids they require are available</li> <li>• You seek information and advice from key people where:               <ul style="list-style-type: none"> <li>○ you have difficulty communicating with individuals using their preferred communication methods and language</li> <li>○ the issues to be communicated are outside your expertise</li> </ul> </li> <li>• You communicate in ways which:               <ul style="list-style-type: none"> <li>○ are sensitive to the individual’s needs, concerns and reactions</li> <li>○ are appropriate to the content and purpose of the communication and coach others on how to do the same</li> </ul> </li> <li>• You encourage individuals to:               <ul style="list-style-type: none"> <li>○ engage with others and to respond appropriately</li> <li>○ express their feelings and emotions in acceptable ways</li> <li>○ overcome barriers to communication</li> </ul> </li> <li>• You communicate both simple and complex ideas to people in a meaningful way and help others to do likewise</li> </ul>
Level 2	Behaviours
	<ul style="list-style-type: none"> <li>• You identify methods and systems to promote effective communication and engagement with individuals and key people</li> <li>• You evaluate and modify communication methods and systems</li> <li>• You exemplify and coach others in good practice in verbal communication; clear, concise and respectful expression with active and patient listening.</li> <li>• You exemplify and coach others on how to work with individuals to understand their preferred methods of communication and language</li> <li>• You exemplify and coach others on how to communicate in ways which:               <ul style="list-style-type: none"> <li>○ are sensitive to the individual’s needs, concerns and reactions</li> <li>○ are appropriate to the content and purpose of the situation</li> </ul> </li> <li>• You promote a high level of communication among all staff</li> <li>• You encourage others to ask questions and express their views</li> </ul>

**CLUSTER 1: CORE**  
**Competency 1.5b: Communication (written)**

**Generic Description**

- You use appropriate interpersonal skills to ensure factual, honest and open communication.
- You identify the best forms of communication and tailor communication to individuals with sensitivity and discretion
- You access and update records and reports ensuring that all information and communications are in compliance with the Data Protection Act (1998) and Freedom of Information Act (1997)

Foundation Level	Behaviours
	<ul style="list-style-type: none"> <li>• You access and complete records according to:               <ul style="list-style-type: none"> <li>○ confidentiality agreements</li> <li>○ legal requirements</li> <li>○ organisational policies, procedures and practices</li> <li>○ the activities you have undertaken</li> </ul> </li> <li>• You record or pass on information about the individual’s needs and preferences, including those about language and communication</li> <li>• You report accurate and factual information to the appropriate people regarding the care of individuals:</li> <li>• Where necessary you seek additional advice and support from your supervisor/appropriate person to deal with any written correspondence (for example letters or emails) that you are unsure about</li> <li>• You ensure the security of access to records and reports according to legal and organisational procedures</li> <li>• You ensure that any written communication (for example faxes, emails and letters) uphold the dignity and respect of individuals, colleagues and others whom you may come into contact with through your work</li> </ul>
Level 1	Behaviours
	<ul style="list-style-type: none"> <li>• You identify and encourage others to identify legal and organisational requirements and procedures for recording and reporting on individuals</li> <li>• You access and update records and reports on your work with the individuals accurately, comprehensively and according to legal, organisational procedures and requirements</li> <li>• You record and report:               <ul style="list-style-type: none"> <li>○ any signs and symptoms that indicate a change in the condition and care needs of the individual and in their support requirements</li> <li>○ any decisions you have made and actions you have taken about the individual’s support needs and condition</li> <li>○ any conflicts that have arisen and actions taken to resolve these</li> </ul> </li> <li>• You involve and support individuals to contribute and understand records and reports concerning them</li> <li>• You ensure the security and access to records and reports are according to confidentiality agreements and legal and organisational procedures</li> </ul>
Level 2	Behaviours
	<ul style="list-style-type: none"> <li>• You exemplify and coach others in good practice in written communications; clear, concise and factually accurate documentation and records</li> <li>• You communicate clearly and concisely to staff members and ensure that they understand the key messages you wish to convey</li> <li>• You identify legal and organisational requirements and procedures for recording and reporting on individuals and ensure that such requirements are reflected in organisational practice</li> <li>• You work with others to ensure the security and access to records and reports are according to confidentiality agreements and legal and organisational procedures</li> </ul>

**CLUSTER 1: CORE**  
**Competency 1.6: Commitment to Health and Safety**

**Generic Description:**

- You promote, monitor and maintain the safety and security of the working environment
- At all times you keep yourself, individuals and others for whom you are responsible safe and secure
- Where possible you take action to prevent emergencies, but when they do arise you take appropriate action to deal with health, safety and environmental emergencies

Foundation Level	Behaviours
	<ul style="list-style-type: none"> <li>• You follow organisational health, safety and security procedures at all times</li> <li>• You seek to eliminate or minimise health and safety risks</li> <li>• You take appropriate action to deal with emergencies and where necessary request the support of another person/s who is qualified to deal with the emergency</li> <li>• You report any health and safety issues in the place you are working that may put yourself or others at risk</li> <li>• You ensure that clear and factual records of any incident are made and reported to the appropriate person/(s)</li> <li>• You take account of individuals needs, wishes, preferences and choices, whilst ensuring the safety of individuals, key people and others when carrying out your work activities</li> <li>• You operate within the limits of your own role and responsibilities in relation to health and safety</li> <li>• Where necessary, you complete health, safety and security records according to legal and organisational requirements</li> </ul>
Level 1	Behaviours
	<ul style="list-style-type: none"> <li>• You identify and work with others to identify, minimise and manage potential risks in the working environment and when undertaking work activities</li> <li>• You monitor work areas and working practices to ensure that they are free from hazards and conform to legal and organisational requirements for health and safety</li> <li>• You follow and support others to understand and follow correct safety procedures, encouraging them to identify and report issues</li> <li>• You take appropriate and immediate action to deal with health and environmental emergencies and incidents summoning assistance immediately where this is necessary</li> <li>• You challenge and help modify any practices which are unsafe and unhealthy</li> <li>• You ensure that staff have access to and knowledge of appropriate health and safety equipment</li> </ul>
Level 2	Behaviours
	<ul style="list-style-type: none"> <li>• You ensure that the people with whom you work are aware of legal and organisational health, safety and security policies, procedures and practices relevant to their work</li> <li>• You contribute to the planning, monitoring and reviewing of policies, systems, procedures and practices to identify, assess and reduce stress and the risk of dangers, harm and abuse to individuals, key people, self, staff and others</li> <li>• You support individuals, key people, staff and others within and outside your organisation to give feedback on health and safety and risk management polices and procedures and to indicate where and how improvements could be made</li> <li>• You act as a role model in promoting health and safety and security</li> <li>• You complete and supervise other staff members in completing records and reports on health, safety and security issues in line with organisational and legal requirements</li> <li>• You take appropriate and immediate action where there is the likelihood of an accident or injury or where emergencies arise to manage the situation</li> </ul>

