

# Christian Aid competency framework

Document Version 2.0.2 – Approved

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## **Competency level definitions and verbs** *[Applies to Core Competencies only]*

### **Level 1**

Elementary competence; member of a work group **assisting** others and contributing to delivering effective programmes of work

**Verbs used: assist; help; cooperate**

### **Level 2**

Basic competence; member of a work group helping to **deliver effective** programmes of work

**Verbs used: contribute; deliver**

### **Level 3**

Intermediate competence; member of a work group **coordinating** work to encourage successful outcomes

**Verbs used: coordinate; encourage; promote**

### **Level 4**

Considerable competence; member of one or more work groups performing a **driving and influencing** role

**Verbs used: drive; influence; manage**

### **Level 5**

Substantial competence; member of cross-organisational **strategic/leadership** work groups with a critical role in ensuring organisational success

**Verbs used: lead; direct; champion**

## **Glossary**

**Work group** – any team of people working together in Christian Aid both under the formal structures of Departments, Divisions and Units and under informal structures of short-term project-specific working groups.

**Supporters** – all those people who support to Christian Aid by *giving, acting* and *praying*.

**People living in poverty** – all those people who receive support from Christian Aid and its supporters.

**Partners** – all those organisations/people who work on behalf of Christian Aid and help the organisation to achieve its objectives in *Turning Hope Into Action*. These partners are not exclusively organisations/people based overseas but in all areas of our work.

## **Language model**

The template for reading competency statements should be as follows:

A person demonstrating (Level + competency) shows an ability to (behaviour description)

E.g. A person demonstrating **Level 2 Learning** shows an ability to **contribute to the promotion and implementation of learning within the work group**.

## **Framework focus**

In assessing competencies we need to ensure that the focus is on outputs rather than inputs. That is, *ability to do* rather than *knowledge of*.

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## Christian Aid core competency framework

### A: Innovation and creativity

These behaviours are about demonstrating openness to new ideas and seeking opportunities for Christian Aid to grow and be more effective at achieving its essential purpose. We also seek to learn from our experiences, adapt appropriately to change and make effective decisions on the most appropriate intervention.

Level	1	2	3	4	5
<b>Creativity and innovation</b>	Assist the work group to generate innovative ways of working or opportunities for Christian Aid to strengthen its work.	Contribute to the creation of new opportunities for Christian Aid's growth or improving work group working practices.	Coordinate the implementation of opportunities for Christian Aid's growth and effectiveness in its work.	Drive the generation of ideas and opportunities for Christian Aid's growth and effectiveness against strategic goals.	Champion a culture of creativity and innovation that creates positive change at a strategic level.
	<ul style="list-style-type: none"> <li>▶ Support creativity, innovation and learning with colleagues.</li> <li>▶ Reflect creativity, innovation and learning in your work plans.</li> <li>▶ Understand and uphold organisational ways of working and best practice.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Seek to understand different perspectives on learning.</li> <li>▶ Promote the application of creativity, innovation and learning in working relationships.</li> <li>▶ Promote established ways of working and look for ways to improve current best practice.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Think creatively to encourage learning and demonstrate an adaptive style in sharing ideas and learning with others.</li> <li>▶ Demonstrate the application of creativity, innovation and learning through the quality of your work.</li> <li>▶ Challenge established ways of working and develop best practice through participation in cross-organisational working groups.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Work collaboratively with others in ensuring creative thinking and effective learning.</li> <li>▶ Promote the need for learning and creativity, and lead by example.</li> <li>▶ Influence the way the organisation works and deliver effective change in organisational culture.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Champion initiatives that foster a culture of learning and creativity across the organisation.</li> <li>▶ Be creative in leading cultural change, both internally and externally helping to fulfil Christian Aid's essential purpose.</li> <li>▶ Sponsor initiatives that lead to enhanced ways of working and growth in organisational culture.</li> </ul>
<b>Learning</b>	Work with colleagues to generate learning within the work group.	Contribute to the promotion and implementation of learning within the work group.	Coordinate others in the creation, promotion and adoption of learning and creativity within the work group.	Drive others to create, implement and analyse the effectiveness of learning and creativity.	Champion initiatives that encourage the creation, implementation and analysis of learning and creative working practices.
	<ul style="list-style-type: none"> <li>▶ Demonstrate general inquisitiveness and eagerness to learn by participating actively in development, growth and learning opportunities.</li> <li>▶ Identify your strengths and limitations, taking steps to build on these and address areas for personal growth.</li> <li>▶ Take responsibility for your professional development by ensuring that skills meet present and future job needs.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Take responsibility for your workload, accepting appropriately challenging assignments, new activities and additional responsibilities to maximise learning.</li> <li>▶ Seek feedback and advice from performance managers and/or mentors to strengthen your competencies.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Demonstrate an understanding of Christian Aid's policies and procedures in relation to professional development and personal learning.</li> <li>▶ Demonstrate ability to identify key learning points from experience and interaction with others. Seek feedback and advice from external stakeholders.</li> <li>▶ Define how individual career goals and expectations relate and</li> </ul>	<ul style="list-style-type: none"> <li>▶ Learn from experience, respond well to setbacks, treat mistakes as learning opportunities and make action plans to apply this learning.</li> <li>▶ Lead and nurture others by example and by seeking new challenges that deepen and broaden skills, and set expectations for continuous learning.</li> <li>▶ Motivate others to apply learning to organisational growth.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Provide thoughtful leadership in designing and implementing programmes to promote learning and development.</li> <li>▶ Guide others in providing and receiving constructive feedback.</li> <li>▶ Develop professional relationships, both internally and externally, participating in formal learning, learning on the job and maintaining involvement in the broader professional sector.</li> </ul>

A1

A2

			contribute to organisational goals.		
<b>Responding to change</b>	Work with the impact of change on own work and be resilient if there are regular initiatives requiring change.	Contribute to the success of change initiatives and understand the need for change as a means of strengthening the organisation.	Coordinate change initiatives and work with people to achieve the desired organisational changes.	Manage change initiatives and influence others to embrace change that strengthens the organisation.	Lead organisational change initiatives and champion the engagement of staff with change that strengthens the organisation.
	<ul style="list-style-type: none"> <li>▶ Identify options to resolve issues related to your work plans.</li> <li>▶ Make plans based on preferred options under supervision.</li> <li>▶ Implement the proposed options.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Review options to resolve issues relating to your work group.</li> <li>▶ Assist with the preparation of work group's plans to implement preferred option.</li> <li>▶ Work with other work group members to implement the plan.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identify options relating to issues across work groups.</li> <li>▶ Facilitate review of options affecting other work groups.</li> <li>▶ Support implementation of preferred options.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use creativity to influence and facilitate buy-in to agreed solutions.</li> <li>▶ Link options to strategic objectives, and consider the immediate results and their broad implications, including any unintended consequences to the organisation.</li> <li>▶ Lead the organisation in implementing cutting-edge practices in solution development.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Lead and challenge the organisation's response to the changing external environment and its impact on Christian Aid.</li> <li>▶ Link options to broad implications across the organisation.</li> <li>▶ Lead the implementation of creative and systematic responses to complex situations.</li> </ul>
<b>Decision making</b>	Make decisions on own work within designated parameters.	Make day-to-day decisions that impact on the delivery of a work group goal.	Make decisions at a work group level based on technical expertise.	Make management-control decisions within the work group.	Make strategic decisions that are associated with higher levels of risk at corporate level.
	<ul style="list-style-type: none"> <li>▶ Make decisions on routine tasks under close supervision, using available information.</li> <li>▶ Make decisions based on organisational best practice as appropriate to your role.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Make straightforward decisions, taking into account past experience and any likely risks associated with that decision.</li> <li>▶ Take into consideration the consequences of any decisions you make, including the impact of those decisions on your work and the work of your colleagues.</li> <li>▶ Make clear decisions in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Make routine but important decisions that take into account context, costs and benefits.</li> <li>▶ Take into consideration the broader impact of the decisions you make in your field of work/area of expertise.</li> <li>▶ Make unplanned or unanticipated decisions under pressure within a fixed time.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Make regular difficult decisions, often under pressure, taking into consideration both short- and long-term risks.</li> <li>▶ Ensure that a wide range of factors are taken into consideration before making final decisions.</li> <li>▶ Make decisions that result in wide-reaching consequences and may affect a significant number of people.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Consistently make high-impact decisions, often at a corporate level, resulting in wide-reaching consequences.</li> <li>▶ Make difficult decisions involving tough choices, which may significantly affect many people.</li> <li>▶ Make decisions associated with a high level of risk, influenced by a number of complex factors.</li> </ul>

A3

A4

**B: Effectiveness and accountability**

These behaviours are about demonstrating the ability to organise and execute work plans in a way that strengthens the work of Christian Aid. Everyone is accountable for their contribution to the achievement by Christian Aid of aims and objectives set out in *Turning hope into action*.

