**Integrated Competency Development Resources Introduction**

# Introduction

World Vision (WV) is delighted to introduce the 3rd version of the Integrated Competency Development (ICD) Resources.

The ICD Resources are designed to support field-staff competency development and organizational strengthening for effective application of WV’s Development Programme Approach. Effective development of WV staff is vital in building the sustainable capacity of the organisation and is key to achieving our strategic mandates, in particular,Strategic Mandate Two which commits WV to strengthen ‘grass roots field capacity and ministry’.These resources are a key part of on-going efforts to strengthen field-staff recruitment, retention and development undertaken with close collaboration between Global Field Operations, People & Culture and Ministry Impact, Development and Support, and a range of technical and functional area staff in global, regional and support office teams.

The competency of field-staff staff is critical to the effectiveness of WV’s programmes. World Vision International (WVI) appreciates all the work that regional and national offices are already doing to strengthen field staff competencies, often in collaboration with support offices and the Global Centre. The ICD Resources build on this good work, making good practice and proven resources more widely available.

Version 3 of ICD Resources offers an expanded and refined set of guidance and tools based on application learning in national offices since 2011, when ICD was first introduced, and in response to major organizational priorities. The draft additions for field-testing aim to support national offices in:

* continued improvement of their design, monitoring, and evaluation practices as they move to implement LEAP 3,
* strengthening how Sponsorship is integrated in area programmes
* enhancing staff leadership and management competencies

WVI fully affirms the leadership of national offices in exploring the available resources and choosing and adapting those that will meet local needs and priorities. Contextualization and use of these resources will hopefully be of considerable assistance in developing staff as reflective, lifelong learners who successfully contribute to WVs ministry goal: the sustained well-being of children within families and communities, especially the most vulnerable.

Feedback is greatly appreciated. These ICD Resources will continue to be further grown and improved based on feedback and learning from users and in response to emerging needs and priorities.

*Bessie Vaneris, Chief People Officer, People & Culture*

*Mark Lorey, Partnership Leader, Child Development and Programme Effectiveness, Ministry Impact, Development and Support*

# What are ICD Resources and how can they help?

ICD resources are designed to help national offices, and those supporting NOs, to:

* Develop the competencies of field-staff to enable them to effectively contribute to the sustained wellbeing of children, especially the most vulnerable.
* Improve the quality and impact of their staff learning & development practices and approaches, and to create a culture of lifelong learning.
* Reflect upon and strengthen NO staffing arrangements and practices to effectively respond to the implications of DPA application and key organizational changes and initiatives

The ICD Resources are intended to be responsive to national office needs and dynamic enough to grow and improve over time based on feedback and application learning. Use of ICD is not mandated by the GC, but instead is demand-led. Staff in NO and RO can access and use according to their priorities and interests and are encouraged to adapt and contextualize the resources.

***“ICD is an overarching framework and set of tools to help us sharpen how we develop our staff”*** *NO P&C Director*

**Guiding principles**

ICD will:

* Support high quality staff learning & development
* Build on and share existing good practices and resources in competency development
* Contribute to a culture of sharing and learning to support wide-application of good practices
* Promote partnering between all key GC teams to help improve coordination and sustainability of competency development efforts
* Encourage users to adapt and take ownership of resources to meet local needs and priorities

**Key approaches**

There are two important concepts which inform the design and development of the ICD Resources:

**1. Competencies**

***Competencies summarise the skills, knowledge, attitudes and the behaviours demonstrated when these are effectively applied to perform a given role or task.***

In line with best practice in staff learning and development (L&D) across many fields, WV applies a competency-based approach. This means competencies are used to inform and guide the design, implementation and evaluation of all staff L&D plans, practices, activities, resources and tools. Competencies can also be used in all staff recruitment, management and development practices.

Competencies help us understand that learning is about behaviour change. Changing behaviour is a complex and often difficult process, especially embedding long-term change. It is one of the major challenges that all organizations face. Creating great learning experiences in the moment - whether in a classroom, workshop or online - is a relatively easy task, but ensuring that short-term ‘learning’ becomes embedded and results in behaviour change is more difficult. Using a competency-based approach can help make this change a reality.

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| **2. 70-20-10 approach**  70-20-10 is an approach to staff learning and development underpinned by an understanding of learning as behaviour and based on research that shows that the percentage of learning for improved job performance takes place through:  **70%** - every-day work experience, problem-solving, reflection and practice;  **20%** - learning from others, coaching, mentoring, and networks;  **10%** - formal training, courses, self-study |  |

This approach offers a number of benefits in ensuring better quality staff L&D. For example, it:

* encourages greater flexibility and variety in how staff can develop competencies,
* enables more efficient use of L&D resources by not relying only on training
* helps staff recognize that learning & development is more than just training
* promotes the role of all staff as being ‘facilitators of others’ learning’
* helps staff understand and embrace on-the-job action learning and reflection

***“My community is my learning lab and university”*** *ADP Manager*

# What ICD resources are there?

The ICD Resources are a source of tools, guidance, ideas and curricula to support people management and development practices. The resources include:

* An introduction to the ICD resources
* Examples of how the ICD resources are being used
* The ICD competency framework
* Guidance on how to use the competencies
* An overview of the competency development cycle
* Learning and development resources

