Kent and Medway CCG VCSE Project: VCSE Sector Competency Framework

6th May 2022

Introduction

For the purposes of the current document, we have defined the combination of **skills, knowledge, attributes** and **abilities** that an individual needs to be effective in their role, as their competency. We have developed this into a **Competency Framework**, based on a range of inputs:

1. The skills, knowledge, attributes and abilities needed to enable the delivery of key local/ national drivers and ambitions

2. 1-2-1 conversations with key stakeholders in respect to strengths and areas for development within the local sector

3. A stakeholder questionnaire that was sent out as part of the current engagement

4. A workshop event, which specifically looked the core skills, knowledge, attributes and abilities of VCSE's working in C&YP MH and wellbeing in Kent and Medway.

From this process we identified **22 competencies**, which have been grouped into 4 categories:

- **People skills** – skills that are critical in the success of **interactions with others**, be that (i) service users or (ii) other stakeholders.

- **Leadership/ team working skills** – skills that are critical in leading groups/ working with people (both with or without formalised authority). These skills can be differentiated from **'People Skills',** as they specifically refer to working with groups of people, as opposed to working with individuals.

- **Partnership skills** – skills that are critical in forming and getting the best possible outcomes from working in partnership. This is differentiated from the **Leadership/ team working skills** category as these competencies primarily involve working at a macro (organisational) level.

- **Technical Skills** – skills that typically require specific (often specialist) knowledge and/ or experience

People skills	
1. Emotional Intelligence	• understanding, using, and managing their own emotions in positive ways to relieve stress, communicate effectively, empathise with others (service users and partners) and overcome challenges.
2. Empathy	• understanding and being able to respond appropriately to the feelings/ emotions of others (service users and partners).
3. Initiative	• taking action, proactively doing things that benefit C&YP in Kent and Medway and not simply thinking or talking about doing things.
4. Interpersonal Relations	• dealing with people in a respectful and sensitive manner. It requires truly listening, understanding, accepting and respecting the opinions, feelings, perspectives and motivations of others. It also involves trying to positively influence them to make decisions that benefit C&YP MH and wellbeing in Kent and Medway
5. Local Knowledge/ Understanding	• understanding the wider national/ local context and its implications in relation to the mental health and wellbeing of C&YP in Kent and Medway and the organisations (statutory and VCSE) that deliver services to this cohort.

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People skills contd.	
6. Organisational/ Sector Awareness	• understanding of the different national/ local stakeholder organisations in relation to the mental health and wellbeing of C&YP in Kent and Medway, their vision, areas of focus, remit and core capability.
Leadership/ Team working skills	
7. Self-Development	• taking actions to improve personal capability. It also involves being willing to assess their own level of development or expertise relative to their current role/ responsibility.
8. Holding People to Account	• communicating in a direct way what they want or require of others. It includes giving directions setting limits, and holding people accountable for performance, insisting on high performance, confronting problems, and using appropriate authority to ensure performance with the long-term good of C&YP in Kent and Medway in mind.
9. Leading Others	• taking on the role of leader of a team or other group. It involves providing inspiration, clarity and direction through a compelling vision of the future. This includes ensuring that those who are led, work together and are provided with the required resources and support.
10. Developing/ Managing Others	• fostering the long-term learning or development of others through encouraging, managing performance and coaching, in order to fulfill the current and future skill requirements of both individuals and organisations.
11. Managing/ Delivering Change	• supporting change that benefits C&YP in Kent and Medway. It involves helping colleagues/ partners and service users and their families understand what the change means to them and managing them to contribute positively to the change.
12. Team Working	• working in ways that support effective group working both internally and with external: individuals, agencies and organisations to deliver the best possible outcome.
Partnership skills	
13. Creative Problem Solving/ Decision-Making	• identifying/ solving problems by understanding the situation, seeking additional information, developing/ weighing alternatives, and choosing the most appropriate course of action.
14. Advocacy	• demonstrating a desire to champion the MH and wellbeing needs of C&YP in Kent and Medway and working to win the support of others.
15. Relationship/Network Building	• building and maintaining effective and constructive working relationships, partnerships or networks of contacts with people who are, or have the potential to be, instrumental in improving the mental health and wellbeing of C&YP in Kent and Medway.
16. Strategic Thinking	• linking the organisational vision and objective to daily work, ranging from a simple understanding to a sophisticated understanding of the likely impact of wider policy/ legislation on services and the mental health and wellbeing of C&YP in Kent and Medway.
17. Flexibility	• Working effectively under a range of situations, and with various individuals or groups.

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Technical Skills (require knowledge and experience)

18. Risk Assessment	• identifying risks from a service user, organisation or partner perspective and support their management/ mitigation.
19. Compliance	• understanding relevant legislation/ guidance and ensuring that it is complied with, to ensure that the rights and interest of service users/ their families and colleagues/ partners are protected.
20. Specialist knowledge/ expertise	• demonstrating (through qualifications/ accreditations) specific clinical/ non-clinical knowledge and expertise required to directly deliver a service..
21. Managing Resources	• understanding and effectively managing resources (e.g., people, materials, money). This is demonstrated through measurement, planning and control of resources to maximise benefits for service users.

Of the **21 competencies** identified**,** 12 were determined as being core. **Core Competencies** have been identified as those that are key differentiators of high-performance in C&YP MH and wellbeing services against the backdrop of current policy/ guidance/ legislation.

Core Competencies	Secondary Competencies
• Emotional Intelligence	• Empathy
• Initiative	• Interpersonal Relations
• Local Knowledge/ Understanding	• Organisational/ Sector Awareness
• Self-Development	• Leading Others
• Holding People to Account	• Developing/ Managing Others
• Managing/ Delivering Change	• Team Working
• Relationship/Network Building	• Creative Problem Solving/ Decision-Making
• Strategic Thinking	• Advocacy
• Flexibility	• Managing Resources
• Risk Assessment	
• Compliance	
• Specialist knowledge/ expertise	

Critical competencies for different roles

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The 12 core competencies can be subdivided into critical competencies for specific role types on the basis of (i) **delivery responsibility** and (ii) **management responsibility**.

