What is this document?

The Integrated Competency Development (ICD) Resources are a suite of guidance, tools and resources available to support national offices as they strengthen the competencies of local level teams implementing WV’s Development Programme Approach.

The goal of the ICD Resources is to support the competency development of all WV local level staff to enable them to contribute effectively to the sustained well-being of children.

Who is it for?

The intended primary users of the ICD Resources are WV staff with responsibility for the competency development of local level staff. These include:

- national office staff such as capacity building managers or coordinators, People & Culture staff, national learning coordinators, operations staff, technical specialists and advisors, and those working in cluster or zonal teams supporting multiple programmes.
- programme managers and team leaders.
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Preface

World Vision (WV) is delighted to introduce the 2nd version of the Integrated Competency Development (ICD) Resources, intended for field-testing in 2012-13.

The ICD Resources have been designed to support those WV staff members responsible for strengthening the capacity of local level staff implementing WV’s Development Programme Approach. These include national office staff and programme team leaders.

The competency of local level 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 local 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.

The ICD Resources are a key part of on-going efforts to strengthen recruitment, retention and competency development of local level staff. These efforts are undertaken with close collaboration between Global Field Operations, People & Culture and Integrated Ministry at global and regional levels. Effective development of WV staff is vital in building the capacity of the organisation. Staff capacity throughout WV is key to achieving the strategic mandates. In particular, Strategic Mandate Two commits WV to strengthen ‘grass roots field capacity and ministry’.

WVI fully affirms the leadership of national offices in using all available resources to ensure programme staff have the competencies needed to fulfil their roles effectively. Field-testing these resources will hopefully be of considerable assistance in developing staff as lifelong learners who successfully contribute to WV’s ministry goal: the sustained well-being of children within families and communities, especially the most vulnerable.

Feedback is greatly appreciated. These ICD Resources will be revised and built upon based on feedback and learning from users and when additional learning materials are produced.

Bessie Vaneris, Chief People Officer, People & Culture

Mark Lorey, Senior Director, Integrated Programming Effectiveness, GC Integrated Ministry

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1 Other key resources include the P&C Toolkit, the ADP Staff Recruitment Toolkit, and the National Office Self-Review Tool and the Report on Promising Recruitment and Engagement Practices for Local Level Staff.
Acknowledgements

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.

Beginning in FY09, this joint work has been co-led by Integrated Ministry (Integrated Programming Effectiveness unit) and Global People & Culture (Capacity and Leadership Development). The reference groups have included representatives from Humanitarian and Emergency Affairs (HEA), each sector and theme, Children in Ministry (including Sponsorship), Christian Commitments, Global Field Operations, Global Finance, regional offices, national offices, and programme team leaders. Stakeholders from all these groups have substantially contributed to the development of ICD Resources.

Two workshops were held during FY09 to explore the potential of collaborative and integrated capacity building efforts within WV. Participants shared their current practices and helped to create the vision, principles and scope for the ICD Resources.

All regional workshops on Integrated Programming and Sponsorship held between March and June 2010 included sessions on the ICD Resources. Participants reviewed the conceptual framework and existing resources. Their input and suggestions were invaluable and contributed to the redesign of many original concepts.

The 1st version of the ICD Resources was released for field-testing in February 2011. Since then the development of new resources and refinement of existing materials has continued, based on learning from field-testing that was facilitated by national and regional office staff. This 2nd version is a revised and enhanced suite of guidance, tools and resources.

The 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 roles 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 Integrated Programming Effectiveness (IPE) unit, and Kath Copley, Capacity Building Specialist in the IPE Unit. Barbara Frost has made a major contribution to the creation of the ICD Resources. Jeremy Bailey helped copyedit and format all the resources and made them available online. Teresa Wallace helped design the layout the look and feel of the 2nd version.

The leadership of People & Culture and Integrated Ministry are grateful to all those who have helped create the ICD Resources.
Introduction

The Integrated Competency Development (ICD) Resources are a suite of guidance, tools and resources available to support national offices as they strengthen the competencies of local level teams implementing WV’s Development Programme Approach. They can be found online at: www.wvdevelopment.org.

They are rooted in good practice in learning and competency development. They highlight innovative and effective competency development practices from across World Vision (WV). The hope is that they will provide additional support to build on the fine work already underway.