Level	1	2	3	4	5
<b>Stewardship of resources</b>	Assist others to complete work in the most cost-effective manner, reaping the greatest benefit.	Deliver cost-effective work plans that demonstrate the greatest return on investment.	Coordinate work groups in the implementation of work plans to ensure the most cost-effective outcome for the greatest benefit.	Manage work groups to make commercially viable choices; take responsibility for these choices.	Lead Christian Aid in its responsibility for stewardship of resources to ensure maximum benefit from the effort invested.

B1	<ul style="list-style-type: none"> <li>Work with others to ensure that all work is done as efficiently as possible and in the most cost-effective manner.</li> <li>Work with others in ways that increase the positive impact of the effort of the work group that then delivers a more effective outcome.</li> <li>Work with others in strengthening the relationship with key stakeholders that in turn strengthens the output of the work group.</li> </ul>	<ul style="list-style-type: none"> <li>Deliver work in the most efficient and cost-effective manner.</li> <li>Contribute in a work group to the growth of Christian Aid's work with supporters and people living in poverty.</li> <li>Deliver, within a work group, pieces of work that strengthen Christian Aid's relationship with supporters and people living in poverty.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinate the output of a work group in a manner that constantly improves the cost-effectiveness and efficiency of the work group.</li> <li>Encourage colleagues in a work group to achieve growth that strengthens Christian Aid's capacity to achieve its essential purpose.</li> <li>Coordinate activities that seek to strengthen Christian Aid's relationship with supporters and people living in poverty.</li> </ul>	<ul style="list-style-type: none"> <li>Manage Christian Aid's resources to ensure that all work is done in the most cost-effective and efficient way.</li> <li>Drive initiatives that work towards the growth of the organisation and greater achievement of Christian Aid's essential purpose.</li> <li>Influence others to work more effectively with supporters and/or people living in poverty to achieve greater impact on Christian Aid's essential purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Lead others in guaranteeing the sustainability of the organisation in delivering its essential purpose.</li> <li>Direct key initiatives within the organisation that will lead to growth of the impact the organisation has in delivering Christian Aid's essential purpose.</li> <li>Champion behaviours that increase our impact on supporters and people living in poverty in order to achieve Christian Aid's essential purpose.</li> </ul>
	<b>Planning and organising</b>	Assist others in the organisation and planning of work group activities and outcomes.	Contribute to the organisation and implementation of work group plans.	Manage others in the creation and delivery of work group plans.	Lead others in the creation and delivery of work group plans.
B2	<ul style="list-style-type: none"> <li>Take responsibility and manage your time effectively, planning and prioritising daily tasks.</li> <li>Work within set parameters, monitoring your progress and agreeing reporting lines.</li> <li>Agree work plans that contribute to achievement of work-group objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Determine and communicate realistic timelines for accomplishing work-group tasks.</li> <li>Assist with the preparation of work plans and/or budgets to achieve work-group objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinate tasks with others to promote efficiency while retaining appropriate responsibility.</li> <li>Set/review work plans and/or budgets to achieve work-group objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Plan for multiple and complex projects involving cross-functional and/or geographically dispersed work groups.</li> <li>Negotiate take-up of tasks and cross-functional and/or organisational tasks/projects.</li> <li>Interpret and take responsibility for planning the implementation of corporate policies and strategies, delegating tasks and responsibilities as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Lead others and secure take-up for large-scale projects, managing internal and external expectations.</li> <li>Use broad understanding of corporate strategic objectives to set priorities among multiple projects across functions.</li> <li>Take responsibility for and ownership of corporate direction, involving and delegating to others to achieve corporate goals.</li> </ul>
	<b>Delivering goals and objectives</b>	Work with a set of goals defined by others in a work plan.	Contribute to and deliver on work plans to achieve work group objectives.	Coordinate the implementation of work group goals to achieve work group objectives.	Manage work group goals to ensure the achievement of corporate objectives
	<ul style="list-style-type: none"> <li>Support, engage with and implement change initiated by others while recognising</li> </ul>	<ul style="list-style-type: none"> <li>Understand your professional accountability while thinking ahead and</li> </ul>	<ul style="list-style-type: none"> <li>Foster an environment of accountability and learning while providing guidance,</li> </ul>	<ul style="list-style-type: none"> <li>Determine Christian Aid's readiness for change by anticipating how particular</li> </ul>	<ul style="list-style-type: none"> <li>Create, consult and communicate a vision for the organisation's direction,</li> </ul>

B3	<p>the effect of change on your own work and adapting performance as appropriate.</p> <ul style="list-style-type: none"> <li>▶ Be open to new ways of working and different working practices.</li> <li>▶ Be aware of your professional accountability and open to learning from your past experiences and those of others.</li> </ul>	<p>recognising how particular changes affect your role and responsibilities, and those of others in the work group.</p> <ul style="list-style-type: none"> <li>▶ Focus on achieving results for Christian Aid during times of change and encourage others to do the same.</li> <li>▶ Consider past experiences to identify ways to support change effectively and help colleagues to engage with and implement change while remaining sensitive to others.</li> </ul>	<p>support and incentives to help others adapt to and support change initiatives.</p> <ul style="list-style-type: none"> <li>▶ Work with colleagues in your own and other work groups to identify practical options for the effective implementation of change.</li> <li>▶ Challenge current working practices constructively and facilitate change processes in your own and other work groups to improve performance in pursuit of corporate goals.</li> </ul>	<p>changes will affect its culture and working practices as well as their impact on individuals.</p> <ul style="list-style-type: none"> <li>▶ Work in a sensitive and consultative manner with cross-functional work groups to learn from past experiences in initiating improved organisational performance.</li> <li>▶ Within cross-organisational work groups, initiate changes in a strategic direction and provide support where necessary.</li> </ul>	<p>how it should develop and when to ensure we capitalise on our learning from past experiences.</p> <ul style="list-style-type: none"> <li>▶ Sponsor changes sensitively in line with Christian Aid's essential purpose and core values.</li> <li>▶ Provide inspiration and direction to work groups in the design and implementation of change initiatives to support improved organisational accountability and performance.</li> </ul>
	B3				
<b>Providing and implementing solutions</b>	<p>Assist in identifying solutions to issues related to own work and take action as directed.</p>	<p>Contribute to the identification of options for resolving issues affecting own work group, and work with others to implement them.</p>	<p>Coordinate the review of issues affecting the work group and support the implementation of agreed actions.</p>	<p>Manage and influence others to seek innovative solutions to issues.</p>	<p>Champion creative and systematic responses to complex situations.</p>
B4	<ul style="list-style-type: none"> <li>▶ Demonstrate professional behaviour and eagerness to meet or exceed performance standards.</li> <li>▶ Show initiative in communicating work status, accurately tracking and reporting on your work.</li> <li>▶ Complete assigned tasks within deadlines, complying with legal obligations and safety requirements of the role.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Prepare and monitor actual progress of your assigned tasks against your own and work-group plans and/or budget, and provide regular status updates.</li> <li>▶ See beyond routine tasks and take action without being prompted.</li> <li>▶ Negotiate changes to original plans. Adapt to shifting demands and competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Take initiative and manage projects effectively by monitoring work plans, budgets and scope, resolving conflicts and discrepancies and regularly communicating progress.</li> <li>▶ Monitor compliance to policy/procedure and safety requirements of the work group.</li> <li>▶ Be able to work effectively with minimal supervision or remote management, possibly in isolation.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Take initiative and manage multiple projects, integrate efforts and adapt to complex demands and shifting priorities.</li> <li>▶ Secure manager/colleague cooperation and manage expectations, including the expectation that timelines and end-product may change with needs and circumstances.</li> <li>▶ Ensure all assigned projects are completed to agreed deadlines, to maximise effectiveness against the corporate strategy objectives.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Set and lead policy/procedure, code of conduct and cross-functional work groups; manage integrated delivery of projects and programmes.</li> <li>▶ Determine organisational projects, ensuring that completion targets are assigned to maximise effectiveness against the corporate strategy objectives.</li> <li>▶ Take initiative on internal and external complex issues of importance to the organisation and be recognised as a leader in this area.</li> </ul>

**C: Team work**

These behaviours are about demonstrating effective working practices with individuals and work groups; supporters and partners; staff and volunteers; and any other stakeholders. They emphasise the need to act as one organisation in an environment that reflects many different cultures and disciplines.