**CLUSTER 2: Client Centredness**

**Competency 2.1: Promoting Choice, Independence, Health and Well-Being**

**Generic Description:**

- You develop and maintain effective relationships to promote the individual’s choice about their care and well-being
- You provide active support to enable individuals to identify and promote their own health and social well-being and to manage their own lives
- You promote the independence of individuals, taking account of their needs and preferences in everything you do

Foundation Level	Behaviours
	<ul style="list-style-type: none"> <li>• You proactively ask and find out about individual’s needs, wishes and preferences</li> <li>• You work in partnership with individuals, key people and others within and outside the organisation to promote the individuals choice, at all times respecting confidentiality protocols</li> <li>• You honour commitments made to individuals</li> <li>• You support individuals to identify how they want you to carry out work activities on their behalf and you respect individuals’ choices and desire to care for themselves</li> <li>• You provide up-to-date information to support individuals to make informed choices about the care and services they receive</li> <li>• You provide active support that enables individuals to use their strengths and potential</li> <li>• You reinforce positive behavioural goals during your relationships with people</li> <li>• You use services and supports to foster improved well-being, confidence, self-esteem and independence</li> <li>• You are focused on the promotion of well-being and independence and help individual’s to regain/retain/maintain independence and control over their lives</li> <li>• You identify and give information, advice and support about health and well-being that is relevant to the needs of the individuals</li> <li>• You review and help individuals to review the services and supports your organisation has provided for them.</li> </ul>
Level 1	Behaviours
	<ul style="list-style-type: none"> <li>• You encourage and support individuals to examine aspects of their lives and environment that affect their health and well-being and to select positive options to promote their own health and well-being</li> <li>• You support individuals to communicate their views and preferences regarding their current and future health and well-being needs and priorities</li> <li>• You work with individuals to identify the care and support:               <ul style="list-style-type: none"> <li>○ they can and wish to undertake themselves</li> <li>○ that can be provided through the individual’s support networks</li> <li>○ that needs to be provided by yourself and others within and outside your organisation</li> </ul> </li> <li>• You identify opportunities to provide choice to individuals</li> <li>• You promote individual’s rights to comment, complain or make suggestions to ensure choice and well-being</li> <li>• You coach and encourage others to reinforce positive behavioural goals in their relationships with individuals</li> <li>• You advance the individual through services and/or programs to foster independence and well-being to achieve vision of eradicating homelessness</li> </ul>
Level 2	Behaviours
	<ul style="list-style-type: none"> <li>• You support others to provide a service to individuals based on choice, independence and well-being</li> <li>• You provide up-to-date information to support individuals to make informed choices about the care and services they receive and coach others on how to do the same</li> <li>• You suggest and implement improvements to align the service to the needs of individual</li> <li>• You support individuals to communicate their views about their priorities and needs, balancing these views with the rights and responsibilities of key people</li> <li>• You develop solutions to deal with conflicts and dilemmas when promoting the individual’s rights and responsibilities</li> <li>• You confirm that systems and policies are in place which ensure that the sharing of information on individuals between organisations does not breach confidentiality agreements or requirements</li> </ul>

**CLUSTER 2:****Client Centredness****Competency 2.2:****Contributing to Care Planning and Review for Individuals****Generic Description:**

- You contribute to assessing the needs and preferences of individuals
- You support the development and implementation of care plans
- You contribute to reviewing care plans
- You ensure that principles of choice, independence and well being are incorporated into individual care plans

<b>Foundation Level</b>	<b>Behaviours</b>
	<ul style="list-style-type: none"> <li>• You work with your supervisor to identify your own role and responsibilities in assessing the needs and preferences of individuals, in developing and implementing care plans and in reviewing the plans</li> <li>• You work with designated colleagues to access and review information about the individual's needs and preferences and any specific requirements they have</li> <li>• You identify and access any extra support you need to enable individuals to communicate their needs and preferences</li> <li>• You take into account the views of individuals, key people and others when processing information and providing feedback on the individual's health and care needs, their preferences and any associated risks</li> <li>• You support individuals and key people to identify:               <ul style="list-style-type: none"> <li>○ parts of the care plans which best meet the individual's needs and preferences</li> <li>○ parts of the care plans that need changing</li> <li>○ changes to the individual's needs, circumstances and preferences that could affect the care plan and its implementation</li> </ul> </li> </ul>
<b>Level 1</b>	<b>Behaviours</b>
	<ul style="list-style-type: none"> <li>• Where appropriate you participate in inter-disciplinary team working to support individuals and others to plan and implement individualised care plans</li> <li>• You support colleagues to carry out the care plan activities for which they are responsible</li> <li>• You support individuals and key people to identify and communicate:               <ul style="list-style-type: none"> <li>○ the individual's needs and preferences about their care and support</li> <li>○ any risks arising from these</li> </ul> </li> <li>• You contribute to consultations about the development of individuals' care plans taking into account their assessed needs and preferences</li> <li>• You support individuals and key people to understand:               <ul style="list-style-type: none"> <li>○ where the individual's preferences could not be met within the care plan and why</li> <li>○ the arrangements for the implementation of care plans</li> <li>○ how to use procedures to compliment, challenge and complain about the content of the care plan and its implementation</li> </ul> </li> <li>• When implementing the care plan, you observe, record and report to the appropriate people any significant changes to the individual's needs, circumstances and preferences and any risks that may arise from these changes</li> <li>• You work with all involved to identify and implement any changes arising from the impact of the care plan on the health and social well-being of the individual</li> <li>• You contribute to meetings and discussions about revisions to care plans and their implementation</li> <li>• You record and report on the review and revisions of the care plan, within confidentiality agreement and according to your role and responsibilities</li> </ul>
<b>Level 2</b>	<b>Behaviours</b>
	<ul style="list-style-type: none"> <li>• You provide guidance to other staff members on the creation, implementation and review of care plans in line with organisational values and procedures and legal requirements</li> <li>• You assist others where there is where there is conflict regarding their feedback and observations when reviewing the plan</li> <li>• You provide feedback to the appropriate people on the strengths and limitations of the care plan in meeting the assessed and changing needs, circumstances and preferences of individuals</li> <li>• You support individuals and key people to understand how their feedback will be used to inform changes to the care plan</li> </ul>