This introduction includes:
- an overview of the content
- guidance on how the resources can be used by different stakeholders
- background reading and how to contribute to further development of materials.

This version provides an important second phase of field-testing by national offices and local programmes. This will ensure that future versions of the ICD Resources are enhanced through:
- learning from staff experiences in using the resources
- learning from staff on new and existing staff competency development approaches
- learning assets that can be added.

The ICD Resources are intended to be responsive to national office needs and dynamic enough to grow and improve over time. Feedback from staff using these resources is important to build expertise and improve them for the benefit of the communities WV serve.

Goal

The goal of the ICD Resources is to support the competency development of all WV local level staff to enable them to contribute effectively to the sustained well-being of children, especially the most vulnerable.

Objectives

- For programme teams to effectively use a broad range of practical and creative learning methods and resources to facilitate staff competency development and create an environment conducive to continuous learning and reflection.
- For programme staff to be confident and motivated learners who think and reflect on their daily practice, and constantly seek to improve how they work with and build the capacity of local partners, community stakeholders, and each other.

Guiding principles

The ICD Resources will:
- contribute to a collaborative culture of sharing and learning in WV to ensure wide application of good practices in competency development
- promote partnering between Global Field Operations, Integrated Ministry and People & Culture to ensure the sustainability and appropriateness of competency development efforts
- introduce and support the use and evaluation of tools, frameworks, good practices and resources that enable effective and targeted competency development, based on sound adult learning principles
- encourage users to adapt and take ownership of resources to meet local needs and priorities.

**Concepts**

There are two concepts crucial for understanding the overall construction and design of the ICD Resources:

1. **Competencies**

   In line with good practice in capacity building across many fields, WV uses a competency-based approach. The essential competencies required for applying WV’s Development Programme Approach have been defined for programme teams. These competencies can be used in recruitment, performance management and staff capacity building.

   Key benefits in using competencies in capacity building include:

   **Support more effective planning and coordination**

   ICD competencies have been developed through analysing WV’s Development Programme Approach and programme team roles. This has helped to bring together competencies relevant to all aspects of WV’s ministry into one integrated framework.

   This framework makes it possible to define foundational competencies that are fundamental to a wide variety of programming activities and tasks performed by a range of different staff (for example, ‘Build and maintain relationships with community stakeholders’), and also to identify job-specific competencies for more specific programming activities (for example, ‘Facilitate sponsorship activities’).

   When local level staff competencies are clearly defined, capacity building practitioners can more effectively plan and deliver coordinated competency development opportunities, avoiding duplication and repetition. For example:

   - If all level staff need to be able to ‘Build and maintain relationships with community stakeholders’ and this is identified as a competency that needs strengthening, then planning can be approached and coordinated with all key staff (such as programme team leaders, DME specialists and sectoral technical specialists).
   - If technical specialists are confident this competency is present for local level staff, they can focus their capacity building efforts on specific technical areas.

   **Promote application of learning**

   Because competencies define ‘behaviours’ or indicators of effective performance, they can encourage the use of learning activities (such as on-the-job training, coaching and mentoring) that involve ‘learning by doing’. Acquiring or enhancing skills, knowledge and attitudes is important, but successful learning is demonstrated by the application of these in everyday work. This results in behaviour change and improved work performance. The use of consistent ‘behaviours’ makes it easier to monitor and evaluate how the learning was applied using staff self-reflection and coaching feedback.
Promote consistency
Competencies define what WV staff need to be able to do (learning outcomes) and the skills, knowledge and attitudes that staff need to possess and apply to achieve this. This can help ensure that curricula developed within WV or in partnership with external providers, will have the same learning outcomes and address the same essential skills, knowledge and attitudes. This will help promote more efficient sharing of resources and reduce the need to keep designing new materials. Within programme teams, a shared and consistent understanding of what is expected of staff for effective performance can also help in conversations between staff and managers.

Promote flexibility
Competencies encourage the flexible use of a wide range of learning activities. This is important given the diversity of contexts and individual learning styles across WV. It means that while there is consistency in learning outcomes (such as consistency in how staff demonstrate a competency in their behaviour), the way in which staff develop competency can, and will, vary. For example, some staff may develop a competency through training and self-study. Others may develop it from coaching support and peer mentoring. In this way, learning opportunities and resources can be tailored to the local context and staff needs, while the outcomes of their learning will be consistent.