Level	1	2	3	4	5
<b>Organisational awareness</b>	Work with Christian Aid's culture,	Contribute to and apply	Coordinate and encourage	Manage and influence others to	Lead and champion Christian

<b>C1</b>	structure and policies.	Christian Aid's culture, structures and policies within a work group.	others in the application of Christian Aid's culture, structure and policies.	apply and develop Christian Aid's culture, structure and policies.	Aid's culture, structure and policies.
	<ul style="list-style-type: none"> <li>▶ Respect the history of Christian Aid and how the organisation has developed with roots in the churches and an ecumenical approach, and acknowledge and respect other faiths.</li> <li>▶ Acknowledge the Christian Aid brand and image.</li> <li>▶ Demonstrate awareness of organisational culture, structure, policies and implications on your work.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understand what it means to be the official development agency of the churches in UK and Ireland, respecting the history of Christian Aid and how it affects our current practices</li> <li>▶ Apply Christian Aid's brand and image in all aspects of your work.</li> <li>▶ Understand organisational culture, structure and policies, and how they affect ways of working.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Respectfully promote Christian Aid's faith-based uniqueness; clearly communicate our history, church roots and ways of working.</li> <li>▶ Promote Christian Aid's brand and image.</li> <li>▶ Use knowledge of organisational policies, structure, culture and processes to guide and support others.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Engage with others on Christian Aid's faith-based uniqueness, history and ways of working, addressing misconceptions.</li> <li>▶ Maximise opportunities to communicate Christian Aid's brand and image.</li> <li>▶ Contribute to developing and implementing Christian Aid's policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Lead on the development of organisational structure and provide inspiration to move Christian Aid forward in the light of its history.</li> <li>▶ Challenge the organisation to review the impact of our work, brand and image in the light of its essential purpose and corporate vision.</li> <li>▶ Lead and develop organisational structure, policies and procedures to ensure the organisation is strong enough to meet future challenges and is continually assessing its impact.</li> </ul>
<b>Team working</b>	Work effectively with others within the work group.	Contribute to the effectiveness of the work group.	Coordinate the maintenance of effective roles across work groups.	Manage cross-organisational work groups and ensure roles work effectively together.	Lead and champion effective work-group practices across the organisation.
<b>C2</b>	<ul style="list-style-type: none"> <li>▶ Fulfil a defined work-group role and participate actively in work-group meetings and activities.</li> <li>▶ Demonstrate an understanding of work-group goals and processes, and understand how work-group roles relate to one another.</li> <li>▶ Demonstrate your role in supporting work-group priorities.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Demonstrate a willingness to implement work-group decisions and take on tasks assigned to others in the work group where necessary.</li> <li>▶ Function effectively in culturally diverse and geographically dispersed work groups.</li> <li>▶ Work with others in the work group and across other work groups in supporting corporate priorities.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Manage performance of traditional and virtual work groups, and facilitate entry of new members into a work group.</li> <li>▶ Recognise and communicate to others when it is appropriate to put work-group priorities ahead of personal interests.</li> <li>▶ Help others to understand how their roles and responsibilities contribute to the organisation's direction.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ensure that work-group processes and goals align with organisational and stakeholder-needs, concerns and business goals.</li> <li>▶ Create and lead work groups that capitalise on diverse and complementary strengths and perspectives.</li> <li>▶ Help others to have a clear direction by demonstrating knowledge of and commitment to corporate direction, and providing advice and guidance.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Provide resources and remove obstacles to support cross-organisational and geographically dispersed work groups.</li> <li>▶ Provide professional leadership on improving work-group effectiveness, integration and management processes.</li> <li>▶ Facilitate work groups to ensure that corporate priorities are addressed and achieved.</li> </ul>
	<b>Embracing and valuing diversity</b>	Work with a diverse range of people, views and ideas within Christian Aid.	Contribute to a culture that positively values the diversity of people, views and ideas within Christian Aid.	Promote an inclusive environment that encourages diverse people, views and ideas.	Manage people and work groups in embracing diverse people, views and ideas.
	<ul style="list-style-type: none"> <li>▶ Respect and tolerate different views and ideas</li> </ul>	<ul style="list-style-type: none"> <li>▶ Demonstrate an understanding of the</li> </ul>	<ul style="list-style-type: none"> <li>▶ Continually work to achieve an environment of inclusion</li> </ul>	<ul style="list-style-type: none"> <li>▶ Provide leadership in creating ways of embracing</li> </ul>	<ul style="list-style-type: none"> <li>▶ Provide inspirational leadership to the</li> </ul>

<b>C3</b>	<p>within Christian Aid, while being faithful to your own ideas and values.</p> <ul style="list-style-type: none"> <li>▶ Work constructively with all individuals in an inclusive manner, irrespective of differences in gender, culture and faith.</li> <li>▶ Demonstrate respect for strengths and abilities of others irrespective of role.</li> </ul>	<p>potential and value of diversity in the working environment.</p> <ul style="list-style-type: none"> <li>▶ React openly to, and show interest in, diversity.</li> <li>▶ Acknowledge and value contributions of others, and help people feel valued and respected.</li> </ul>	<p>where all staff can work with respect and dignity.</p> <ul style="list-style-type: none"> <li>▶ Celebrate, promote and defend diversity while constructively challenging inappropriate attitudes and behaviour.</li> </ul>	<p>and valuing diversity in the work of Christian Aid.</p> <ul style="list-style-type: none"> <li>▶ Clearly and openly demonstrate in your own work and relationships with wider colleagues/supporters/partners the power of embracing and valuing diversity.</li> </ul>	<p>organisation to embrace and value diversity.</p> <ul style="list-style-type: none"> <li>▶ Maximise the opportunities that diversity and inclusiveness afford.</li> </ul>
	<b>Motivating and influencing</b>	Assist others to achieve work-group objectives.	Contribute to the positive achievements of work-group objectives.	Encourage and engage others to achieve work-group objectives.	Manage and influence people and work groups to achieve organisational objectives.
<b>C4</b>	<ul style="list-style-type: none"> <li>▶ Appreciate how individual behaviour can motivate and influence others.</li> <li>▶ Engage with tasks and colleagues in a supportive manner in order to contribute to Christian Aid's objectives.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Motivate and encourage work-group colleagues to focus on the wider context while acting on corporate decisions.</li> <li>▶ Encourage others to remain focused not only on achieving individual tasks but also on how they contribute to Christian Aid's objectives.</li> <li>▶ Provide inspiration by demonstrating appropriate and supportive behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understand the nature of motivation, and influence and work with others to ensure that this understanding is applied.</li> <li>▶ Inspire others in a work group or other work groups to develop and adopt the implementation of corporate strategies.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Persuade a variety of audiences in all circumstances to implement positive change.</li> <li>▶ Apply a range of techniques in order to influence and motivate others to implement the corporate strategies.</li> <li>▶ Actively engage with cross-organisational colleagues to support and encourage them, especially during intense periods of change.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Provide inspirational leadership that enthuses and encourages all stakeholders towards the realisation of Christian Aid's essential purpose.</li> <li>▶ Inspire a wide range of audiences by stimulating enthusiasm for Christian Aid's essential purpose.</li> </ul>

**D: Communication and interaction**

These behaviours are about relating to others, communicating and networking effectively about the work of Christian Aid, and presenting information and expressing opinions confidently to internal and external audiences.