	Management Responsibility			Core Competencies	Secondary Competencies
	Manages self	**Manages team**	**Leads organisation**	Emotional Intelligence (EI)	Empathy (EM)
Frontline (Operational) – day-to-day service delivery	EI IN LK HP RB FL AR SK	EI IN LK SD HP FL AR CO SK	EI LK HP FL CO SK	Initiative (IN)	Interpersonal Relations (IR)
				Local Knowledge/ Understanding (LK)	Organisational/ Sector Awareness (OA)
	IR TW	IR DO MR	IR LO AD MR	Self-Development (SD)	Leading Others (LO)
				Holding People to Account (HP)	Developing/ Managing Others (DO)
Tactical – planning service delivery over months	HP FL AR CO	LK SD HP MC ST AR CO	LK HP MC RB ST	Managing/ Delivering Change (MC)	Team Working (TW)
	EM TW CP	EM IR OA DO MR	EM IR OA LO CP AD MR	Relationship/Network Building (RB)	Creative Problem Solving/ Decision-Making (CP)
				Strategic Thinking (ST)	Advocacy (AD)
Strategic – planning service delivery over years.	HP ST AR CO	LK SD HP MC ST CO	LK HP MC RB ST LO	Flexibility (FL)	Managing Resources (MR)
				Risk Assessment (AR)	
	EM TW CP	EM OA DO CP MR	EM OA CP AD MR	Compliance (CO)	
				Specilist knowledge/ expertise (SK)	

Service user interaction (vertical label on left)

Alignment to the THRIVE framework

Examples of the **core competencies** and how they may be demonstrated (in intent and/ or behaviour) have been aligned with the four key, **THRIVE framework for system change groupings** from a service provider perspective, i.e:

1. **Getting Advice**

2. **Getting Help**

3. **Getting More Help**

4. **Getting Risk Support**

We have structured the framework in this way, to support an identification of the **critical competencies at each stage**. It should be noted that the competencies are not mutually exclusive, e.g. there is overlap between the 'Initiative' and 'Strategic Thinking' competencies; however high performance in relation to one, will not sufficiently compensate for underperformance in the other.

As the complexity and needs of service users increase at each stage of the THRIVE framework, increasingly sophisticated competencies are needed. To reflect this, the framework has been designed to be **additive** at each level i.e. effective delivery at the e.g. **'Getting Help'** stage of the framework will require both the competencies associated with that level and those associated with **'Getting Advice'.**

Although the competencies are described is **additive**, the framework is **non-hierarchical i.e.**. individuals working at the **'Getting Risk Support' stage**, will not necessarily be more senior than those working at the **'Getting Help' stage**, however they will require more developed **skills, knowledge, attributes** and **abilities** (i.e. competencies) to deliver effective performance.

Core Competencies: People Skills

Emotional intelligence

Definition

- This competency is about the ability to understand, control and manage one's emotions in a positive way to: (i) **empathise** with others, (ii) **manage relationships**, (iii) **overcome challenges** and (iv) **defuse conflict**. It is critical in all interactions, particularly those that are contentious or likely to precipitate an emotional response.
- This competency is broader than some of the others in the framework as it encompasses a number of sub-competencies in including: (i) **emotional self awareness**, (ii) **self management** and (iii) **relationship management**. These sub-competencies are grouped under a single competency i.e. Emotional Intelligence, simply because all the sub-competencies are interlinked and critical to good interpersonal interactions with others.

Why it is important

- The delivery of Mental Health and Wellbeing services (particularly to children) requires **careful relationship management** both with service users/ their families and between the individuals delivering and coordinating services.
- Emotional intelligence is key to ensuring that the **best possible outcomes** are secured in **interactions with others**, irrespective of who they are.

Getting Advice

- Is able to pick up on **non-verbal cues** and to use this information to inform the type of advice provided.
- Is able to **modify own style and behaviour** to enable the delivery of a better outcome.
- Is able to use **influencing techniques** to **encourage and enable**

individuals to take the most appropriate course of action.

Getting Help

- Works in ways that **deliberately empower** service users/ their families and colleagues/ partners.
- Is able to foster a **sense of ownership and personal responsibility** in interactions with colleagues and wider partners.
- Is able to identify when a service user may need **more help** or an **alternate approach** to achieve the best outcome.

Getting More Help

- Is able to take a **holistic view** of need and act appropriately.
- Is able to **manage/ de-escalate** difficult or challenging situations by moderating their own behavioural responses.
- Is able to present a **welcoming but professional face**, irrespective of their internal thought process or feelings.

Getting Risk Support

- Is able to identify opportunities to **safely de-escalate** the service response.
- Is able to **identify behavioural cues** that a service user (or their family member) is at risk and take an appropriate course of action.
- Is able to **advocate for service users** with other statutory/ VCSE partners, using behaviours and language to **positively influence decision-making.**

Initiative
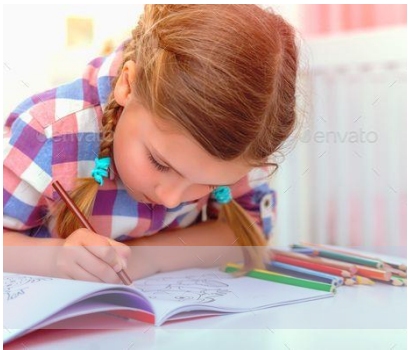
Definition

- Initiative is the ability to **work proactively** to ensure that the measures, processes or resources needed are in place, to ensure a good outcome, should a predicted event occur. This is **distinct from responsiveness**, as responsiveness is reactive i.e. it occurs after an issue has already manifested itself.
- This competency is **action-oriented,** simply thinking about a potential future event or anticipating one, without implementing a plan of action, does not constitute initiative.
- Initiative ensures alignment to changes locally/ nationally, both directly in relation to C&YP Mental Health and Wellbeing and related areas.

Why it is important

- **Proactivity** in mental health services, particularly for vulnerable individuals, is critical. Crises require an **immediate, well-coordinated response**, which is highly reliant on initiative and proactive decision-making.
- Reactive decision-making tends to result in gaps in services, longer waits, poorer services and overall poorer service user outcomes. This competency is critical at all levels in all VCSE organisations working in health and care in general.

Getting Advice

- Is able to identify and act upon issues that manifest themselves frequently, before the response is needed e.g. may identify an individual is approaching crisis from a range of inputs.
- **Identifies an issue and takes ownership** of providing the solution, either working alone or with others, ensuring that the best possible advice is provided.
- Is able to **overcome barriers** and issues that might negatively impact the outcome delivered.
- Is able to identify **innovative solutions** to issues and deliver/ support the delivery of them.