2. Learning
Learning is critical to competency development. Effective competency development requires WV to strengthen the organisational learning culture to be good partners in sustained well-being of children. Each individual needs to be a lifelong learner. All WV teams and offices should be committed to sharing learning to support programme effectiveness. They also need to create and sustain an environment in which all staff share responsibility for each other’s learning and development.
ICD Resources overview

The ICD Resources are a source of tools, guidance, ideas and curricula to support staff in strengthening the competencies of local level staff.

They have four parts, outlined in Figure 1. Figure 2, provides more details about the contents of each part.

**Figure 1: ICD Resources Overview**

These resources are complementary to the Guidance for Development Programmes (GDP); an integrated set of guidance materials that weave together the key elements of WV’s ministry in user-friendly resources for programme staff. The focus of the GDP is giving guidance for applying WV’s Development Programme Approach flexibly in context, while the ICD Resources helps strengthen the staff competency to apply WV’s Development Programme Approach.

**Please note:** There are People & Culture (HR) implications in effectively implementing WV’s Development Programme Approach. See Appendix 2 for useful guidance, ideas and the tools available to support national offices in strengthening **local level staff recruitment, retention and engagement practices**. Adopting a holistic approach to supporting local level staff is highly recommended.
## Integrated Competency Development (ICD) Resources

**Goal:** To provide a suite of guidance, tools and resources that will empower and support national offices in their efforts to strengthen the competencies of programme teams implementing WV’s Development Programme Approach.

### Introduction to the ICD Resources

**Purpose:** To help staff get started in using the ICD Resources. It provides essential background information and guidance.

**Content**
- Introduction to ICD Resources
- Competency development guidance and tools:
  - Introduction to the Competency Development Cycle
  - Identify competency needs
  - Plan for competency development
  - Support and monitor competency development
  - Evaluate competency development
- ICD Practices and Approaches

### ICD competencies for local level staff

**Purpose:** To introduce the ICD competencies and guidance to support their use.

**Content**
- Introduction to Local Level Staff Competencies
- Competencies:
  - Reflection and learning (REL)
  - Community engagement and partnering (CEP)
  - Leadership and staff management (LSM)
  - Programme and financial management (PFM)
  - Technical areas (such as DME, sponsorship and peacebuilding) (TA)

### Development Programme Basics

**Purpose:** To equip local level staff with the essential knowledge required for successful application of WV’s Development Programme Approach.

**Content**
- Development Programme Curricula
  - To help staff understand what resources already exist as they plan for staff capacity building, and who to contact to seek assistance.
  - These are 2-3-page summaries of WV training curricula for key aspects of WV’s Development Programme Approach, including ‘partnering’, ‘sponsorship’ and ‘facilitation skills’.

### Resources for Ongoing Learning

**Purpose:** To support staff involved in planning development of specific competencies at the programme level.

**Content**
- They include:
  - suggested learning activities
  - example learning tools
  - existing ‘good practice’ materials
  - sources of further information and guidance
Using the ICD Resources

The ICD Resources have been designed for use by a wide range of staff members that have a role to play in facilitating and contributing to the competency development of local level staff. Their responsibilities will vary. Primary users are encouraged to consider each component carefully and determine which will help them strengthen the competencies of the local level staff they support most effectively.

Primary users

The intended primary users of the ICD Resources are WV staff with responsibility for the competency development of local level staff. These include:

- national office (NO) staff such as capacity building coordinators, People & Culture staff, national learning coordinators, operations staff, technical specialists and those working in cluster or zonal teams supporting multiple programmes
- programme managers and team leaders.

National office staff (and cluster-level or zonal staff)

A key role of national office staff (and cluster or zonal level staff) who support individual programmes, is to ensure that programme team leaders and other local level staff have the necessary competencies to work effectively.

It is recommended that these staff consider all parts of the ICD Resources as they think about and plan capacity building activities. However, the components can also be used individually to inform and support staff development efforts and enhance existing capacity building practices.