Level	1	2	3	4	5
<b>Communicating and sharing ideas/information</b>	Work to assist others to communicate information, opinions and ideas within a work group.	Contribute to the delivery of information, ideas and opinions within a work group.	Coordinate the creation of communications and relay information/ ideas across the work group.	Manage the creation and clear presentation of complex information, opinions and arguments to work groups.	Lead and champion the effective communication of important information in a manner that enables growth and maximises positive impact.
<b>D1</b>	<ul style="list-style-type: none"> <li>▶ Organise facts and ideas logically and present thoughts rationally and confidently.</li> <li>▶ Explain your opinions, ideas and any information appropriate to your role.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Summarise, simplify and explain detailed information so that others can understand it.</li> <li>▶ Assimilate information, opinions and ideas relevant to your role within Christian</li> </ul>	<ul style="list-style-type: none"> <li>▶ Compose communications and relay messages that address the needs and concerns of multiple audiences. Use appropriate communication methods and tools to create an impact beneficial to</li> </ul>	<ul style="list-style-type: none"> <li>▶ Adapt your communication style to maximise understanding and support by others from diverse groups, especially where complex issues are involved.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Deliver high-impact presentations, using provocative and content-rich information to encourage interest and engagement.</li> <li>▶ Present your own</li> </ul>

<b>D1</b>	Aid.	<p>Christian Aid's objectives.</p> <ul style="list-style-type: none"> <li>▶ Present and discuss opinions of others alongside your own without unfair bias.</li> <li>▶ Communicate corporate messages clearly, consistently and in a timely/considerate manner.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Assimilate, interpret and present effectively complex information, opinions and arguments to various audiences in a timely and considerate manner.</li> </ul>	<p>messages effectively to various audiences, responding to feedback to ensure understanding and support by others.</p> <ul style="list-style-type: none"> <li>▶ Present difficult or unwelcome messages to others clearly, and in a timely and considerate manner, to ensure overall support.</li> </ul>	
<b>Networking</b>	Support the use of networks to further the objectives of the work group.	Contribute to the maintenance of networks and relationships within and outside the work group.	Coordinate networks and seek opportunities to work with others for mutual and work-group benefit.	Manage existing and lead on initiating new relationships and networks that add value to the organisation's work.	Champion strategic networks to meet the requirements of the corporate strategy and lead staff in developing new networking opportunities.
<b>D2</b>	<ul style="list-style-type: none"> <li>▶ Participate in meetings and demonstrate a willingness to work towards consensus or common goals.</li> <li>▶ Understand the importance of working with networks and be able to use them appropriately within your role.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Participate in established relationships and networks.</li> <li>▶ Identify and develop relationships and networks that will benefit your work and the organisation in general.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Enhance the effectiveness of your relationships and/or networks for mutual benefit.</li> <li>▶ Facilitate networking, spotting opportunities to make connections to promote learning and efficiency.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Initiate and facilitate the development of new or existing relationships and networks.</li> <li>▶ Regularly assess the value of current external networks and internal relationships, and modify or change strategies appropriately.</li> <li>▶ Participate effectively in sensitive, complex and/or high-impact relationships and networks.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Seek out or create opportunities to establish new high-impact relationships and networks.</li> <li>▶ Actively review established networks and relationships to develop, downgrade or disband them, in-line with corporate strategy.</li> <li>▶ Manage strategic networks to meet the requirements of our corporate strategy.</li> </ul>
<b>Listening and dialogue</b>	Listen carefully, seek clarification and interact with others.	Share ideas, question opinions and participate in discussions confidently.	Advocate own ideas, probe issues and opinions, and anticipate challenge.	Manage situations that encourage dialogue, sharing of ideas and opinions, and facilitate debate to reach consensus.	Champion a non-judgemental/open culture and lead the organisation to be open to new ideas and opinions.
<b>D3</b>	<ul style="list-style-type: none"> <li>▶ Actively listen in a respectful and open manner.</li> <li>▶ Actively seek clarification by asking questions or rephrasing key points.</li> <li>▶ Demonstrate confidence when interacting with others.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Actively listen and seek to gain understanding of others' opinions through discussion and probing questions.</li> <li>▶ Share ideas and address differences of opinion in an open and constructive manner.</li> <li>▶ Demonstrate confidence, sensitivity and good judgement in initiating dialogues and challenging</li> </ul>	<ul style="list-style-type: none"> <li>▶ Actively listen and ask effective questions to identify issues, whether stated or not, and challenge reasoning as appropriate.</li> <li>▶ Advocate your own ideas and challenge opinions in a manner that encourages support and consideration for others and acceptance of consensus decisions.</li> <li>▶ Anticipate questions and potentially negative</li> </ul>	<ul style="list-style-type: none"> <li>▶ Actively listen and ensure that everyone has the space to discuss and input opinions and ideas.</li> <li>▶ Reflect back ideas and opinions expressed from discussions, highlighting areas of agreement and contention.</li> <li>▶ Use collaborative language to participate in healthy debate on contested issues and the open exchange of</li> </ul>	<ul style="list-style-type: none"> <li>▶ Listen to all opinions in an open manner, seeking to place them within the wider context.</li> <li>▶ Demonstrate interpretation and advocacy skills in presenting opinions from many sources to ensure a full and effective discussion.</li> <li>▶ Create a culture that is non-judgemental and open, allowing for dissent.</li> </ul>

		assumptions.	reactions, responding knowledgeably to difficult questions.	ideas.	
<b>Use of English language</b>	Elementary ability with English language.	Basic comprehension and command of English language.	Engage confidently using English language.	Able to contribute to complex discussion and to influence others using the English language.	Fluent and competent in using the English language.
<b>D4</b>	<ul style="list-style-type: none"> <li>▶ Demonstrate an ability to speak and an understanding of elementary English.</li> <li>▶ Demonstrate an ability to read and write elementary English.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understand and speak straightforward English and demonstrate an ability to hold a basic conversation in English.</li> <li>▶ Demonstrate an ability to read documents written in straightforward English.</li> <li>▶ Comprehend and construct basic written information.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Compose clear and understandable written messages in English.</li> <li>▶ Participate in meetings conducted in English.</li> <li>▶ Communicate effectively in formal and informal meetings and discussions.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Demonstrate fluency in written and spoken English.</li> <li>▶ Lead or facilitate meetings conducted in English.</li> <li>▶ Prepare documents in English designed for public distribution.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Demonstrate excellence in written and spoken English.</li> <li>▶ Lead or facilitate high-level meetings conducted in English.</li> <li>▶ Design documents in English that are intended for public distribution and set the tone of the manner in which Christian Aid's essential purpose and corporate priorities are translated into action.</li> </ul>

## Christian Aid management/leadership competency framework

### E: Operational Leadership & Management

These behaviours are about effectively leading and managing workgroups to deliver high quality results for supporter/donors, people living in poverty and internal customers.

Level	1	2	3	4	5
<b>Critical judgment</b>	Process complex information	Integrate and interpret broad and complex information	Identify and handle ambiguity	Formulate broad strategies on multi-dimensional strategic issues	Manage macro-strategic issues
<b>E1</b>	<ul style="list-style-type: none"> <li>▶ Carefully weigh up varied factors involving data/information gathering and analysis on specific aspects of an issue.</li> <li>▶ Formulate explanations that account for several aspects of a situation or event.</li> <li>▶ Identify the problem based on a limited number of clear and basic factors.</li> <li>▶ Select the solution from predefined options, using clear criteria/procedures.</li> <li>▶ Constructively question current practices and processes.</li> <li>▶ Suggest improvements to current approaches.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Recommend optimal approaches to address critical issues.</li> <li>▶ Identify implications of your own analysis (e.g., potential impact of judgment, potential impact on certain stakeholders).</li> <li>▶ Anticipate how others in Christian Aid and other affected organisations will respond to and use the information/data generated.</li> <li>▶ Identify problems based on a range of factors, most of which are clear.</li> <li>▶ Identify an optimal solution and recommendation based on weighing the advantages and disadvantages of alternative approaches.</li> <li>▶ Apply guidelines and procedures that require some interpretation in dealing with exceptions.</li> <li>▶ Make straightforward recommendations based on information that is generally adequate.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Foresee longer-term implications of your recommendations, positions, options and approaches that are not readily apparent.</li> <li>▶ Exercise sound judgment in new situations in the absence of specific guidance.</li> <li>▶ Identify and consider emerging opportunities and risks when articulating astute and defensible options and recommendations.</li> <li>▶ Strategically provide new information or data to key decision makers or stakeholders to enhance their understanding and decisions.</li> <li>▶ Identify the problem based on a broad range of factors, many of which are ambiguous or difficult to define.</li> <li>▶ Identify alternate recommendations or solutions, including some that are not based on precedent.</li> <li>▶ Apply guidelines and procedures that leave considerable room for</li> </ul>	<ul style="list-style-type: none"> <li>▶ Maintain a broad, strategic perspective while identifying and focusing on crucial details.</li> <li>▶ Demonstrate broad understanding of the dynamic relationships, viewpoints and agendas, both acknowledged and implicit, of key players and stakeholders.</li> <li>▶ Make complex recommendations for which there is no set precedent.</li> <li>▶ Consider a multiplicity of interrelated factors for which there is incomplete and contradictory information.</li> <li>▶ Balance competing priorities in making recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identify solutions and makes recommendations based on a multitude of factors, many of which are complex and sweeping in nature, difficult to define and often contradictory.</li> <li>▶ Create procedures to articulate the nature of the problem and to identify and weigh alternate solutions.</li> <li>▶ Make judgment-based recommendations that have wide-ranging impacts on a given area (nationally and globally).</li> <li>▶ Identify unique approaches to deal with situations for which no known precedent exists.</li> </ul>