**CLUSTER 2:****Client Centredness****Competency 2.3:****Focusing on Outcomes****Generic Description:**

- You support individuals to set and meet appropriate goals; thus helping them to retain, regain and develop the skills to manage their lives
- You know what outcomes are important for your work and you focus resources to achieve them
- You assist others with whom you work to set and achieve outcomes

<b>Foundation Level</b>	<b>Behaviours</b>
	<ul style="list-style-type: none"> <li>• You encourage and support individuals to communicate their needs, preferences and beliefs about the skills they require to manage their lives and environment</li> <li>• You provide active support which enables individuals to take as much responsibility as possible for developing new skills, regaining and retaining former skills, and using to the full, current skills and abilities</li> <li>• You agree goals with individuals that will enable them to work at their own pace to acquire, regain and retain skills essential to their daily living</li> <li>• You recognise success and give constructive feedback to individuals</li> <li>• You work with your manager/supervisor to agree appropriate goals and outcomes for your work</li> <li>• You identify possible obstacles or barriers that may prevent or impede the successful achievement of these outcomes</li> <li>• You assist your colleagues to identify appropriate outcomes and to work towards achieving them</li> </ul>
<b>Level 1</b>	<b>Behaviours</b>
	<ul style="list-style-type: none"> <li>• You work with others to identify possible options for individuals and any risks that have to be managed</li> <li>• You support the individuals and key people to identify the individuals' current skills and abilities and how these can be built upon to enable them to manage their lives and environment more effectively</li> <li>• You support individuals and key people to select methods which are most likely to enable them to make progress</li> <li>• You work with individuals, key people and others to assess their progress and highlight where extra support is needed</li> <li>• You work with individuals and others to review the individual's future needs</li> <li>• You set ambitious and challenging goals for yourself and encourage others to do so</li> <li>• You see obstacles as challenges to be overcome</li> <li>• You evaluate your own performance and have your own internal measures of success</li> <li>• You are outcome focused at all times and help others work towards their goals in line with organisational requirements</li> <li>• You provide constructive feedback to your colleagues and always endeavour to reinforce positive outcomes</li> </ul>
<b>Level 2</b>	<b>Behaviours</b>
	<ul style="list-style-type: none"> <li>• You demonstrate a clear understanding of all the factors affecting improvement of outcomes within the organisation</li> <li>• You initiate actions to optimise resources for the achievement of improved results</li> <li>• You set challenging goals for yourself and others that will significantly improve service provision and efficiency in your organisation</li> <li>• You coach and demonstrate to other staff how to support individuals to identify and communicate their needs and priorities in terms of the skills they need to manage their lives</li> <li>• You identify skills that need to be developed for which individuals would need additional and/or specialist support</li> <li>• You support individuals to carry out activities in ways that promote the safety, involvement and confidence of individuals, adhering to any cultural and spiritual beliefs and preferences</li> <li>• You work with individuals, key people and others to agree the criteria for evaluating the effectiveness of the activity and methods used</li> <li>• You work with others to ensure a co-ordinated approach is used to identify and meet the individuals' short, medium and long term needs</li> <li>• You record and report on actions, processes and outcomes, within confidentiality agreements and according to legal and organisational requirements</li> </ul>



**CLUSTER 2: Client Centredness**  
**Competency 2.4: Contributing to the Prevention and Management of Challenging Behaviour**

**Generic Description:**

- You support individuals to identify the reasons and causes for, and the consequences of, their behaviour
- You work with individuals to agree ways to manage their behaviour
- You support individuals to evaluate actions to manage behaviour

Foundation Level	Behaviours
	<ul style="list-style-type: none"> <li>• You seeks to identify the signs of challenging behaviour as early as possible and take appropriate action</li> <li>• You maintain a calm, reassuring and professional attitude towards those presenting challenging behaviour</li> <li>• You communicate with those presenting challenging behaviour in a way that:               <ul style="list-style-type: none"> <li>○ shows respect for them, their property and their rights</li> <li>○ is free from discrimination and oppressive behaviour</li> </ul> </li> <li>• You keep the situation under review and act appropriately which ensures the immediate safety of:               <ul style="list-style-type: none"> <li>○ yourself</li> <li>○ other persons in the vicinity</li> <li>○ the individual</li> </ul> </li> <li>• You take constructive action to defuse the situation which will not make the situation worse and is consistent with your organisation’s policy and procedures and your legal responsibilities</li> <li>• Where you are unable to calm the situation down you request assistance promptly if it is appropriate and feasible</li> <li>• You follow organisational health and safety procedures at all times when managing challenging behaviour</li> </ul>
Level 1	Behaviours
	<ul style="list-style-type: none"> <li>• You work with individuals, key people and others within and outside your organisation to:               <ul style="list-style-type: none"> <li>○ examine the reasons why individuals behave in particular ways</li> <li>○ identify situations, events, environments, actions, people, and the behaviour of others that might cause the behaviour</li> </ul> </li> <li>• You ensure that your own behaviour and actions do not lead to situations that contribute to the behaviour in individuals</li> <li>• You support individuals to:               <ul style="list-style-type: none"> <li>○ explore and communicate their feelings about their behaviour</li> <li>○ identify how they can overcome or avoid situations that may cause the behaviour</li> <li>○ recognise and understand the consequences of their behaviour</li> <li>○ understand the affects of their behaviour on others</li> <li>○ understand why the behaviour is unacceptable to others</li> </ul> </li> <li>• You support individuals to understand what might happen and the actions that would have to be taken, if they behave in ways that are:               <ul style="list-style-type: none"> <li>○ unacceptable to your organisation’s policies and procedures</li> <li>○ outside the law</li> </ul> </li> <li>• You support individuals to seek and acquire specialist support to help them understand and deal with their behaviour and the reasons for it</li> <li>• You seek additional support for yourself, to enable you to work effectively with individuals who have challenging behaviour</li> </ul>
Level 2	Behaviours
	<ul style="list-style-type: none"> <li>• You provide active support to enable individuals to identify, plan and ensure that they carry out the plans that will help them to prevent, modify and control unacceptable behaviour</li> <li>• You work and coach others to work with individuals to find alternative ways to deal with and avoid</li> </ul>