Getting Help

- **Takes ownership** of securing the best possible outcomes for the service user and uses skills and experience to enable this to happen.
- Is able to make **time critical decisions** based on previous experience, with only limited/ potentially incomplete information.
- Manages own time and is able to **provide appropriate support**.

Getting More Help

- Thinks ahead and **plans for contingencies**, preparing resources and activities in advance.
- Able to pick up on **verbal and non-verbal cues** and leverage experience, to determine the best possible response to a specific need.
- Able to think **beyond current practice** and identify solutions which may deliver better outcomes, unprompted.
- Ability to use intitiatve to de-escalate service users safely back to universal services.

Getting Risk Support

- Able to identify **potential risks and plan to mitigate them**, in advance of the risks being manifested.
- Proactively highlighting risks to other partners/ agencies, to support them in managing crises better.
- Able to determine when individuals in the 'getting extra help' stage, are likely to fall into this category and **proactively preparing** to support them.

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Local Knowledge/ Understanding

Definition
- This competency is about understanding key local (i) services, (ii) populations, (iii) organisations and (iv) relationships, including the differing foci of different **interest groups, influencers and other key stakeholders** and using this to support service users/ their families in securing the best possible outcomes.
- This competency is complex and combines both (i) the **understanding** and (ii) the **commitment to gaining an understanding**, as the landscape (and the legislation/ policy) that impacts it, is always changing.

Why it is important
- Local understanding is critical in (i) **identifying** and (ii) **overcoming** constraints that exists locally, ensuring that time can be focused where it is most likely to bear fruit.

Getting Advice
- Has a high level **understanding of a service user's circumstances**, based on knowledge of where they live in Kent and Medway and/or their community.
- Understands and is able to **navigate local organisations** and relationships to secure the best outcomes.
- Is able to provide advice **and direct service users/ their families** as needed, to other suitable sources of support in the local area.

Getting Help
- Able to **tailor some elements of the support** provided to service users/ their families on the basis of local understanding.
- Understanding of any **complementary services**, their location and how best of access them .
- **Able to identify under provision in relation to specific cohorts**
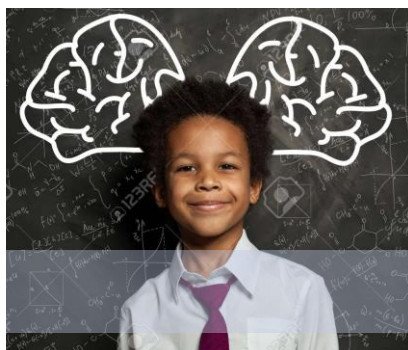
and work with partners (including the CCG) to support service development processes.

Getting More Help
- Invests the time to **understand the local landscape** from a service user perspective, to ensure the effectiveness in their role.
- Able to **refer individuals to services across the broader Kent and Medway footprint**, if required to deliver the best outcomes.
- Recognises **organisational culture** within partner organisations and is able to navigate these to get the best outcomes.
- Has a **granular understanding of the priorities and aims of key local stakeholders** and how to leverage these.

Getting Risk Support
- Able to **identify where a lack of provision is creating risks** on a geographical basis and sufficient understanding of how these can be overcome.
- Understands who **key influencers are locally** and how to involve them in **shaping and delivering change.**
- Understands the reasons for **service user/ partner staff actions** on the basis of e.g. cultural, ethnic, economic and demographic norms and **actively manages** these to deliver the best outcomes possible.

Secondary Competencies: People Skills

Empathy

Definition
- This competency is about self awareness and proactively taking steps to understand and respect other's perspectives and emotions, irrespective of how different they may be from one's own.
- Whilst empathy is important element of **Emotional Intelligence**, it constitutes a separate competency. Emotional Intelligence as a competency is mainly **focused on the response**, whilst empathy is mainly focused on **process and motivation**.
- An individual can be empathetic without being emotionally intelligent, however real **Emotional Intelligence** requires empathy.

Why it is important
- Providing MH and wellbeing services to Children and Young People requires an **understanding of their needs and circumstances** in order to identify and provide the best possible solutions. Empathy is key to getting a **granular and detailed understanding of needs** and being able to select the most suitable solution from a range of potential options.

Getting Advice
- Is able to **get and demonstrate an understanding** of service user's needs perspectives.
- Is able to **identify emotional cues** and ensure that the advice provided is relevant and effective.
- Is able to **control their own emotional state** and keep their attention on the needs of the service users.

Getting Help
- Understands the **value of services**, not just in terms of technical perspectives, but also in terms of emotional ones.

- Considers the **wider impact of help provided**, on the service user.
- Understands how an **interaction with them is likely to impact** the service user/ their family or colleagues/ partner staff and works to ensure that this delivers the desired outcome.
- Is able to **understand the pressures that colleagues/ partners may be under** and is able to act in a supportive way, whilst furthering the interests of service users.

Getting More Help
- Is able to identify when the support required is either inadequate of excessive and is able to escalate/ de-escalate as appropriate.
- Is able to **champion the interest of service users** on the basis of how it would make 'them feel' in that specific situation.

Getting Risk Support
- Understanding when individuals are **no longer benefiting from a service** at an emotional level.
- Is able to **highlight service user issues**, which may not be immediately obvious, but which are critical.

Interpersonal Relations

Definition

- This competency is about dealing with service users/ their families and colleagues/ partners in an appropriate manner. It requires **(i) listening, (ii) understanding, (iii) accepting and (iv) respecting the opinions, feelings, perspectives and motivations of others**.
- It also requires a willingness to use these inputs to **shape one's own responses** and to show a concern for the welfare, dignity and feelings of others.

Why it is important

- This competency is focused on interpersonal understanding, which involves (**i) communicating effectively, (ii) demonstrating empathy, and (iii) gaining a deeper understanding of others and their behaviour**. Whether interacting with colleagues or service users/ their families, demonstrating high levels **of interpersonal understanding** is critical to effective relationship building and collaboration, and providing high quality services and support.

Getting Advice

- Treats people with **respect, compassion and courtesy** in all situations
- Invests time and effort in listening; picks up indicators of others' feelings, and **tailors the appropriate response** on this basis.
- Pays close attention to and **accurately interprets behaviours of others** (e.g., body language, general comportment, tone of voice, facial expressions,).