Programme managers and team leaders

An important role of any programme team leader is to facilitate the competency development of their teams. The ICD Resources intentionally promote this role as the critical ‘facilitator of learning’. This means that all parts of the ICD Resources may be of interest and useful to a programme team leader. Of particular interest might be the ‘competency development cycle guidance and tools’ and the ‘ongoing learning resource packs’ (available at: www.wvdevelopment.org).

Local level staff

The ICD Resources can be used by local level staff in two ways:

- As team members and learners, there are specific materials to support their own understanding of their job and to help them become more effective learners (for example, the ICD competencies).
- With the responsibility of strengthening the competencies of community stakeholders and partners, the materials can provide ideas, knowledge and tools to assist them in fulfilling this critical role in serving communities. For example, using recommended background reading such as ‘Approaches and Practices that Support Competency Development’ and the ‘Introduction to the Competency Development Cycle’ (available at: www.wvdevelopment.org).
Secondary users

The secondary users of the ICD Resources include any other staff members who support national office staff in fulfilling their staff capacity building responsibilities. In some cases, these staff may also provide direct training or coaching support for local level staff. These include:

- regional office staff, including those in programme quality or effectiveness teams, People & Culture, and technical teams
- support office and Global Centre (GC) staff.

Regional office staff

Regional office staff members can provide technical coaching support for national office colleagues in design and planning processes. They can also review capacity building plans and design and deliver regional or national level training.

The ICD Resources can be used by regional office staff to:

- Further develop their knowledge of the competencies required for applying WV’s Development Programme Approach. This will help as they provide mentoring and coaching support to national office staff responsible for local level staff development.
- Design curriculum for training and other learning opportunities.
- Manage and oversee the design of training curricula involving external consultants or agencies.

Technical and programming support staff based in support offices and GC teams

Through direct work with national offices, both support office and GC staff can provide technical support through coaching, mentoring and facilitating capacity building activities. They can use the ICD Resources in a similar way to regional office staff.
Managing and contextualising the ICD Resources

Who is responsible for leading the design, production and maintenance of the ICD Resources?

The Integrated Programming Effectiveness Unit within Integrated Ministry, in collaboration with Global People & Culture, is responsible for leading the design, production and maintenance of the ICD Resources. This includes ensuring contributions from stakeholders across the WV Partnership. WV is committed to the continual improvement of these resources based on learning from application, feedback, new ideas and resources from users.

Can national offices change and contextualise the ICD Resources?

Yes! 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.

Competencies

It is important for staff to be able to use the competencies with team members. Staff should feel free to make changes so they are appropriate for each context. In order to maintain the meaning and essence of the current competencies, consider making these types of modifications when needed:

- adding in skills, knowledge and attitudes which are missing and important to the local context
- re-wording information using terms which are more easily understood and more culturally sensitive
- adding information or words to make the competencies easier to understand
- re-writing ‘behaviour’ statements into two separate statements if this will help staff understand their meaning more clearly.

Note: If a behaviour or skill should be removed in the local context, please consult Jeff Brunt or Kath Copley to seek advice on the best approach.

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.
Support for 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 is likely to be required from the regional level 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. Previously such support included:

 webinar (virtual) orientations on the ICD Resources for national and regional office staff
 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
 ICD workshops for national office staff (and programme teams) co-facilitated by regional and GC programme effectiveness and P&C staff.

How to contribute to the ICD Resources

ICD is a collaborative initiative. There are multiple contributors who will continue to influence and enhance the development of these resources.

 National office staff will adapt the ICD Resources to fit with their context and capacities. They can enhance these existing resources by sharing their own good practices and activities.
 Local level staff will contribute to the field-testing and enhancement of the resources as they use them.
 Integrated Ministry (including representatives from HEA, Advocacy & Justice for Children, Integrated Programming Effectiveness, Children in Ministry, sectors and themes, Global Knowledge Management and Christian Commitments) will all continue to influence the resources through the reference materials, tools and guidance they develop and review.
 People & Culture will continue to provide leadership and support in exploring how to apply the resources to enhance broader people management practices.
 Support office staff will contribute to enhancements through field visits (such as programme officers and technical staff) and through engagement in the Global Technical Resource Network (GTRN) and programme support teams.
 Regional office staff will contribute to enhancements through their observations and reflections on national office implementation and direct use of the resources.