	<p>situations, events, environments, actions, people and behaviour of others that lead to the behaviour</p> <ul style="list-style-type: none"><li>• You support individuals to:<ul style="list-style-type: none"><li>○ achieve goals and boundaries for their behaviour</li><li>○ review whether the goals and boundaries are being achieved</li><li>○ review whether the goals and boundaries are helpful in dealing with behaviour</li></ul></li><li>• You seek additional support, expertise and specialist help when the management of the individuals' behaviour is outside your scope of experience to deal with</li><li>• You record and report on processes and outcomes:<ul style="list-style-type: none"><li>○ within required timescales</li><li>○ within confidentiality agreements</li><li>○ according to legal and organisational requirements</li></ul></li></ul>
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**CLUSTER 2: Client Centredness**  
**Competency 2.5: Contributing to the Protection of all Individuals**

**Generic Description:**

- You develop trust with individuals and key people so that they are able to raise and communicate concerns about actual or likely danger
- You assist in the protection of individuals in ways that avoid putting yourself and others at unnecessary risk
- You always act within confidentiality agreements and according to legal and organisational requirements

Foundation Level	Behaviours
	<ul style="list-style-type: none"> <li>• You seek and acquire information about:               <ul style="list-style-type: none"> <li>○ assessment of individuals in relation to actual or likely danger, harm and abuse</li> <li>○ the individual’s preferences, abilities and support to cope with actual or likely danger, harm and abuse</li> <li>○ your specific role in protecting the individuals from actual or likely danger, harm and abuse</li> </ul> </li> <li>• You develop trust with individuals and key people so that they are able to raise and communicate concerns about actual or likely danger, harm and abuse to themselves and others</li> <li>• You respond to situations and behaviour in ways that avoid putting yourself and others at unnecessary risk</li> <li>• You promptly alert appropriate people and organisations when you discover or suspect individuals and others who are in danger</li> <li>• You complete risk assessments for each client in line with organisational and health and safety procedures</li> </ul> <p>You record and report the specific activities that you have carried out to protect individuals and others from danger, harm or abuse, within confidentiality agreements and according to legal and organisational requirements</p> <ul style="list-style-type: none"> <li>○ You seek advice, information, guidance and specialist support when you are unable to provide the support needed for the protection of individuals, key people and staff</li> </ul>
Level 1	Behaviours
	<ul style="list-style-type: none"> <li>• You use all available information to identify the risks of actual and likely danger, harm and abuse for individuals, key people and others with whom you work</li> <li>• You ensure that               <ul style="list-style-type: none"> <li>○ your own practice and actions are sensitive to situations, issues and behaviour that may lead to the danger, harm and abuse of individuals and key people</li> <li>○ you provide necessary protection for individuals, balancing their rights and those of key people, and taking account of any restrictions placed upon anyone</li> <li>○ you recognise and challenge dangerous, abusive, discriminatory or exploitative behaviour appropriately</li> </ul> </li> <li>• You recognise and encourage others to recognise the signs and symptoms of danger, harm and abuse and use your organisation’s systems and procedures to report these</li> <li>• You respond appropriately to disclosures of risk of danger, harm and abuse, avoiding actions that could adversely affect the use of evidence in future investigations and court</li> <li>• You complete accurate, timed and dated records and reports, on suspicions of danger, harm and abuse</li> </ul>
Level 2	Behaviours
	<ul style="list-style-type: none"> <li>• You support individuals to:               <ul style="list-style-type: none"> <li>○ communicate their fears and knowledge of risks, situations, events and personal crises that might result in danger or harm</li> <li>○ identify, agree and use approaches to manage risks and protect themselves from danger, harm and abuse</li> </ul> </li> <li>• You agree, with individuals and key people, the procedures to follow when situations, events and behaviour occur that could lead to danger and abuse of themselves, key people and others</li> <li>• You identify and defuse, where possible and safe, situations that might result in danger or harm to individuals, key people and others</li> <li>• You ensure that you and those with whom you work can access and understand information about:               <ul style="list-style-type: none"> <li>○ the legal and organisational requirements for the protection of individuals, key people, themselves and others</li> <li>○ how to deal with, record and report on incidents of possible and actual danger</li> </ul> </li> <li>• You observe, challenge and report on unsafe practice</li> </ul>

**CLUSTER 2: Client Centredness**

**Competency 2.6: Advocacy**

**Generic Description:**

- You support individuals to identify their needs and access relevant services
- You advocate with and on behalf of individuals, according to their needs and wishes
- You provide support to the individual to self-advocate
- You use balanced judgement to decide when to advocate for the individual and when to encourage the individual to self-advocate.

Foundation Level	Behaviours
	<ul style="list-style-type: none"> <li>• You seek advice and support from the appropriate people and organisations when you are unsure of how best to support the individual’s wishes</li> <li>• You support individuals to identify and access information to enable them to represent their own needs and wishes</li> <li>• You support individuals to plan, prepare and present their needs and wishes</li> </ul>
Level 1	Behaviours
	<ul style="list-style-type: none"> <li>• You identify, with individuals, the needs and preferences they want you to present on their behalf</li> <li>• You ensure that neither you nor the individuals will be compromised by your working on their behalf and that any information you communicate on their behalf is correct</li> <li>• You prepare a case that represents the best interests of the individuals, ensuring that the case represents their views and preferences</li> <li>• You support individuals to self advocate:               <ul style="list-style-type: none"> <li>○ identify and communicate their needs and wishes and any information that would help them to present these</li> <li>○ enable and support them to decide the outcomes they want to achieve</li> <li>○ identify and communicate what information they have about their present situation and where there are gaps</li> </ul> </li> </ul>
Level 2	Behaviours
	<ul style="list-style-type: none"> <li>• You assist other staff members to support individuals in identifying advocacy needs</li> <li>• You work with individuals to identify possible areas of conflict between themselves and their potential advocates</li> <li>• You identify methods, gather sufficient information, and evaluate key points that will allow you to prepare a case for advocacy</li> <li>• You prepare a case that represents the best interests of the individuals, families, carers, groups and communities</li> <li>• You communicate outcomes from the advocacy in a way that can be understood</li> <li>• You identify blockages that may exist in advocacy services or processes, you proactively highlight the issues and seek solutions</li> <li>• You record the processes and outcomes from the advocacy according to legal and organisational procedures and practices</li> </ul>