Getting Help

- Takes the time to **query and understand** the interests, concerns and objectives of service users or colleagues/ partners.

- Responds to concerns by **adjusting their own behaviour** in a helpful, and responsive manner.
- **Respects the values and goals of others** and uses this understanding to inform decision-making
- Shows **concern and respect for others**, including people with different values, background, culture and personalities.

Getting More Help

- Observes how people respond, to accurately anticipate how **individuals and groups will react**, and tailors approach accordingly.
- Determines and uses the best response to **calm irate, upset, or agitated individuals/clients** who find themselves in stressful or crisis situations.
- **Consistently adjusts behaviours** to respond to unexpressed or poorly expressed service user; thoughts, concerns, or feelings.

Getting Risk Support

- Has a **detailed understanding of the ongoing reasons for a person's behaviour** or responses, and adapts his or her behaviours and uses this information to present, persuade, interact and work effectively with others.
- Is able to **assess a person's specific strengths, weaknesses, and needs,** based on a deeper understanding of the individual.
- Considers the **interrelationships between the individual**, their culture, their community, their lived experience and how this impacts their behaviours.

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Organisational/ Sector Awareness

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Definition
- This competency is about **learning/ understanding the key relationships, diverse interest groups and power bases** across the C&YP MH and wellbeing sector across Kent and Medway, encompassing key providers (VCSE and non-VCSE), as well as in the wider community, and using that understanding to deliver services more effectively.

Why it is important
- The health and care system is **organisationally complex** with multiple commissioner and provider organisations contributing to individual pathways. Organisation/ sector awareness is crucial in **navigating these organisations appropriately** and delivering desirable outcomes for both VCSE sector organisations and services users.

Getting Advice
- Has a **good working knowledge of the sector** and the organisations that operate in it, as well as their capability in providing appropriate advice for service users.
- Understands the in**terplay between organisations and how they contribute to major C&YP pathways**, this may include organisaitons in associated sectors e.g. housing, education, policing etc.

Getting Help
- Is able to use **formal/ informal structures** (identifies key influencers, decision-makers, etc.) to ensure individuals get the appropriate help.
- Is able to **navigate the sector through "back channels"**, when formal arrangements are not driving desired outcomes.

Getting More Help

- Has a good understanding of **organisational limitations** i.e. what is/ is not possible at certain times or locations across the K&M footprint in relation to service provision.
- Has a good understanding across partner organisations (statutory and non-statutory) of **organisational culture and the way things are typically done.**
- Understands and **uses the sector's language and norms,** to secure the best result for the service user.

Getting Risk Support
- Takes time to become **familiar with the priorities and values** of stakeholders, both internally and externally.
- Maximises the amount of **risk support that can be provided,** by using organisational/ sector awareness, to provide the best most comprehensive support.

Core Competencies: Leadership/ team working skills

Self Development

Definition

- This competency is about taking action (proactively) to improve **personal capability**. This can be in the acquisition of **additional knowledge, skills or experience**, aimed at improving one's effectiveness in their role. Whilst there are often external drivers for self development, this can only be considered a 'competency' where there is an element **of self motivation or individual drive**. This competency also involves a willingness to assess (objectively) one's own expertise, with a view to improving this through development processes.

Why it is important

- Delivering high-quality services for C&YP, requires that individuals have sufficient skills to be able to **respond to a variety of need**, irrespective of where and how it manifests itself. Updating skills and learning and actively looking to develop in the role are key to these. In roles that involve some **specialist skills or qualification** this is paramount, as **high-quality performance requires individuals who take responsibility for their development** and who continuously update their skills in line with new learnings and best practice.

Getting Advice

- Maintains a **good understanding of new information**, recent developments or best practice in relation to providing advice. Likely to combine **both specialism in specific areas with broad knowledge of related areas**, sufficient to provide useful advice to service users and their families.
- Maintains an understanding of **new tools, methods, technologies or approaches**, that will impact achieving the best outcome for the service user.

- Actively learns from client interactions to ensure that lessons are learned and improvement is continuous.

Getting Help

- Actively **analyses own performance** to identify areas of personal strength and areas for development and takes action to address these.
- Ensures has a good understanding **of current best practice**.

Getting More Help

- Applies **learnings on the job** and **solicits feedback** on where to focus future development efforts.
- Uses **coaching/ mentoring from more experienced individuals** as a mechanism to support/ enable personal development.
- Has a **good understanding of the limits** and the point at which other colleagues/ system partners should be engaged.

Getting Risk Support

- Actively ensures has good enough understanding of risk to provide **risk support** to clients.
- Actively **shares learnings** to support development of others.
- Engages in **performance reviews** (and/or related activity) to support **sustained performance improvement.**

Holding People to Account

Definition

- This competency is about communicating with others in an unambiguous way, what is needed. It includes (i) g**iving direction, (ii) setting boundaries/ limits, (iii) holding people to account for performance, (iv) insisting on high performance, and (v) assuring performance**, with the good of the service user in mind. This competency also involves **(i) assertiveness, (ii) diligence and (iii) a willingness to make difficult/unpopular decisions**, when it secures the best possible outcomes.

Why it is important

- Delivering high-quality services, requires a focus on **performance** and **appropriate expectation setting**, as well as a commitment to **holding people to account** and **confronting poor performance** in a timely and focused manner. This is a critical competency for all VCSE staff that **manage others**, both within their organisations and across partners.

Getting Advice

- Able to **give direction** to colleagues/ other partner staff and make needs, requirements and expectations clear.
- Provides an **understanding of what outcomes** are likely to be delivered within a specific timeframe.
- Able to hold colleagues and partners to account for delivering **required levels of performance**.
- Able to say 'no' to unreasonable requests and **set limits on the behaviour of others**.

Getting Help

- **Reviews performance against established standards** and holds individuals/ organisations to account in the event of underperformance.

- Implements a system of **checkpoints and feedback** (from service users) to support improvements in processes and systems.
- Ensures that service users are provided with **services appropriately aligned to their needs** with the best possible chance of success.

Getting More Help

- Sets **standards and monitors performance** against them, providing timely feedback, based on the impact on service users and partners.
- Is able to **hold all partners to account** (including commissioners), in the event of underperformance or the achievement of **sub-optimal client outcomes**.
- **Addresses under performance** in a timely fashion and a direct and unambiguous manner and **holds individuals accountable** in taking appropriate action.