			discretion and interpretation.		
<b>Risk taking</b>	Support risk taking by others	Personally take risks	Personally take significant risks	Lead high-risk initiatives	Provide organisational guidance on risk
	<ul style="list-style-type: none"> <li>▶ Publicly support responsible risk-taking by others.</li> <li>▶ Participate in responsible risk-taking by others.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Take calculated risks with minor, but non-trivial, consequences of error (e.g., risks involving potential loss of some time/money, but can be rectified with some time/money).</li> <li>▶ Make decisions in the absence of complete information.</li> <li>▶ Take calculated risks to improve performance.</li> <li>▶ When calculated risk does not pay off, focus on lessons learned, vs. fault finding.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Personally take calculated risks with significant consequences of error (e.g., significant loss of time or money, but can be rectified).</li> <li>▶ Fully assess the risks involved.</li> <li>▶ Identify ways to mitigate the risks.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ensure the development and application of guidelines, principles and approaches to assist decision making when risk is a factor.</li> <li>▶ Conduct risk assessment when identifying or recommending strategic and tactical options.</li> <li>▶ Encourage responsible risk-taking, recognising that not every risk will pay off.</li> <li>▶ Implement initiatives with high potential pay-off for Christian Aid, where errors cannot be rectified, or only rectified at significant cost.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Take leading action in clarifying and expanding the boundaries of acceptable risk to the organisation.</li> <li>▶ Oversee and provide input into the development of guidelines, principles and approaches to assist decision-making when risk is a factor.</li> <li>▶ Develop broad strategies that reflect in-depth understanding and assessment of operational, organisational, and political realities and risks.</li> </ul>
<b>E2</b>					
<b>Strategic thinking</b>	Process complex information on aspects of an issue	Integrate and interpret broad and complex issues	Identify and handle strategic issues	Formulate broad strategies on multi-dimensional strategic issues	Manage macro-strategic issues
	<ul style="list-style-type: none"> <li>▶ Demonstrate awareness of Christian Aid's priorities as they relate to your own area of work.</li> <li>▶ Demonstrate awareness of the roles of key players who may be affected by the issues or decisions made in your own area of work.</li> <li>▶ Demonstrate awareness of the relationship of your own work to the work of the organisation.</li> <li>▶ Judiciously weigh up varied factors involving data/information gathering and analysis on specific aspects of an issue.</li> <li>▶ Formulate explanations that account for several aspects of a situation or event.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Integrate and interpret multi-faceted information from varied sources on a range of complex issues.</li> <li>▶ Recommend optimal approaches to address critical issues in the short and medium-term.</li> <li>▶ Recognise the need for a modified approach to data/information gathering/analysis.</li> <li>▶ Demonstrate awareness of the impact of your own work on aspects of organisational strategy and the impact of organisational strategy on your own work.</li> <li>▶ Identify implications of own analysis (e.g., potential impact on certain</li> </ul>	<ul style="list-style-type: none"> <li>▶ Foresee longer-term implications of proposed positions, options and approaches that are not readily apparent.</li> <li>▶ Exercise sound judgment in new situations in the absence of specific guidance.</li> <li>▶ Identify and consider emerging opportunities and risks when articulating options and recommendations.</li> <li>▶ Strategically provide new information or data to key decision makers or stakeholders to influence their understanding and decisions.</li> <li>▶ Demonstrates insightful</li> </ul>	<ul style="list-style-type: none"> <li>▶ Develop strategies for dealing with multi-dimensional issues (e.g., multi-lateral, national and global).</li> <li>▶ Conduct ongoing risk analysis, recognising strategic opportunities for success as well as potential risks, and adeptly shifts orientation to deal with them.</li> <li>▶ Maintain a broad, strategic perspective while identifying and focusing on crucial details.</li> <li>▶ Demonstrate broad and rich understanding of the dynamic relationships, viewpoints and agendas, both acknowledged and implicit, of key players and</li> </ul>	<ul style="list-style-type: none"> <li>▶ Build intellectual frameworks that provide a shared vision for highly disparate perspectives and that guide analysis and the development of proposals and positions.</li> <li>▶ Look beyond the horizon to identify new issues and to position Christian Aid to address emerging trends (e.g., capitalise on trends or takes action before issues escalate).</li> </ul>
<b>E3</b>					

<b>E3</b>	<ul style="list-style-type: none"> <li>Explore viable options based on analysis of data/information.</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate how others in Christian Aid and other affected organisations will respond to and use the information/data generated.</li> </ul>	<ul style="list-style-type: none"> <li>understanding of the organisational context and priorities, how they interact and how they affect issues.</li> </ul>	<ul style="list-style-type: none"> <li>stakeholders in your own areas of expertise.</li> </ul>	
	<b>Align personal work goals and actions</b>	<b>Align work group goals and actions</b>	<b>Align programme/ operational support</b>	<b>Align strategic support</b>	
<b>E4</b>	<ul style="list-style-type: none"> <li>Ensure that personal work goals are aligned with own work area.</li> <li>Demonstrate understanding of how your own role assists in achieving Christian Aid's vision.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that work group activities are aligned with the broader vision.</li> <li>Help work group members understand the broader vision and how their work relates to it.</li> <li>Eliminate or restructure activities that do not support the future success of Christian Aid.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement programmes and processes aligned with the strategic direction and vision.</li> <li>Monitor current developments and trends that may affect implementation of organisational direction, programmes or plans.</li> </ul>	<ul style="list-style-type: none"> <li>Set strategic goals and approaches in line with Christian Aid's vision and values.</li> <li>Scan external and internal environments to identify and assess emerging trends, opportunities and threats that may influence future directions.</li> <li>Respond to emerging trends with initiatives that are aligned with Christian Aid's vision and values.</li> <li>Promote a shared understanding of Christian Aid's vision and implications for organisational direction.</li> </ul>	<ul style="list-style-type: none"> <li>Play a leadership role in shaping Christian Aid's vision and values.</li> <li>Describe the vision and values in compelling terms to promote enthusiasm and commitment.</li> <li>Position the organisation to deal with broad emerging trends and issues.</li> </ul>
	<b>Align personal work goals and actions</b>	<b>Align work group goals and actions</b>	<b>Align programme/ operational support</b>	<b>Align strategic support</b>	<b>Shape the vision and values</b>

### F: People Leadership & Management

These behaviours are about effectively leading and managing people within a work group, enabling their voice within the work group, managing their performance and enabling individuals and work groups to volunteer their best contribution for the organisation.

Level	1	2	3	4	5
<b>Developing others</b>	<b>Share knowledge</b>	<b>Coach others</b>	<b>Ensure ongoing learning</b>	<b>Foster organisational learning</b>	<b>Foster a culture of continuous learning</b>
<b>F1</b>	<ul style="list-style-type: none"> <li>Freely share your knowledge with colleagues.</li> <li>Provide advice to others on how to perform work tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Work with others to set performance goals and expectations.</li> <li>Provide honest, timely, clear and specific feedback on performance in ways that maintain others' self-esteem.</li> <li>Coach staff, transferring accumulated knowledge and expertise.</li> <li>Conduct reviews with staff to identify and facilitate the</li> </ul>	<ul style="list-style-type: none"> <li>Conduct development and career planning dialogues with employees.</li> <li>Assemble work groups with complementary skills and promotes the expectation that they will learn from one another.</li> <li>Identify high potential individuals and provide them with targeted opportunities for growth.</li> <li>Mentor employees to</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that developmental resources (e.g., assignments, tools, courses) and time are available and provided equitably to all.</li> <li>Institute organisation-wide mechanisms and processes to promote continuous learning (e.g., staff-led presentations on topics; mechanisms for collecting and sharing information on</li> </ul>	<ul style="list-style-type: none"> <li>Set clear expectations about investment in developing people.</li> <li>Alert organisation to broad future learning needs that may affect Christian Aid's capability.</li> </ul>