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| 1. **Introduction to the resources**   The Introduction to the ICD Resources provides an overview of what is in the resources and how the resources can be used to support national offices as they implement World Vision’s Development Programme Approach. | | resources.png |
| img-624115715-0001.jpg | 1. **Examples of use**   The ICD resources have already been used in a number of national offices to support people management and development practices. The resources include examples and case studies from some of these national offices, and evaluation reports. | |

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| 1. **Guidance for using the competencies**   The ICD resources also include an introduction to the competencies; and guidance on how to use the competencies for people management and development practices: competency profiling and job descriptions, recruitment, staff learning and development, career development, and talent management. | p%20and%20c.png |

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| COMPETENCY WHAT IS.bmp | 1. **The ICD Competencies**   The ICD Competency Framework is the foundation of the ICD resources. The framework contains a set of 62 competencies in 9 different domains: reflective practice; capacity development; leadership and team performance; stakeholder engagement and partnering; advocacy; programme and financial management; DME, sponsorship, and peacebuilding. These competencies are applicable for a range of staff including practitioners and implementers, managers and leaders, and specialists of various types. |
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| 1. **The Competency Development Cycle**   The ICD resources provide an overview of the competency development cycle, and guidance and tools for each part of the cycle to help staff as they identify competency strengths and gaps, plan competency development activities, support and monitor staff competency development, and evaluate competency development. | comp%20dev%20cycle.jpg |

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| resources.jpg | 1. **Competency Development Resources**   The competency development resources also include training curriculum summaries and resources for ongoing competency development.  **Training curriculum summaries**  These help staff understand what training resources already exist across the partnership as they plan for staff capacity building, and who to contact for assistance. The training curriculum summaries provide a 2-3 page summary of WV training curricula for key areas of competency development such as partnering, sponsorship, DME and facilitation skills.  These training curricula can be used off-the-shelf or adapted for particular contexts.  **Resources for ongoing competency development**  These resources support the ongoing strengthening of specific competencies. They include: suggested learning activities; example learning tools; existing good practice materials, and sources of further information and guidance. They are aligned with a 70 20 10 approach, and encourage staff to engage in regular and intentional reflection and learning. |
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# How are ICD Resources developed and managed?

The design and development of the Integrated Competency Development (ICD) Resources has been, and will continue to be, a collaborative effort involving a wide range of colleagues across WV.

This timeline summarizes the major milestones during the ICD journey in WV:

ICD is co-led by Global People & Culture (P&C) and Ministry Impact, Development & Support (MIDS).

The initial leadership and guidance provided by Jaisankar Sarma and Mark Lorey enabled the foundational work required to make the ICD Resources a reality. Andrea Pink, Bessie Vaneris and Maria Beghloyan made significant contributions, ensuring that People & Culture were included appropriately

Development of the ICD Resources has been led by Jeff Brunt, Technical Director of Capacity Building, who serves in a role shared between People & Culture and the Development Programme Effectiveness team (DPE), and Kath Copley, Capacity Building Specialist in DPE. Barbara Frost made a major contribution to the creation of version 1 of the ICD Resources.

# How can the ICD resources be contextualized?

For effective and sustainable use of the ICD Resources it is important that national offices ‘own’ the use of these resources. The resources, tools and templates may need to be adapted and new versions developed based on examples provided from users. Feedback on such contextualisation is strongly encouraged.

**Tools**

The tool templates within the ICD Resources are examples of good practice. They can be used as they are now, with minor changes or they may be adapted into a completely different tool. They are provided to show examples of what specific tools others have used and to stimulate ideas.

**Guidance**

Further updates may be necessary to the ICD Resources to make them more user-friendly; especially for users whose first language is not English. When re-writing the resources for local use, try using simple language with visuals and pictures.

**Competencies**

For guidance on contextualizing the ICD competencies see ‘Introduction to ICD Competencies’.

# What support is available in using the ICD Resources?

The ICD Resources are designed to be practical and easy to use, while including the level of detail needed to support an effective competency development process.

However, some support may likely be required to help national office staff make good use of the resources. Some content may be unfamiliar or more challenging to use.

Regional staff members should be the first point of contact on discussion concerning further support. Colleagues from Support Offices and the Capacity Building team in People & Culture and Development Programme Effectiveness can also provide technical assistance, in partnership with regional office staff. Support can include one or a combination of the following according to need:

* webinar (virtual) orientations on the ICD Resources
* training sessions and learning application activities for national office staff co-facilitated by regional and GC staff
* email and Skype based technical advice and support for national office staff

We strongly encourage you to contact colleagues in other NOs who are using ICD, as they will be a rich source of practical ideas, learning and support.

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# How can I contribute to the ICD Resources?

You can contribute in a range of ways:

**Learning from application**

We are committed to continuous improvement of the ICD Resources based on application learning in national offices. Your feedback on the use and effectiveness of the resources, plus how you’ve contextualized them is strongly encouraged.

**Feedback**

Your general comments and feedback on the ICD Resources are always welcomed, both positive and how we can improve them.

**Sharing innovative practices, ideas and resources**

If you’ve seen, designed or used a particular competency development approach or resource which you think was effective, then we’d love to hear from you. ICD can provide a platform for you to share your resources and learning to help other national offices. If you have an idea for new ICD resources, then also let us know.

To share your feedback and/or offer new ideas and good-practice approaches and resources, please contact Kath Copley at [kath\_copley@wvi.org](mailto:kath_copley@wvi.org)