Getting Risk Support

- Handles difficult issues directly and 'head on**', taking responsibility** for ensuring better longer-term outcomes.
- **Ensures that partners** have all done their best to meet service user needs.
- **Holds partners to account** in providing risk support/ managing vulnerable clients.

Managing/ Delivering Change

Definition
- This competency is about **supporting change processes** and using these to **secure better outcomes for service users**, either directly or by enabling more productive joint working with partners.
- It involves both: (i) working with individuals and families, to support them in **understand what change means to them** and (ii) working with colleagues/ partners to **change** / **develop services**.

Why it is important
- Health and care services are constantly in a period of **ongoing change, often mandated at regional or national level**. To ensure service quality, organisations and the staff within them need to be competent in managing and delivering change.
- This competency is important at all staff grades, but is critical amongst those with managerial responsibility.

Getting Advice
- Has a **positive response to change**, related to the opportunity to secure better outcomes for service users both directly and indirectly.
- Is able to **'paint' a picture of the value that change delivers** for both service users/ their families and colleagues/ partners.
- Is **consistent in messaging** and **positive about the outcome of change processes**.

Getting Help
- Provides understanding and works to get an **acceptance of change** in both service users and colleagues/ partners.
- **Recognises other's concerns** and is able to allay/ address them.
- Considers wider impacts of change i.e. not just on individuals, but on their families/ communities.

Getting More Help
- Is able to articulate to service users how change will impact their lives.
- Works **to integrate change** with an individual's day-to-day life, to **minimise disruption and increase the chances of success**.
- Supports colleagues/ partners in delivering change.

Getting Risk Support
- Broad understanding of how to **manage change, both in individual working and in coordinating the efforts of others**.
- Proactively identifies **likely sources of resistance** and works to overcome them **through consensus**.
- Is able to deal with **emotional responses to change** in ways that are sensitive/ proportionate and manage expectations.

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Secondary Competencies: Leadership/ team working skills

Leading Others

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Definition
- This competency is about taking on the role of **leader of a team or any other group of individuals working with a shared purpose**. It involves providing **inspiration, clarity, direction and a vision** of what will be achieved and how it will benefit service users. This includes ensuring that those who are led, work together and are provided with the **training, resources and support** required.
- Effective leaders are those who measure their success through the success/ achievement of others.

Why it is important
- This is an essential competency for all manager/leadership roles. The main responsibility of managers/leaders is to lead their people in a way that enables them to **deliver against stated goals/ ambitions, efficiently and effectively.**

Getting Advice
- Is able to **'run' the team** and keep staff **informed** on work issues and changes.
- Involves staff in **planning, problem-solving and decision-making** on relevant issues.
- Is able to **ensure staff have all the necessary information** to provide the best possible advice.

Getting Help
- Takes **specific actions** to enable the team to provide **the best possible/ most appropriate help** to services users.
- **Creates the conditions** that enable the team to perform at its best (e.g., direction, team structure, team development).
- Resolves conflicts in the team, gives **constructive/ developmental feedback** (individual or collective).

Getting More Help
- Determines what **tools/resources are required** to provide service users with the appropriate level of support and takes action to secure them.
- **Facilitates the work of team members** by providing tools to help them support service users.
- **Anticipates the implications of changes** (e.g., caseload, staffing, funding, policy changes) on resource needs.

Getting Risk Support
- Provides **ongoing oversight/ monitoring** to provide assurance to wider stakeholders.
- Is able **to 'step in' or provide coaching/ mentoring** to **support staff with service users** with particularly complicated needs.
- Supports **ongoing service development,** based on learnings and the outcomes achieved.

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Developing/ Managing Others

Definition
- This competency involves a **genuine desire to support/ foster the development of others** in order to fulfill the current and future skill requirements of both individuals within, and external to, their organisation.
- This competency is not limited to formal positions of authority, however where there is formal authority it should be considered part of **standard management processes**.
- This competency is distinct from Leading Others as this **competency is not specific to leaders/ managers** and it can involve the 'management' of more senior grades.

Why it is important
- Effective people development is key to developing a **workforce that can delivered excellent outcomes** in the C&YP MH and well-being sector. This competency, although it is non-client facing, is critical to all roles within the health/ care sector.

Getting Advice
- Within a developmental context, **gives detailed instructions and/or on-the-job demonstrations** e.g., volunteers to show how to do the task.
- Willingly **shares own task-related expertise** with others.
- Provides **direction or advice** on how to do the work.

Getting Help
- **Identifies or suggests activities that could help others develop** relevant skills.
- Gives **directions or demonstrations with reasons/ rationale** as a development tool.
- **Asks questions, tests understanding**, or uses other methods to verify that others have understood instructions or directions.

- **Supports colleagues/ partners in working out answers to problems themselves**, rather than simply giving them the answer.

Getting More Help
- Gives **specific constructive feedback** for developmental purposes.
- Coaches others by **providing feedback relative to learning new competencies**.
- Reassures and/or **expresses positive expectations for future performance** when giving corrective feedback and/or after a setback.
- Gives **personalsed/ context specific suggestions for improvement**

Getting Risk Support
- **Invests significant amount of time to help foster the growth and development of others**, with a specific focus on risk support
- **Delegates full authority and responsibility** to managees with the latitude to 'do a task in their own way'.
- Understands and **identifies individual training needs** and supports colleagues in accessing the development needed.

Team Working

Definition
- This competency is about **working effectively with others,** both within one's organisation as well as with **individuals, teams and organisations outside one's immediate organisation** or even work area. It is about (i) communicating, (ii) contributing and (iii) collaborating in **the delivery of a shared outcome**, through a shared understanding of (i) expectations and (ii) understanding of individual and collective, roles and responsibilities.

Why it is important
- This competency is about **teamwork** and is explicable to working with others within one's own team, across the organisation, or in the community with community partners. **Team working is critical to securing the best possible outcomes** for service users.

Getting Advice
- Is able to **work collaboratively with others** and create a sense of team spirit; focused on the delivery of key objectives.
- Is **able to work with others as a team to deliver the best possible solution** for service users/ their families.
- Supports the delivery of a **culture and working environment that is focused on the needs of service users** and in supporting team members to working accordingly.