F1	<p>application of lessons learned.</p> <p>promote their learning.</p> <p>best practices).</p> <ul style="list-style-type: none"> <li>Ensure that reviews are conducted to identify and facilitate the application of lessons learned.</li> <li>Ensure that policies, systems and processes are implemented to support continuous learning and that they are evaluated and modified if needed to maximise achievement of the intended results.</li> </ul>				
Impact and influence	Appeal to reason	Appeal to others' interests	Develop influencing strategies	Build coalitions	Use complex influencing strategies
F2	<ul style="list-style-type: none"> <li>Persuade others by appealing to reason.</li> <li>Use available data and logic to persuade.</li> <li>Present information in a confident manner.</li> <li>Explain benefits to others.</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate others' reactions and adapt arguments to their needs and interests.</li> <li>Use the process of give-and-take to gain support.</li> <li>Build a case that addresses the concerns and or requirements of others.</li> </ul>	<ul style="list-style-type: none"> <li>Build on successful organisational initiatives to gain support for ideas.</li> <li>Anticipate and build on others' reactions to keep momentum and support for an approach.</li> <li>Use a range of approaches to win active support (e.g., use sound reasoning; appeal to emotion).</li> <li>Work towards 'win/win' outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Build 'behind the scenes' support for initiatives.</li> <li>Build coalitions of partners to support proposals.</li> <li>Use experts or other third parties to influence.</li> </ul>	<ul style="list-style-type: none"> <li>Use understanding of competing interests to maximise support and to manoeuvre successfully.</li> <li>Maintain relationships with key opinion formers and use chains of indirect influence (e.g., get A to do B, which in turn will influence C).</li> <li>Gain support by capitalising on understanding of political forces affecting the work of Christian Aid.</li> </ul>
Leading and managing change	Support change	Facilitate change	Manage change	Lead change	Champion change
F3	<ul style="list-style-type: none"> <li>Seek to fully understand the change.</li> <li>Deal constructively with your own resistance to change.</li> <li>Accept and try new ideas and ways of doing things.</li> <li>Solve problems in your own area related to the change.</li> </ul>	<ul style="list-style-type: none"> <li>Ask others for input and feedback on changes that will affect the work group.</li> <li>Openly share information on decisions and changes in a timely manner.</li> <li>Gain support for non-traditional or innovative activities.</li> <li>Enhance understanding of and commitment to change by involving those affected by it.</li> <li>Identify and address</li> </ul>	<ul style="list-style-type: none"> <li>Adjust priorities and reallocates resources to effect the change.</li> <li>Adapt existing goals, plans and processes, or develops new ones to respond effectively to the change.</li> <li>Coach others on dealing with resistance to change.</li> <li>Track the impact of the change, making adjustments as needed.</li> <li>Partner with change leaders and managers in</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate and explore ways of overcoming resistance to change.</li> <li>Lead the translation of broad organisational change strategies into specific objectives and goals.</li> <li>Create and maintain a sense of urgency to sustain momentum for change.</li> <li>Build commitment for new initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Promote information gathering to anticipate and identify opportunities for, and potential impacts of change.</li> <li>Create an environment that encourages change, innovation and improvement.</li> <li>Identify and implement broad change strategies to achieve desired results.</li> <li>Personally communicate a clear vision of the broad impact of change.</li> </ul>

		specific reasons for others' resistance to change.	planning, implementing and evaluating interventions to improve organisational performance.		
<b>Workgroup leadership</b>	Meet work group's fundamental needs	Facilitate achievement of work group results	Build strong work groups	Empower work group members	Inspire work group members
<b>F4</b>	<ul style="list-style-type: none"> <li>▶ Ensure that work group members have the information they need (e.g., inform others of decisions that affect them; explains rationale for decisions).</li> <li>▶ Ensure that work group members' health and safety are safeguarded in the workplace and that they have the fundamental equipment/resources needed to do their jobs.</li> <li>▶ Treat work group members fairly and equitably.</li> <li>▶ Accommodate diversity among work group members.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Consider work group members' competencies, interests and concerns in establishing work group structures, roles, and responsibilities.</li> <li>▶ Encourage and value work group members' input.</li> <li>▶ Show appreciation for work well done.</li> <li>▶ Capitalise on diversity among work group members to optimise work group functioning.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identify and address gaps in work group expertise.</li> <li>▶ Resolve conflict among work group members fairly and sensitively.</li> <li>▶ Delegate authority to match responsibility, and hold staff accountable for agreed upon commitments.</li> <li>▶ Coach and support staff in taking independent action.</li> <li>▶ Delegate responsibility rather than taking charge or micro-managing when staff have the capability.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use individual as well as group goal setting to maximise performance.</li> <li>▶ Challenge rules or practices that present inappropriate barriers to independent action and decision-making.</li> <li>▶ Bring excellent performance to the attention of the larger organisation.</li> <li>▶ Seek resources that will enhance the work group's productivity.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Cultivate a feeling of energy, excitement and optimism in the work group.</li> <li>▶ Create an environment where work group members consistently push for improved work group performance and productivity.</li> </ul>

## Christian Aid roles specific competency framework

### i. Analytical Thinking

Analyzing and synthesizing information to understand issues, identify options, and support sound decision making.

Level 1	Level 2	Level 3	Level 4	Level 5
Analyses basic situations	Identifies critical relationships in information	Analyses complex situations	Applies broad analysis	Applies a whole systems perspective
<ul style="list-style-type: none"> <li>➤ Breaks straightforward situations into discrete tasks or activities.</li> <li>➤ Distinguishes between critical and irrelevant pieces of information.</li> <li>➤ Gathers input / information from a few different sources to reach a conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies critical connections and patterns in information/data.</li> <li>➤ Draws logical conclusions based on in-depth analysis of information.</li> <li>➤ Recognizes causes and consequences of actions and events that are not readily apparent.</li> <li>➤ Anticipates obstacles and thinks ahead about next steps.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Analyses complex situations, breaking each into its constituent parts.</li> <li>➤ Identifies and evaluates alternative causes or ways of interpreting complex information.</li> <li>➤ Identifies connections between situations that are not obviously related.</li> <li>➤ Identifies gaps in information and makes assumptions in order to continue the analysis and/or take action.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Integrates information from diverse sources, often involving large amounts of information.</li> <li>➤ Thinks several steps ahead in deciding on best course of action, anticipating likely outcomes.</li> <li>➤ Develops conceptual frameworks that guide analysis by describing patterns of complex relationships among elements and events in the operating environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Deals simultaneously with broad issues and detailed analyses.</li> <li>➤ Adopts a whole systems perspective, assessing and balancing vast amounts of diverse information on the varied systems and sub-systems that comprise and affect the working environment.</li> <li>➤ Identifies multiple relationships and disconnects in processes in order to identify options and reach conclusions.</li> <li>➤ Thinks beyond the organization and into the future, balancing multiple perspectives when setting direction or reaching conclusions (e.g., social, economic, partner, stakeholder interests, short- and long-term benefits, national and global implications).</li> </ul>

### ii. Attention to Detail

Working in a conscientious, consistent and thorough manner.

Level 1	Level 2	Level 3	Level 4	Level 5
Work with obvious information	Contribute to recognition of less obvious information	Promote concern for thoroughness and accuracy	Manage identification of relevant information	Champion consideration of obscure details that are important
<ul style="list-style-type: none"> <li>➤ Identify main concepts and ideas when reading simple, straightforward documents.</li> <li>➤ Review your own work for accuracy and completeness, spotting inconsistencies or discrepancies that indicate problems with quality of work.</li> <li>➤ Pay close attention to details that</li> </ul>	<ul style="list-style-type: none"> <li>➤ Verify assumptions and information before accepting them.</li> <li>➤ Seek out others to check or review your own work.</li> <li>➤ Review all relevant information or aspects of a situation before taking action or making a decision.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify multiple sources/approaches of information to ensure that details are addressed.</li> <li>➤ Review the work of others for accuracy and thoroughness.</li> <li>➤ Follow up to ensure tasks are completed and commitments are met by others.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Quickly identify relevant and irrelevant information when reading complex documents.</li> <li>➤ Map out all the logistics and details of a situation to ensure smooth and flawless implementation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consistently identify all relevant details that are not obvious in complex and technical documents.</li> <li>➤ Identify the subtleties of assumptions and judgments made.</li> <li>➤ Require the highest standards for accuracy and quality for your work.</li> <li>➤ Establish processes to ensure the accuracy and quality of work</li> </ul>

are important to others to make sure they are right.

- Verify that work has been done according to procedures and standards.

products and services delivered by work group.

### iii. Critical Judgment

Evaluating ideas and information while referring to objective criteria to reach rational conclusion.