## CLUSTER 3: Effective Professional Practice

### Competency 3.1: Professionalism

#### Generic Description:

- You are committed to and always act in accordance with organisational protocol, policies and procedures and also legislation
- You are straightforward in your dealings with individuals and colleagues, always acting with integrity and honesty
- You act in ways that promote the individual's confidence in you

Foundation Level	Behaviours
	<ul style="list-style-type: none"> <li>• You ensure that you do not act in any way that may make individuals feel inferior</li> <li>• You are honest, trustworthy, reliable and dependable</li> <li>• You communicate in appropriate, open, accurate and straightforward ways</li> <li>• You maintain clear, accurate, factual and up-to-date records</li> <li>• You have a clear understanding of the confines of confidentiality, disclosing information only to those who have the right and need to know</li> <li>• You honour your work commitments and when this is not possible, explain why</li> <li>• You are aware of and understand the boundaries of your role and responsibilities</li> <li>• You know when to ask for help</li> </ul>
Level 1	Behaviours
	<ul style="list-style-type: none"> <li>• You work, and support colleagues to work in ways that are consistent with the law, regulation and organisational requirements</li> <li>• You recognise, and demonstrate to colleagues through your practice, the influence your job role and responsibilities may bring and how to use such influence sensitively and responsibly</li> <li>• You demonstrate that you are honest, trustworthy, reliable and dependable and support colleagues to do the same</li> <li>• You ensure that you honour your work commitments and support colleagues to do the same</li> <li>• You ensure the confidentiality of information and record and report on your work within confidentiality agreements and according to legal and organisational requirements</li> </ul>
Level 2	Behaviours
	<ul style="list-style-type: none"> <li>• You encourage your colleagues and staff to seek assistance when experiencing difficulty in any aspect of their work</li> <li>• You communicate and support colleagues and others to communicate in appropriate, open, accurate and straightforward ways</li> <li>• You contribute to the development, maintenance and evaluation of systems that:               <ul style="list-style-type: none"> <li>○ enable individuals, key people and others from within and outside your organisation to understand your organisation's policies and procedures</li> <li>○ ensure individuals' rights to confidentiality of information are maintained,</li> <li>○ enable you and others to reflect on, and challenge assumptions and ways of working</li> </ul> </li> </ul>

**CLUSTER 3: Effective Professional Practice****Competency 3.2: Planning and Organising****Generic Description:**

- You identify and organise your time to enable you to complete your workload
- You plan and prioritise your workload effectively
- You handle any unforeseen circumstances

Foundation Level	Behaviours
	<ul style="list-style-type: none"> <li>• You schedule each day's activities to use time effectively</li> <li>• You agree with appropriate people: <ul style="list-style-type: none"> <li>○ the activities to be undertaken</li> <li>○ how often, and when you are required to carry out your work activities</li> <li>○ the time that has been allowed for the work activities</li> </ul> </li> <li>• You organise your time to enable you to complete work activities according to legal and organisational requirements and to meet individuals' needs and preferences</li> <li>• You report on any difficulties you have had in completing your work activities within the allotted timescales and according to individual's needs and preferences</li> <li>• You raise these difficulties with the appropriate person</li> <li>• You balance your own duties and responsibilities with the individual's needs and preferences</li> </ul>
Level 1	Behaviours
	<ul style="list-style-type: none"> <li>• You create comprehensive plans which deliver on specific objectives</li> <li>• You identify, to the best of your competence, the resources required to achieve the plans</li> <li>• You think ahead and attempt to identify potential problems and factors which may arise, raising these with the appropriate person or addressing the issues</li> <li>• You plan ahead for meetings and busy periods</li> <li>• You set realistic timescales and monitor the progress of plans</li> </ul>
Level 2	Behaviours
	<ul style="list-style-type: none"> <li>• You develop high level plans for your own area of responsibility, ensuring input from appropriate parties</li> <li>• You communicate those plans to those team members affected by them</li> <li>• You pro-actively raise deviations (actual or potential) from the plan with appropriate personnel and work to find ways to address these</li> <li>• You coach others on effectively planning and organising their workload ensuring they take account of individual's preferences in line with organisation and legal requirements</li> <li>• You know when to be detail oriented and when to take a wider perspective</li> <li>• You help resolve conflicts which may arise as staff endeavour to balance their own duties and responsibilities with the individual's needs and preferences</li> </ul>

**CLUSTER 3: Effective Professional Practice****Competency 3.3: Analysis and Problem Solving****Generic Description:**

- You analyse information accurately and draw appropriate solutions
- You ensure that you have sufficient knowledge to make an informed decision, always thinking before you act
- You look outside of traditional solutions when appropriate