Getting Help
- Is able to **identify and propose changes to work approaches** and processes to support improved practice.
- Ensures that the team's work is **aligned to regulation and best practice.**
- Takes action to **resolve tensions and problems by identifying suitable solutions** and by providing guidance and support to other team members;

Getting More Help
- When required to provide the support needed, **work effectively (as a team member) with a range of organisations and individuals**.
- Works to **enable team members to be more effective** in their roles and the achievement of shared objectives.
- **Maintains clear lines of communication and transparency** in working with the team to enhance the effectiveness of joint working efforts.

Getting Risk Support
- Works with other team members **to build consensus** on the most appropriate course of action.
- Identifies **opportunities to leverage the wider knowledge, skills and experience of other team members** and deliver the best possible outcome.
- Coordinates with other team members approaches that may **enable service users to de-escalate**.

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Core Competencies: Partnership skills

Relationship/Network Building

Definition
- This competency is about **building and maintaining, productive relationships** with a range of contacts, encompassing (i) service users/ their families, (ii) commissioners of services and (iii) other VCSE sector organisations.
- It requires an **understanding/ acceptance that relationships are key to achieving success** in C&YP MH and wellbeing services, both with service users and other key stakeholders.
- The competency involves **building strong relationships,** which involve mutual trust and respect and which are l**everaged to drive the best possible outcome for service users**. It also requires an understanding of the linkage between relationships and success in the sector.

Why it is important
- The fragmentation in the sector and the range of non-statutory organisations operating in it, means that success can frequently only be delivered by **working with a network of internal and external stakeholders**.
- Whilst this competency is key for all staff, it is particularly important for managers, who will have to rely on these relationships and networks to deliver lasting value and key organisational goals.

Getting Advice
- Is able to **develop and maintain a range of relationships** which enable the role holder to deliver timely, relevant advice to both service users/ their families and colleagues/ partners.
- Is able to **support stakeholders in navigating the system** and the complex mix of providers and commissioners.
- Is able to **leverage these relationships to enhance the outcomes delivered** for service users.

- Is able to refer service users/ colleagues (as required) to range of services locally.

Getting Help
- Actively **looks beyond own organisation** in building relationships, takes a **strategic approach in prioritising which relationships are likely to be the most productive**.
- Is able to **coordinate help for individuals using a network** of contacts.
- Forms **strong and trusting relationships** with service users to ensure that their individual history is understood and used (during subsequent visits) to enable the delivery of an optimal outcome.

Getting More Help
- Is able to **provide help directly** and identify where, across the wider network, this might be enhanced through interaction with different organisations /the staff within them.
- Is able to **identify when more help is needed,** based on a combination of **interpersonal understanding** with service users and a wider understanding of the broader network of services and staff.
- Works to gradually **build relationships with all stakeholders** and subsequently **leverages these relationships** to drive positive outcomes.

Getting Risk Support
- **Leverages understanding** and network to identify when service users are in this phase of the THRIVE framework and coordinates them in acting accordingly.
- Proactively **uses network to gather information ,**which is subsequently used to inform practice and decision-making.
- **Leverages interpersonal relationships** with service users to support them in managing their risk.

Strategic Thinking

Definition

- This competency is about being **able to see the 'broader' picture** and using this to inform decision-making. Often, meeting short-term needs without seeing the wider context, can result in poorer outcomes; a longer/ broader view can ensure greater sustainability and tangential benefits.

Why it is important

- There exist **interdependency between services and organisations**, similarly children and young people, are parts of families and wider communities, which they impact and are impacted by. There are also a number of **extrinsic factor**s which impact services and the people who use them. All these elements need to be **considered in making a decision to avoid unintended consequences**. This competency is important at organisational and sector levels and is critical to securing the best outcomes for C&YP in Kent and Medway.

Getting Advice

- Is able to **set personal goals**, in line with the desired goals for both (i) the service user and (ii) the VCSE, ensuring that every action/ interaction is contributing to one or both.
- Is able to **critically assess the contribution** made to wider priorities and **'course correct'** as necessary.
- Understands the **complex chain of action and impact** and is able to provide advice delivers the best outcome.
- Is able to determine when **other partners/ colleagues, may be better placed to suppor**t.

Getting Help

- Is **able to see the 'bigger picture'** and provide help on that basis.
- Is **able to learn from past experience** about the suitability of different options.
- Is able to **anticipate how a service user's needs may develop over time** and ensure that interventions that are likely to deliver better outcomes **are identified and accessed proactively**.

Getting More Help

- Able to identify **how to work with a range of organsiations/ services to meet the clients specific needs**.
- Being able to make referral decision-making on the basis of trying **to secure the best long-term outcome**.
- Able to identify likely **obstacles and barriers** and acts accordingly.

Getting Risk Support

- Takes a **strategic approach to risk**, considering likelihood and likely impact in the planning and support provided.
- Works with teams (potentially across organisations) **to set goals and plans that are aligned to the strategic direction** for C&YP MH and wellbeing services in Kent and Medway.
- Identifies ways in which **risk management practice and processes can be improved,** to deliver better outcomes.

Flexibility

Definition

- Flexibility is the ability to be **effective under a range of situations**, and with various individuals or groups. It requires an **understanding and appreciation of different and opposing perspectives** on an issue or situation and **adapting the approach** as the requirements or specifics of a situation change. The goal in working flexibly is to enable the best possible outcome for the C&YP who benefit from the service, (or the partners that deliver it) irrespective of the route taken to secure it.

Why it is important

- Given the rapidity of change in health and local government, particularly post-Covid , as well as the day-to-day challenges faced by VCSE sector organisations and their employees, the ability to **(i) work flexibly, (ii) be responsive to emerging guidance and other partner's points of view, (iii) reprioritise tasks and priorities, and (iv) respond quickly to changing need**, makes this a critical competency.

Getting Advice

- Is able to support service users in navigating services in a way that **optimises the outcomes they achieve.**
- Understands what a **good outcome looks like for the person using the service** and is able to signpost appropriately.
- Is able to **amend a decision on the basis of new evidence** or understanding.
- Understands and **respects differences in organisational culture, focus and priorities**, and advises appropriately,

Getting Help

- Proactively **adjusts behaviour/ style** as needed to meet changing service user/ partner needs/ demands.
- **Alters standard procedures or processes** to fit a specific situation or meet a specific service user's needs
- **Manages multiple tasks, prioritising appropriately** to ensure that the most urgent/ time critical issues are addressed first
- Exercises judgement, to decide when a specific case requires **changes to established practice**.