Level 1	Level 2	Level 3	Level 4	Level 5
Process complex information	Integrate and interpret broad and complex information	Identify and handle ambiguity	Formulate broad strategies on multi-dimensional strategic issues	Manage macro-strategic issues
<ul style="list-style-type: none"> <li>Carefully weigh up varied factors involving data/information gathering and analysis on specific aspects of an issue.</li> <li>Formulate explanations that account for several aspects of a situation or event.</li> <li>Identify the problem based on a limited number of clear and basic factors.</li> <li>Select the solution from predefined options, using clear criteria/procedures.</li> <li>Constructively question current practices and processes.</li> <li>Suggest improvements to current approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Recommend optimal approaches to address critical issues.</li> <li>Identify implications of your own analysis (e.g., potential impact of judgment, potential impact on certain stakeholders).</li> <li>Anticipate how others in Christian Aid and other affected organisations will respond to and use the information/data generated.</li> <li>Identify problems based on a range of factors, most of which are clear.</li> <li>Identify an optimal solution and recommendation based on weighing the advantages and disadvantages of alternative approaches.</li> <li>Apply guidelines and procedures that require some interpretation in dealing with exceptions.</li> <li>Make straightforward recommendations based on information that is generally adequate.</li> </ul>	<ul style="list-style-type: none"> <li>Foresee longer-term implications of your recommendations, positions, options and approaches that are not readily apparent.</li> <li>Exercise sound judgment in new situations in the absence of specific guidance.</li> <li>Identify and consider emerging opportunities and risks when articulating astute and defensible options and recommendations.</li> <li>Strategically provide new information or data to key decision makers or stakeholders to enhance their understanding and decisions.</li> <li>Identify the problem based on a broad range of factors, many of which are ambiguous or difficult to define.</li> <li>Identify alternate recommendations or solutions, including some that are not based on precedent.</li> <li>Apply guidelines and procedures that leave considerable room for discretion and interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a broad, strategic perspective while identifying and focusing on crucial details.</li> <li>Demonstrate broad understanding of the dynamic relationships, viewpoints and agendas, both acknowledged and implicit, of key players and stakeholders.</li> <li>Make complex recommendations for which there is no set precedent.</li> <li>Consider a multiplicity of interrelated factors for which there is incomplete and contradictory information.</li> <li>Balance competing priorities in making recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>Identify solutions and makes recommendations based on a multitude of factors, many of which are complex and sweeping in nature, difficult to define and often contradictory.</li> <li>Create procedures to articulate the nature of the problem and to identify and weigh alternate solutions.</li> <li>Make judgment-based recommendations that have wide-ranging impacts on a given area (nationally and globally).</li> <li>Identify unique approaches to deal with situations for which no known precedent exists.</li> </ul>

### iv. Customer Focus

Providing service excellence to internal and/or external customers, stakeholders and partners.

Level 1	Level 2	Level 3	Level 4	Level 5
Respond to immediate customer needs	Maintain customer contact	Provide added value	Provide expert advice	Ensure continued service excellence
<ul style="list-style-type: none"> <li>Respond to customer needs in a timely, professional, helpful, and courteous manner, regardless of customer attitude.</li> <li>Clearly show customers that their perspectives are valued.</li> </ul>	<ul style="list-style-type: none"> <li>Follow up with customers during and after delivery of services to ensure that their needs have been met.</li> <li>Keep customers up-to-date on the progress of the service they are</li> </ul>	<ul style="list-style-type: none"> <li>Look for ways to add value beyond customers' immediate requests.</li> <li>Explore and address the unidentified, underlying and long-term customer needs.</li> </ul>	<ul style="list-style-type: none"> <li>Act as an expert advisor, providing independent opinion on complex customer problems and novel initiatives, and assisting with decision-making.</li> <li>Encourage customer to consider</li> </ul>	<ul style="list-style-type: none"> <li>Strategically and systematically evaluate emerging and longer-term opportunities and threats to meeting customers' needs.</li> <li>Determine strategic business direction to best meet customers'</li> </ul>

<ul style="list-style-type: none"> <li>Strive to consistently meet service standards.</li> </ul>	<ul style="list-style-type: none"> <li>receiving and changes that affect them.</li> <li>Ensure service is provided to customers during critical periods.</li> <li>Put customers' issues in order of priority and addresses most pressing concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Enhance customer service delivery systems and processes.</li> <li>Anticipate customers' future needs and concerns.</li> </ul>	<ul style="list-style-type: none"> <li>difficult issues that are in their best interests.</li> <li>Advocate on behalf of customers to more senior management, identifying approaches that meet customers' needs as well as those of the organisation.</li> </ul>	<ul style="list-style-type: none"> <li>evolving needs.</li> <li>Monitor, evaluate and, as needed, revise the customer service model and service standards.</li> </ul>
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**v. Developing Others**

Fostering employee development by providing a supportive learning environment.

Level 1	Level 2	Level 3	Level 4	Level 5
Share knowledge	Coach others	Ensure ongoing learning	Foster organisational learning	Foster a culture of continuous learning
<ul style="list-style-type: none"> <li>Freely share your knowledge with colleagues.</li> <li>Provide advice to others on how to perform work tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Work with others to set performance goals and expectations.</li> <li>Provide honest, timely, clear and specific feedback on performance in ways that maintain others' self-esteem.</li> <li>Coach staff, transferring accumulated knowledge and expertise.</li> <li>Conduct reviews with staff to identify and facilitate the application of lessons learned.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct development and career planning dialogues with employees.</li> <li>Assemble work groups with complementary skills and promotes the expectation that they will learn from one another.</li> <li>Identify high potential individuals and provide them with targeted opportunities for growth.</li> <li>Mentor employees to promote their learning.</li> <li>Ensure that reviews are conducted to identify and facilitate the application of lessons learned.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that developmental resources (e.g., assignments, tools, courses) and time are available and provided equitably to all.</li> <li>Institute organisation-wide mechanisms and processes to promote continuous learning (e.g., staff-led presentations on topics; mechanisms for collecting and sharing information on best practices).</li> </ul>	<ul style="list-style-type: none"> <li>Set clear expectations about investment in developing people.</li> <li>Alert organisation to broad future learning needs that may affect Christian Aid's capability.</li> <li>Ensure that policies, systems and processes are implemented to support continuous learning and that they are evaluated and modified if needed to maximise achievement of the intended results.</li> </ul>

**vi. Impact and Influence**

Influencing and gaining others' support.

Level 1	Level 2	Level 3	Level 4	Level 5
Appeal to reason	Appeal to others' interests	Develop influencing strategies	Build coalitions	Use complex influencing strategies
<ul style="list-style-type: none"> <li>Persuade others by appealing to reason.</li> <li>Use available data and logic to persuade.</li> <li>Present information in a confident manner.</li> <li>Explain benefits to others.</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate others' reactions and adapt arguments to their needs and interests.</li> <li>Use the process of give-and-take to gain support.</li> <li>Build a case that addresses the concerns and or requirements of others.</li> </ul>	<ul style="list-style-type: none"> <li>Build on successful organisational initiatives to gain support for ideas.</li> <li>Anticipate and build on others' reactions to keep momentum and support for an approach.</li> <li>Use a range of approaches to win active support (e.g., use sound reasoning; appeal to emotion).</li> <li>Work towards 'win/win' outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Build 'behind the scenes' support for initiatives.</li> <li>Build coalitions of partners to support proposals.</li> <li>Use experts or other third parties to influence.</li> </ul>	<ul style="list-style-type: none"> <li>Use understanding of competing interests to maximise support and to manoeuvre successfully.</li> <li>Maintain relationships with key opinion formers and use chains of indirect influence (e.g., get A to do B, which in turn will influence C).</li> <li>Gain support by capitalising on understanding of political forces affecting the work of Christian Aid.</li> </ul>

**vii. Information Gathering and Processing**

Locating and collecting data from appropriate sources and analysing it to prepare meaningful and concise reports that summarise the information.

Level 1	Level 2	Level 3	Level 4	Level 5
Analyse basic data	Undertake analysis of common	Apply advanced analysis in situations	Comprehensive analysis of data in new	

situations that present limited difficulties	with precedent	or complex situations. Can guide other professionals	n/a
<ul style="list-style-type: none"> <li>➤ Identify relevant facts and issues underlying a particular problem.</li> <li>➤ Identify the information needed to clarify a situation, complete an assignment or make a decision.</li> <li>➤ Identify and consult the most useful source of information to meet the requirements of the task.</li> <li>➤ Pose direct questions to immediately available people.</li> <li>➤ Read relatively short texts to locate a single piece of information.</li> <li>➤ Follow prescribed methods of information collection.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognise the need for a modified approach to data/ information gathering/ analysis.</li> <li>➤ Get more complete and accurate information by checking multiple sources.</li> <li>➤ Demonstrate curiosity, digging for information below the surface.</li> <li>➤ Access various complementary, rapidly changing sources of information (e.g., print, on-line, CD-ROM).</li> <li>➤ Read more complex texts to locate a single piece of information or simpler texts to locate multiple pieces of information.</li> <li>➤ Make low-level inferences.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Critically evaluate data sources for reliability.</li> <li>➤ Know when to seek expertise to distinguish and compare information or to clarify a problem.</li> <li>➤ Maximise the potential of available technology to identify relevant information.</li> <li>➤ Quickly process large volumes of information, differentiating relevant and irrelevant information.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Effectively extract, synthesise and interpret data from multiple sources.</li> <li>➤ Interpret information to reach logical conclusions and/or identify significant trends or patterns.</li> <li>➤ Probe with tact and diplomacy to get the facts, when others are reluctant to provide full, detailed information.</li> <li>➤ Make complex inferences using general background knowledge and contextual information.</li> <li>➤ Assist others in discerning and comparing critical information.</li> <li>➤ Read and interpret dense and complex using specialist knowledge</li> </ul>

### viii. Initiative

Dealing with situations and issues proactively and persistently, seizing opportunities that arise.