Mechanisms to enable national office and local level staff to contribute to the ICD Resources and their ongoing refinement and expansion, are currently being developed in collaboration with key regional and national office staff.

Contact Jeff Brunt (Technical Director, Capacity Building) at <jeff.brunt@worldvision.com.au> or Kath Copley (Capacity Building Specialist) at <kath.copley@worldvision.com.au> to contribute ideas and share good practices.
This glossary will be revised as the ICD Resources are expanded and improved upon.

**Adult learning:** processes by which adults learn and build on their existing knowledge and skills.

**Behaviours:** descriptions of what should be observed when an individual is performing a task well. They describe how, and to what level, a task should be performed to help guide, monitor and assess development.

**Blended learning:** applying multiple approaches to learning including, technology-based, instructor-led, face-to-face, self-study or experiential. More than one method of delivery may be combined to provide the most effective way of building knowledge and skill.

**Capacity and capacity building:** the ability, power or strength of an individual, community or organisation, including its structures, culture and the competencies of its individual members. Building such capacity can involve addressing organisational frameworks, practices and work environments. At an individual capacity development level it can involve: training (face-to-face and virtual), coaching, mentoring, self-study and workplace assignments, etc.

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

**Competency-based approach:** using competencies to underpin and inform all people of development and/or management systems and practices.

**Competency development:** the process of acquiring and applying skills, knowledge and attitudes that enable effective performance at work.

**Elements of competency:** the basic building blocks that describes the key activities which form the full unit of competency.

**Individual competency:** an individual’s competency is their demonstrated ability to perform a task or skill; i.e. possession of the required behaviours, knowledge, skills and attitudes.

**Learning at work:** the process of acquiring skills, knowledge and attitudes through formal activities (for example; on-site training, coaching and learning network events) and informal activities.

**Learning organisation:** an organisation where everyone learns and develops in their work in a way that benefits themselves, other staff and the whole organisation.

**Lifelong learning:** the process of acquiring knowledge or skills throughout life via education, training, work and general life experiences.

**Skill:** an ability to perform a particular mental or physical activity that may be developed through some form of learning or practice.

**Training (formal):** training that is given in an orderly, logical, planned and systematic manner under the guidance of a qualified trainer for a specific period of time.
Appendix 2: WV Global People & Culture resources

Implementing WV’s Development Programme Approach has implications for local level staffing. This means People & Culture (or Human Resources) has an important role to play. A key to successful implementation is to have ‘the right staff in the right place at the right time’ and to nurture and develop them.

During the piloting phase of WV’s Development Programme Approach, the Integrated Programming Effectiveness unit and Global People & Culture teams collaborated to undertake research into existing promising practices which support the effective recruitment, engagement and retention of local level staff. This involved hiring a consultant from Accenture to lead this process and to develop an initial set of resources for national offices to use. These can be found as part of the People & Culture Toolkit in the P&C section of wvcentral.org or by contacting Maria Beghloyan (Global P&C) at <maria_beghloyan@wvi.org>.

**Engagement**: The extent to which employees commit to something or someone in their organisation and how hard they work and how long they stay as a result of that commitment.

**Retention**: Refers to keeping or retaining individuals in an organisation.

**How recruitment links to engagement and retention**: Organisations need to understand how to keep employees motivated and committed. They also need to identify and recruit the types of employees they want to retain.

**Practices that support engagement and retention include**: Staff care, staff development, salary, benefits, performance management, coaching, career paths and succession planning.

**Promising Practices Report**

The Report on Promising Practices: Staff Recruitment, Engagement and Retention summarises practices that were discovered through research with local and national level staff in more than 32 national offices across all regions. Input came from interviews with approximately 40 WV Operations and P&C staff, eight peer organisations and 800+ survey responses from WV staff across the Partnership. It identifies 50 practices which have the potential to be contextualised and replicated across national offices.

**Promising Practices Self-Review Tool**

Different national offices have different strengths and areas for improvement in their P&C practices. A self-review tool for national office leadership has been developed to help identify priority areas that need strengthening. The tool supports either a high-level review process or a more detailed review process, depending on the needs and wishes of the national office.
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