Getting More Help

- Decides what to do or how to do something, based on the situation, with **less reliance on established practice**.
- Is able to maintain the same overall goal or strategy, whilst **changing how that goal is achieved** by acting in a way that is responsive to the situation or person concerned.
- **Evaluates situations and decides (in consultation with others) what approach to take**, based on the demands of the situation or the needs of the individuals.
- Identifies where **guidelines, processes and policies may need to be amended** to precipitate better outcomes.

Getting Risk Support

- Is able to identify when C&YP in this category are unlikely to receive value by 'Getting More Help'
- Works in a **highly responsive** way to identify any support available (even beyond conventional service boundaries), which may support C&YP in this category in achieving better outcomes.
- Is able to **provide advice on how existing services can be developed/ reconfigured** to be able to support C&YP in this category.

Secondary Competencies: Partnership skills

Creative Problem Solving/ Decision-Making

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Definition
- This competency is about identifying and solving problems by **(i) understanding the situation, (ii) seeking additional information, (iii) developing and weighing alternatives, and (iv) choosing the most appropriate course of action** given the circumstances. **Problems are typically solved by breaking the issue into smaller pieces or by identifying patterns or connections between situations that are not obviously related**. It involves taking a creative approach to problems or issues .

Why it is important
- The C&YP MH and wellbeing service environment in Kent and Medway is **highly complex and constantly transforming**, there is a need to be creative and innovative in solving problems and thinking about novel and creative ways of delivering **better outcomes as cost effectively as possible**.

Getting Advice
- Uses **simple rules, common sense and past experiences** to identify issues and provide the appropriate advice.
- **Identifies component parts** of problems or situations.
- Identifies **links between components of a problem/situation** (e.g., "if this, then that" thinking).

Getting Help
- Is **open minded when presented with a new perspective**.
- **Applies new information** determine how best to respond to problems and situations.
- Recognises when a situation calls for or can be **improved by a different approach**.

Getting More Help
- Identifies **discrepancies, trends and interrelationships** in

information provided by service users/ their families.
- Recognises and acts on **'cause and effect'** relationships (A leads to B).
- Looks behind the immediate and **understands less obvious implications** and applies these in helping service users.

Getting Risk Support
- **Generates multiple alternative solutions**.
- Is able to **think 'outside the box'** in identifying the best option for managing individuals in this category.
- **Evaluates alternative solutions** and identifies and acts on the optimum course of action.
- **Demonstrates a willingness to try out different solutions**, while managing risk and maintaining a safe environment
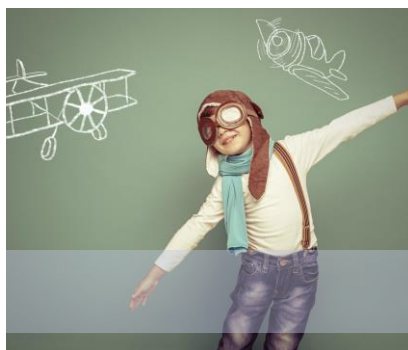
Advocacy

Definition

- This competency is about showing, through one's behaviours, a **desire to champion the MH and wellbeing needs of C&YP** (either specific individuals or in general) and trying to get others to support it (i.e., attempting to win the support of others).

Why it is important

- A key element of all C&YP VSCE roles is advocacy, **(i) championing the cause of service users/ their families, (ii) speaking up and drawing the attention of others (including potential partners), and (iii) attempting to direct decision makers towards the most appropriate solutions**. Whether advocating in a direct support role, which is focused on "giving voice to others, or in a more senior leadership role, which may include advocating for the sector itself, demonstrating this competency is critical in the VCSE sector.

Getting Advice

- Uses **direct persuasion** in a discussion or conservation.
- Able to **appeal to reason, data, and others' self-interest**.
- Able to **use concrete examples**, case studies, service user stories, statistics etc.

Getting Help

- Can take **multiple steps to convince partners**/ other stakeholders of a preferred course of action.
- Is able to work with services users and advocate for the **most appropriate course of action**.
- Is able to **make a compelling case to partners**/ other external organisations, for a chosen course of action.

Getting More Help

- Anticipates the **effect of one's words or actions on others**'

perceptions of themself.
- Takes a **well-thought-out action** in order to have a specific impact on a service user or partners staff member.
- **Anticipates and prepares for others' (service user/ their family, partners) reactions.**

Getting Risk Support

- Uses **chains of indirect influence** i.e. is able to get other to intercede on their/ the service users behalf.
- **Anticipates areas where support or influence will be required** and takes steps to involve these key individuals in the process.
- Solicits and **engages the support of suitable partners in providing the support required**.

Core Competencies: Technical skills

Risk Assessment

Definition

- Risk Assessment as a competency is the ability to **proactively identify risks** from a service user, organisation or partner perspective and support their management/ mitigation. It combines two critical components (i) an **ability to identify and assess risks and their likely impact**, and (ii) the **ability to determine and mobilise the optimal response**. Given that a proportion of risks will escalate over time, it requires either a proactive response (i.e. before the risk has managed itself) or a highly reactive response, that starts to address the issue as soon as possible. At times the response can be completely localised, whilst in some situations it may need to be escalated to county/ ICS or even regional/ national level.

Why it is important

- Risk is inherent in much of health and care service delivery and the **impacts of unmanaged/ unmitigated risk can be widespread and serious**. This competency is critical in safeguarding service users and protecting organisations (both statutory and non-statutory). This competency is **closely linked to the 'Initiative' competency**, however it is entirely focused on taking initiative to assess and manage risks.

Getting Advice

- Is able to **identify risks** related to service users or the services they are accessing/ plan to access.
- Has **well developed formalised/ informal protocols** for responding to risk.
- Is able to understand the **most appropriate way to escalate any risks**, particularly those that the individual cannot manage in isolation.

Getting Help

- Has enough **intellectual curiosity** to consider whether a risk assessment is warranted and sufficient professionalism to deliver this without disruption to a service user or a service.
- Works to **develop learning from assessed risks**, to enable greater proactivity or responsiveness in the future.
- Able to **appropriately refer service users when new/ emerging risks have been identified**, which could be better managed by other partners.
- Able to **determine when individuals would benefit from 'more help'**.