Foundation Level	Behaviours
	<ul style="list-style-type: none"> <li>• You break problems down into simple and logical steps</li> <li>• You analyse the information to hand accurately and /or seek additional information to enable you to draw an appropriate conclusion</li> <li>• You articulate both sides of solution - sees pros and cons</li> <li>• You make decisions based on:               <ul style="list-style-type: none"> <li>○ factual information</li> <li>○ individual needs and preferences</li> <li>○ the requirements of your role</li> <li>○ organisational and legal requirements</li> </ul> </li> <li>• You make decisions following an analysis of all the available options</li> <li>• You spot potential difficulties in solutions and bring these to the attention of the appropriate people</li> </ul>
Level 1	Behaviours
	<ul style="list-style-type: none"> <li>• You identify the key issues in ambiguous information or complicated situations</li> <li>• You identify potential obstacles or barriers that may impede/prevent a particular solution or course of action and you take the appropriate steps to overcome/address these</li> <li>• Where possible you generate new insights and a range of workable solutions to understanding such situations</li> <li>• You consider the situation from a number of angles before drawing conclusions or offering recommendations</li> <li>• You obtain specialist assistance where you are unable to make a reasonable judgement</li> <li>• You help others to identify, analyse and select options by demonstrating such behaviour and providing the space and time for them to do so</li> <li>• You provide feedback in an accessible form to individuals, key people and others ensuring that decisions, judgements, explanations and recommendations are documented</li> </ul>
Level 2	Behaviours
	<ul style="list-style-type: none"> <li>• You objectively evaluate all information presented along with individual wishes and preferences and organisational and legal requirements to make decisions and you coach and encourage others to do the same</li> <li>• You create order out of information that may come from unrelated areas by finding the key links between these areas</li> <li>• You carefully assess the risks and sensitivities in making certain decisions and discuss these with appropriate people and respecting confidentiality requirements</li> <li>• You declare any interests that may affect your judgement and watch for interests that may be affecting the judgements of others</li> <li>• You create opportunities or overcome obstacles by rethinking or re-conceptualising practices or procedures</li> <li>• You encourage problem solving behaviour in teams and give positive feedback when such behaviour is demonstrated</li> </ul>

**CLUSTER 3: Effective Professional Practice****Competency 3.4: Initiative and taking Responsibility****Generic Description:**

- You are self motivated; using your own initiative confidently and with balanced judgement in your practice
- You take responsibility and are accountable for your actions
- You push for change when you believe it will contribute to the provision of a better quality of service

<b>Foundation Level</b>	<b>Behaviours</b>
	<ul style="list-style-type: none"> <li>• You are committed to using your own initiative in your practice; to help improve your practice and to improve the service that is delivered to individuals</li> <li>• You spot things that need to be done and do them without having to be asked, assuming they are within your level of competence</li> <li>• You identify potential problems and take appropriate action or bring the problems to the attention of your supervisor</li> <li>• You take responsibility for your actions and for honouring your work commitments</li> <li>• You show persistence and make the most of opportunities presented</li> <li>• You act on your own initiative to resolve issues quickly and decisively. Any action should be within your level of competence otherwise you seek assistance from the appropriate person</li> </ul>
<b>Level 1</b>	<b>Behaviours</b>
	<ul style="list-style-type: none"> <li>• You encourage others to use their own initiative by acting as a role model in this regard and giving positive feedback when such behaviour is demonstrated</li> <li>• You highlight areas where improvements are required and recommend and implement the appropriate course of action</li> <li>• You anticipate and prepare for future opportunities and immediately act on them as they arise</li> <li>• You look outside your organisation to see if practice in other organisations could help improve practice in your own</li> <li>• Where appropriate you act with minimal supervision and resolve issues quickly and decisively. However you know when to seek assistance from others</li> <li>• You take action to overcome obstacles or barriers before they have an impact</li> </ul>
<b>Level 2</b>	<b>Behaviours</b>
	<ul style="list-style-type: none"> <li>• You encourage and coach others on how to use their own initiative</li> <li>• You demonstrate accountability and look for it in others</li> <li>• You work towards self imposed standards of excellence and high quality service</li> <li>• You know how to focus on important issues and to recognise and seize opportunities</li> <li>• You act quickly, decisively and calmly in a crisis</li> <li>• You constantly use your own initiative to make recommendation for change which would improve the quality of service to the individual</li> <li>• You are quick to identify what needs to be done and you help others do likewise</li> <li>• You take action to address difficult or sensitive issues in line with the values of the organisation</li> </ul>



**CLUSTER 4:****Working Together****Competency 4.1:****Leadership****Generic Description:**

- You communicate a compelling vision and motivate and empower others to work towards it
- You develop and demonstrate a leadership style that promotes a culture of openness and participation
- You lead by example – demonstrating through your own behaviour a clear sense of values

Foundation Level	Behaviours
	<ul style="list-style-type: none"> <li>• Where required you play a leadership role within the group, helping to co-ordinate group efforts and ensuring the completion of tasks</li> <li>• You establish working relationships with team members that builds trust and confidence in you</li> <li>• You develop relationships that ensure the participation of all team members</li> <li>• You ensure that you carry out your own role and responsibilities effectively</li> <li>• You understand that you may at times have more knowledge or expertise than others and you are committed to sharing appropriate information and knowledge with them</li> <li>• At all times you seek the input and involvement of others</li> </ul>
Level 1	Behaviours
	<ul style="list-style-type: none"> <li>• You evaluate your own leadership style and abilities, identifying strengths and areas where development is required and ensure access to supervision and support for development</li> <li>• You consult with staff and relevant others on the vision, objectives and working methods for the provision of a high quality service</li> <li>• You implement and communicate the vision (in an understandable format) and how it can be achieved to staff and all relevant stakeholders</li> <li>• You establish working relationships with your team that: <ul style="list-style-type: none"> <li>○ builds trust and confidence in your abilities as a leader and their abilities to work effectively in their individual roles and as members of the team</li> <li>○ enables them to confide in you about their own practice, concerns and issues and where practices and procedures need to be challenged or changed</li> <li>○ enables you constructively to challenge practices and procedures that need to be improved, changed or eradicated</li> </ul> </li> <li>• You identify the strengths and areas needing development of team members</li> <li>• You work with team members to identify their roles and responsibilities in line with the overall objectives/aims of the team and organisation</li> <li>• You identify and provide support and advice for team members when they are carrying out their work activities, roles and responsibilities and also when they are having difficulties</li> <li>• You meet regularly with the team and team members individually to review the effectiveness of individual work activities, roles and responsibilities in enhancing the health and well-being of individuals</li> <li>• You provide individual and team feedback in an environment, form and manner that is most likely to maintain and improve performance and which respects team members and the need for confidentiality</li> </ul>
Level 2	Behaviours
	<ul style="list-style-type: none"> <li>• You promote a compelling vision that generates support and commitment among staff</li> <li>• You use effective leadership to organise and manage staff in a way that delivers the best possible service to the individual</li> <li>• You work with team members to develop working practices that empower team members, do not discriminate and that encourage them to make constructive suggestions about effective practice and practice that needs improvement</li> <li>• You identify the potential for conflict and deal fairly and appropriately with conflict within the team</li> <li>• You establish an open and safe environment in which good practice is developed and maintained and where poor practice is challenged</li> <li>• You provide clear guidance for, and demonstrate in practice, appropriate personal and professional boundaries between individuals and staff, between staff, and between self and staff</li> <li>• You ensure that staff from within and outside your organisation are aware of the practice and procedures when working with complex issues, ethical dilemmas and conflicts</li> <li>• You are committed to promoting a positive and trusting work environment for all staff</li> </ul>