Getting More Help

- Able to **navigate multiple partner organisations** to mitigate/ manage risks appropriately.
- Employs a **risk framework** for identifying, tracking and communicating risks.
- **Shares lesson learned** from risk assessment/ management processes, to support improvements in practice in the local sector.

Getting Risk Support

- Works **proactively to identify the risks** associated with individuals with partners to avoid any further exacerbation.
- Has **formalised approaches and protocols for escalating risks** associated with individuals within this category, to ensure timeliness/ effectiveness of any response.
- Is able to provide advice on how existing services can be **developed/ reconfigured to support better risks assessment/ management** of C&YP in this category.

Compliance

Definition
- This competency is about **understanding relevant legislation/ guidance and ensuring that it is complied with**, to ensure that the rights and interest of service users/ their families and colleagues/ partners are protected. Given that the services under consideration are for C&YP, **compliance with safeguarding legislation is paramount.**

Why it is important
- The health and care sector in England is **highly regulated** to ensure that service users and their interests are protected.
- Compliance with **relevant legislation/ guidance will be key in providing assurance** to the CCG (and other statutory organisations) that VCSE sector organisations, are able to deliver services to required quality standards and manage risks appropriately.
- Being able to **demonstrate compliance** will be critical in ensuring that commissioners are confident that **services provided by VCSEs can supplement or replace those provided by statutory/ private sector organisations**, with minimal increase in risk.
- All staff should have an understanding of:
  - **Relevant legal, regulatory and financial requirements**
  - **Relevant responsibilities** in relation to Equalities and Health and Safety legislation
  - Duties relating to **safeguarding**, including the **Prevent Duty; duties related to special education needs and disabilities** (SEND); and duties related to information, including in the **Data Protection Act 1998** and the **Freedom of Information Act 2000.**

Getting Advice
- Is able to identify **non-compliance and 'speak up'** when required.
- is able to identify when other **specialist advice may be required and access that support**.
- Is able to ensure that **all advice proffered is appropriately aligned with best practice/ agreed organisational processes.**
- Ensures **cases are escalated as appropriate to ensure the safety of the service user.**

Getting Help
- Actively **keep up to date with the most recent guidance** and **makes this part of their ongoing development.**
- **Provides help in ways that are compliant and consistent with established processes/ procedures or best practice.**

Getting More Help
- **Take steps to ensure the compliance of partners**, to whom service users may be referred and some accountability for service users even when they may not be under the individual's direct care.
- Is **proactively on the lookout for noncompliance in own practice/ that of colleagues.**

Getting Risk Support
- Is **vigilant in ensuring that practice is compliant when managing high risk clients.**
- Invites **scrutiny/ reviews from colleagues/ partners** to support improved compliance and general performance.
- Uses a system to **provide assurance of compliance to internal/ external stakeholders.**

Specialist knowledge and expertise

Definition

- A subset of roles will require **Specialist knowledge** particularly those aimed at individuals with particularly acute needs. These services are **typically delivered by specialists with formalised qualifications,** whose performance is overseen by a professional body.
- Given the range of the clinical knowledge that is required across the breadth of C&YP metal health and wellbeing services, the **description of this competency will not outline the specific knowledge required**. Instead it will focus on how Specialist knowledge should be applied.

Why it is important

- Specialist practice is ever evolving and it is important from the point of view of **oversight and assurance that standards are maintained** and that all individuals delivering these service have the appropriate skills and competencies.
- The competency framework is not intended to be comprehensive, but rather to provide a guide on where and how these may be used.

Getting Advice

- Actively works to keep **clinical/specialist training and understanding up to date**, where relevant maintains registration/ membership with appropriate professional bodies.
- Is able to **identify when service user need is likely to be greater than that which can be addressed through non-Specialist services**.
- Use Specialist knowledge to **provide advice in relation to the best Specialist services to access**, based on communicated need.

Getting Help

- Is able to provide help relevant to their **Specialist qualification in a safe and evidenced way** that provides sufficient assurance to the CCG, arms-length bodies and other regulatory agencies.
- Is able to identify incidences in which non- Specialist services may deliver better/ equivalent outcomes.
- Is able to **work with colleagues on an MDT basis** to deliver the best outcome for the service user.
- Is compliant with all relevant **regulations and best practice**.

Getting More Help

- Takes some responsibility for the **ongoing development of Specialist pathways with other pathway stakeholders**.
- Is able to identify **escalation points**, where more acute/ specialist clinical services may be warranted.
- .Takes some **ownership for the outcomes achieved by the service user**, even when they are not indirect contact with them, through follow-up etc.

Getting Risk Support

- Is able to **manage Specialist working with wider partners.**
- Is able to support the **triggering of a crisis response when needed, working across multiple agencies/ organisations**.

Secondary Competencies: Technical skills

Managing Resources

Definition
- This competency is about **understanding and effectively managing resources** (e.g. people, materials, funds). This is demonstrated through **monitoring, planning and controlling how resources are used to achieve results**. It requires a balance of qualitative (e.g., human resources) and quantitative (e.g., financial resources) measures.

Why it is important
- Given the ongoing need for improved efficiency, the **ability to effectively manage resources is key in the health/care sector**.
- This competency is **critical for individuals who hold any form of budgetary responsibility**.

Getting Advice
- Ensure that the **advice provided makes optimal use of available resources** to deliver the best possible outcomes
- Is able to identify situations, where a **partner may offer a better solution for specific clients** than those available 'in house'.
- Supports **ongoing improvement in the resource effectiveness** of the service provided

Getting Help
- Ensures that things are done using **efficient and effective processes** while maintaining or improving quality of services.
- **Considers resource implications** of all decision-making alongside other key concerns e.g. outcomes achievable etc.

Getting More Help
- Obtains information and about how **resources are being used on an ongoing basis**, to make support decision making processes.

- May **make resources available to other partners** where It is necessary to enhance the outcomes achieved..
- Identifies situations where a **joint/ collaborative response across organisations is able to precipitate a better use of (shared/ non-shared) resources.**

Getting Risk Support
- Takes accountability for ensuring that resources are **not wasted on non-value add activity**.
- Identifies opportunity to improve the **resource effectiveness of services / C&YP pathways** in general.
- Provides information to commissioners to support them in **improving how funding is allocated** on an ongoing basis.