**CLUSTER 4: Working Together****Competency 4.2: Influencing and Negotiating****Generic Description:**

- You present yourself positively to others
- You create and prepare strategies for influencing and negotiating
- You are assertive in negotiating and convincing others on issues

Foundation Level	Behaviours
	<ul style="list-style-type: none"> <li>• You present yourself positively, communicating confidently and with enthusiasm</li> <li>• Where appropriate, you present your views and opinions which are based on factual information</li> <li>• You take time to consider, in advance, any important messages you have to deliver</li> <li>• You focus on the key benefits and strengths of your message to get your points across</li> <li>• You handle objections in a calm and constructive manner</li> <li>• You seek assistance or support from others where you are put in a situation that requires you to negotiate and which you feel is beyond your level of competence or outside your normal role and responsibilities</li> </ul>
Level 1	Behaviours
	<ul style="list-style-type: none"> <li>• You research and consider what is likely to influence a particular audience and adopt an appropriate style</li> <li>• You understand how your style and behaviour influences others</li> <li>• You encourage contributions from others to help build ownership</li> <li>• You ask others for their reaction to gauge their level of buy in</li> <li>• You influence others to build support in a group or team setting</li> <li>• You ensure that conversations remain objective and focused on the issue/s to be resolved</li> <li>• When negotiating you state your position and needs clearly, backing them up with examples and facts and listen to the views and opinions of others</li> <li>• You assertively outline the benefits of your proposal and reinforce your key messages</li> <li>• At all times you operate within the boundaries of your role, respecting the dignity of others and organisational and legal requirements</li> </ul>
Level 2	Behaviours
	<ul style="list-style-type: none"> <li>• You carefully consider the influencing strategies required to lead or direct a group to reach a goal or effect change</li> <li>• You influence both within your organisation and within the networks and partnerships in which you are involved</li> <li>• You communicate and present your key messages assertively and concisely, checking your audiences understanding and encouraging contributions from others</li> <li>• Where there is resistance to your ideas and messages you explore the underlying reasons and help others to understand them</li> <li>• You ensure that conversations remain objective and focused on the issue/s to be resolved</li> <li>• You ensure that each party has an opportunity to make their case, in conflict situations</li> <li>• You encourage and coach others on how to use exercise effective influencing and negotiating skills, by exemplifying skills in this area, providing constructive feedback to others and helping to define the parameters in which one can exercise such skills</li> </ul>

**CLUSTER 4: Working Together****Competency 4.3: Resilience and Positive Outlook****Generic Description:**

- You maintain a positive outlook even in the face of set backs or pressure and help others to do likewise
- You persist until objectives are reached
- You remain calm under pressure

Foundation Level	Behaviours
	<p>You display/act with energy and enthusiasm, seeing challenges as opportunities and helping others to maintain an optimistic outlook</p> <p>You express your own ideas openly and encourage others to do the same</p> <p>You are not afraid of admitting that you do not know how to perform or achieve a particular objective</p> <p>You learn from each experience and share your learning with others</p> <p>You receive constructive feedback positively and ask for feedback when you believe it is not forthcoming</p> <p>You stick with problems until they are resolved and encourage others to do likewise</p> <p>You help individuals who may have experienced a setback in their progress not to feel discouraged and to focus on areas where improvements have taken place</p> <p>You remain calm even in difficult situations</p>
Level 1	Behaviours
	<ul style="list-style-type: none"> <li>• You take stand on important issues in face of opposition</li> <li>• You maintain objectivity and a calm approach when under severe pressure</li> <li>• You persist with objectives over the long term and keep setbacks in perspective</li> <li>• You help others to remain calm and focused on the problem at hand</li> <li>• You help your colleagues, team members and individuals to remain optimistic in the face of set backs and/or pressure</li> <li>• You identify and provide support and advice for team members when you believe they may be stressed or discouraged</li> </ul>
Level 2	Behaviours
	<ul style="list-style-type: none"> <li>• You work to promote a positive attitude throughout the organisation</li> <li>• You encourage colleagues to help individuals identify their strengths and focus on their progress, despite any setbacks which may have occurred</li> <li>• You provide support to colleagues who may be experiencing stress or discouragement and encourage team members to support each other</li> <li>• You endeavour to recognise the symptoms of stress or burn-out in colleagues even when they are unaware and you provide support in a sensitive and practical manner</li> </ul>

**CLUSTER 4: Working Together****Competency 4.4: Effective Team Working****Generic Description:**

- You carry out your agreed role and responsibilities within the team
- You help to create sense of team spirit through encouraging others, providing support and offering constructive feedback
- You balance personal objectives with those of the team

Foundation Level	Behaviours
	<ul style="list-style-type: none"> <li>• You work with others within the team to identify, agree and clarify:               <ul style="list-style-type: none"> <li>○ your role and responsibilities</li> <li>○ the roles and responsibilities of other team members</li> <li>○ how your role and responsibilities contribute to the overall objectives and purpose of the team</li> </ul> </li> <li>• You evaluate and use feedback from others constructively</li> <li>• You share information which would be of benefit to others, within legal and organisational requirements</li> <li>• You contribute to the establishment of lasting working relationships</li> <li>• You offer supportive and constructive assistance to team members</li> <li>• You complete your commitments to other team members effectively and according to overall work priorities or where you cannot complete any commitments with timescales specified you immediately inform appropriate team members</li> <li>• You present suggestions and offer ideas and information to benefit team members and improve team working</li> </ul>
Level 1	Behaviours
	<ul style="list-style-type: none"> <li>• You acknowledge and take account of team member's views and opinions, communicating constructively, fairly and inclusively.</li> <li>• You identify and encourage good team practice; praising the team member for successes, helping team members that need support, challenging negative behaviour and handling any interventions appropriately and with sensitivity</li> <li>• You support effective group dynamics, handling team issues and conflicts constructively</li> <li>• You report issues that you cannot resolve to the appropriate people</li> <li>• You ensure that working practices are carried out as agreed by the team</li> <li>• You contribute to developing a team environment which is trusting and supportive</li> </ul>
Level 2	Behaviours
	<ul style="list-style-type: none"> <li>• You develop relationships that ensure the participation of all team members</li> <li>• You work with team members to develop working practices that empower team members, do not discriminate and that encourage them to make constructive suggestions about effective practice and practice that needs improvement</li> <li>• You sensitively and fairly develop individual and team practice that needs improvement</li> <li>• You identify the potential for conflict and deal fairly and appropriately with conflict within the team</li> <li>• You seek constructive feedback about your own role within the team</li> <li>• Your actions and behaviour provide a role model of good practice for team working and leadership</li> <li>• You ensure that you carry out your own role and responsibilities effectively</li> <li>• You support team members to identify and agree work activities, roles and responsibilities that:               <ul style="list-style-type: none"> <li>○ make the best use of resources and the abilities of team members</li> <li>○ are consistent with your team's objectives, policies and values of your organisation</li> </ul> </li> <li>• You identify and provide support and advice for team members when they are:               <ul style="list-style-type: none"> <li>○ carrying out their work activities, roles and responsibilities</li> <li>○ stressed and distressed</li> <li>○ having difficulty carrying out their work activities, roles and responsibility</li> </ul> </li> <li>• You meet regularly with the team and team members individually to review the effectiveness of individual work activities, roles and responsibilities in enhancing the health and well-being of individuals and key people</li> <li>• You provide individual and team feedback in an environment, form and manner that is most likely to maintain and improve performance and which respects team members and the need for confidentiality.</li> </ul>

**CLUSTER 4: Working Together****Competency 4.5 Developing External Relationships****Generic Description:**

- You develop and maintain effective working relationships with agencies, community networks and partnerships
- You maximise the potential for effective working across agency to benefit the individual
- You promote your organisation and its service to stakeholders

Foundation Level	Behaviours
	<ul style="list-style-type: none"> <li>• You are committed to building good working relationships with agencies, community networks and partnerships</li> <li>• You portray a positive and professional image of your organisation</li> <li>• You participate, where appropriate in partnerships and community networks</li> <li>• You are committed to sharing information between professionals, where confidentiality is respected, which is crucial to person centred care</li> <li>• Where appropriate you participate in relevant interagency training</li> <li>• You demonstrate an openness for learning from other agencies and organisations</li> <li>• You ensure that any activities you engage in with other agencies or organisations value and respect individuals and promote inclusiveness</li> </ul>
Level 1	Behaviours
	<ul style="list-style-type: none"> <li>• In collaboration with others, you identify opportunities for working with agencies, networks and partnerships which are of benefit to all parties and the individual</li> <li>• You investigate and liaise with agencies, networks and partnerships to which you could contribute and to identify how you might be involved and the contribution you could make</li> <li>• Where appropriate you identify community networks that would value and welcome your contribution, experience and expertise</li> <li>• You identify areas where community networks and partnerships could inform and support practice</li> <li>• You develop and sustain arrangements for best practice in joint working between workers and agencies</li> <li>• You are able to manage any conflict which may arise and work collaboratively in the interests of the individual</li> <li>• You identify opportunities to promote your organisation and its services to stakeholders and recommend communication strategies in line with organisational and legal requirements</li> </ul>
Level 2	Behaviours
	<ul style="list-style-type: none"> <li>• You act as a role model for promoting your organisation and working with other groups to inform your organisational practice and provide a better service to individuals</li> <li>• You work collaboratively with those within and outside your organisation to identify areas of practice that could be supported by community networks and partnerships</li> <li>• You promote the value of collaborative working to all who may be involved in the public collaboration</li> <li>• Where appropriate you contribute to running and evaluating community networks and partnerships ensuring that they: <ul style="list-style-type: none"> <li>○ are run in ways that value and respect individuals and the group</li> <li>○ do not discriminate in their own working practices and against other groups and networks</li> <li>○ promote inclusiveness and empowering ways of working within communities</li> </ul> </li> <li>• You support networks and partnerships to evaluate their: <ul style="list-style-type: none"> <li>○ strengths</li> <li>○ weaknesses</li> <li>○ potential areas of development</li> <li>○ activities</li> </ul> and to make changes to structures and practices to make them more effective </li> <li>• You identify opportunities to promote your organisation and its services to stakeholders and select those which offer the best possibility of communicating key messages within the resources available</li> <li>• You communicate key messages promptly in response to a crisis</li> <li>• You evaluate the effectiveness of promotional activities and take appropriate action to improve your promotional plans and activities in the light of the results of the evaluation</li> </ul>

## Competency Framework for the Homeless Sector

*Competencies are critical behaviours that individuals demonstrate when undertaking job relevant tasks within their organisation and sector*

### CLUSTER 1 Core to All Workers

#### Competencies

- Commitment to Quality Service
- Respect for Others
- Openness to Change
- Practice & Professional development
- Communication
- Commitment to Health & Safety

### CLUSTER 2 Client Centredness

#### Competencies

- Choice, Independence & Well being
- Care Planning & Review
- Focusing on Outcomes
- Prevention & Management of Challenging Behavior
- Protecting the Individual
- Advocacy

### CLUSTER 3 Effective Professional Practice

#### Competencies

- Professionalism
- Planning & Organizing
- Analysis & Problem Solving
- Initiative and Responsibility

### CLUSTER 4 Working Together

#### Competencies

- Leadership
- Influencing & Negotiating
- Resilience & Positive Outlook
- Team Working
- External Relationships

Each Competence comes with a:

- Generic Description
- A choice of 3 levels – Foundation; Level 1; Level2
- Examples of behaviours at each level

### How you can use the Competency Framework

- Develop job descriptions
- Use to ask questions in job interviews
- Develop your work resume
- Use in supervision sessions
- Do a self assessment and develop your professional development plan
- Use to focus discussion in a performance appraisal

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