Level 1	Level 2	Level 3	Level 4	Level 5
Identify immediate action needed	Address current issues	Address imminent issues or opportunities	Seize opportunities to enhance organisational performance	Address future opportunities
<ul style="list-style-type: none"> <li>➤ Bring issues to the attention of appropriate people as needed</li> <li>➤ Offer ideas/suggest modified approaches to address current situations or issues.</li> <li>➤ Without prompting, you undertake straightforward tasks that go beyond the role's routine demands (e.g., you help others when your own work is completed).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and act on issues and problems in your own area of responsibility instead of waiting or hoping the problem will solve itself.</li> <li>➤ Try varied approaches and solutions to resolve a problem.</li> <li>➤ Persist when marked difficulties arise.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Take action to avoid an imminent problem.</li> <li>➤ Capitalise on an imminent opportunity.</li> <li>➤ Suggest ways to achieve better results or add value beyond the current situation.</li> <li>➤ Persevere in seeking opportunities to advance Christian Aid's objectives in the short term.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and act on opportunities to improve organisational processes or outcomes.</li> <li>➤ Persevere in seeking solutions to complex issues despite significant and ongoing obstacles.</li> <li>➤ Create opportunities to undertake initiatives that will benefit the organisation in the short or medium term.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Define and address high-level challenges that have the potential to advance a field of study or sector.</li> <li>➤ Anticipate long-term (more than two years) future opportunities and position the organisation to take advantage of them.</li> </ul>

### ix. Interpersonal Sensitivity

Communicating with sensitivity, fostering open communication.

Level 1	Level 2	Level 3	Level 4	Level 5
Listen and clearly present information	Foster two-way communication	Adapt communication	Communicate complex messages	Communicate strategically
<ul style="list-style-type: none"> <li>➤ Listen and pay attention actively and objectively.</li> <li>➤ Present information and facts in a logical manner, using appropriate phrasing and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand others' main points and take them into account.</li> <li>➤ Check own understanding of others' communication (e.g., paraphrase, ask questions).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tailor communication (e.g., content, style and medium) to diverse audiences.</li> <li>➤ Understand others' underlying needs, motivations, emotions or</li> </ul>	<ul style="list-style-type: none"> <li>➤ Communicate complex issues clearly and credibly with widely varied audiences.</li> <li>➤ Handle difficult on-the-spot questions (e.g. from senior</li> </ul>	<ul style="list-style-type: none"> <li>➤ Scan the environment for key information and messages to form the development of communication strategies.</li> <li>➤ Communicate strategically to</li> </ul>

- Share information willingly and on a timely basis.
- Communicate with others honestly, respectfully, and sensitively.
- Elicit comments or feedback on what has been said.
- Maintain continuous, open and consistent communication with others.
- concerns and communicate effectively, despite the sensitivity of the situation.
- Read verbal and non-verbal cues to assess when and how to change approach to deliver message effectively.
- Communicate effectively at all levels.
- executives, partners, stakeholders, interest groups or the media).
- Overcome resistance and secure support for ideas or initiatives through high-impact communication.
- achieve specific objectives (e.g., considers optimal "messaging" and timing of communication).
- Use varied communication vehicles and opportunities to promote dialogue and develop shared understanding and consensus.

## x. Leading and Managing Change

Supporting, implementing and initiating change, whilst helping others deal with the transition.

Level 1 Support change	Level 2 Facilitate change	Level 3 Manage change	Level 4 Lead change	Level 5 Champion change
<ul style="list-style-type: none"> <li>➤ Seek to fully understand the change.</li> <li>➤ Deal constructively with your own resistance to change.</li> <li>➤ Accept and try new ideas and ways of doing things.</li> <li>➤ Solve problems in your own area related to the change.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ask others for input and feedback on changes that will affect the work group.</li> <li>➤ Openly share information on decisions and changes in a timely manner.</li> <li>➤ Gain support for non-traditional or innovative activities.</li> <li>➤ Enhance understanding of and commitment to change by involving those affected by it.</li> <li>➤ Identify and address specific reasons for others' resistance to change.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Adjust priorities and reallocate resources to effect the change.</li> <li>➤ Adapt existing goals, plans and processes, or develops new ones to respond effectively to the change.</li> <li>➤ Coach others on dealing with resistance to change.</li> <li>➤ Track the impact of the change, making adjustments as needed.</li> <li>➤ Partner with change leaders and managers in planning, implementing and evaluating interventions to improve organisational performance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Anticipate and explore ways of overcoming resistance to change.</li> <li>➤ Lead the translation of broad organisational change strategies into specific objectives and goals.</li> <li>➤ Create and maintain a sense of urgency to sustain momentum for change.</li> <li>➤ Build commitment for new initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Promote information gathering to anticipate and identify opportunities for, and potential impacts of change.</li> <li>➤ Create an environment that encourages change, innovation and improvement.</li> <li>➤ Identify and implement broad change strategies to achieve desired results.</li> <li>➤ Personally communicate a clear vision of the broad impact of change.</li> </ul>

## xi. Project Management

Planning, implementing, monitoring and completing projects, ensuring effective management of scope, resources, time, cost, quality, risk and communications.

Level 1 Provide support for projects.	Level 2 Contribute to project delivery.	Level 3 Undertake project management responsibilities	Level 4 Manage complex projects. Guide others.	Level 5 Manage strategic projects. Recognised as an internal expert.
<ul style="list-style-type: none"> <li>➤ Understand project goals, participants' roles, and the importance of project management principles, such as time, cost and quality management.</li> <li>➤ Participate in project support activities (e.g., gather information required).</li> <li>➤ Participate with others, under supervision, in small and well defined components of the project.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Take personal responsibility for specific, straightforward components of larger projects.</li> <li>➤ Take personal responsibility, with guidance, for small, straightforward projects, involving coordination with others.</li> <li>➤ Understand the importance of reporting quality information on the project.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Take personal responsibility for a complete, multi-stage project in own area.</li> <li>➤ Identify and allocate resources needed to complete the project.</li> <li>➤ Develop a project plan, including, for example, timelines, milestones and deliverables at various stages.</li> <li>➤ Identify potential roadblocks, risks, issues and dependencies and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Manage complex, multifaceted/ interrelated projects that span your own area or department boundaries.</li> <li>➤ Determine resource requirements for multi-faceted or multi-stage projects.</li> <li>➤ Conduct comprehensive risk assessment, and develop plans for eliminating or mitigating the risks identified.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Manage large, highly complex or strategic projects that impact the organisation as a whole.</li> <li>➤ Oversee diverse, multi-disciplinary work groups.</li> </ul>

- develop contingency plans to deal with them.
- ▶ Oversee implementation of the project plan, monitors progress, resource usage, change control and quality, and make adjustments as appropriate.

## xii. Resilience

Remains energised and focused in the face of ambiguity, change or strenuous demands.

Level 1	Level 2	Level 3	Level 4	Level 5
Work effectively in standard situations	Work effectively in the face of occasional strenuous work demands	Adapt to ongoing, or regular strenuous work demands	Proactively assist others in dealing with strenuous work demands	Create a positive environment and assist others in dealing with ongoing strenuous work demands
<ul style="list-style-type: none"> <li>▶ Remain focused and productive in the face of standard work demands (e.g., you set your own priorities and clarify expectations).</li> <li>▶ Show flexibility and strive to meet your objectives when working under changing or unclear conditions (e.g., revise your daily/weekly work priorities).</li> <li>▶ Adapt to changing circumstances or demands.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Remain effective and retain perspective in the face of periodic disruptions (e.g., identify your own personal limit for work load and make appropriate adjustments).</li> <li>▶ Demonstrate realistic confidence in own abilities, views or decisions when challenged, while remaining open to other viewpoints</li> <li>▶ Demonstrate an awareness of how your own actions or reactions impact others (i.e., others' stress levels) and adjust your behaviour accordingly.</li> <li>▶ Take steps to deal constructively with setbacks.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Remain effective and retain perspective in the face of difficult or demanding situations (ambiguity, frequent change, high workloads).</li> <li>▶ View disruptions as challenges rather than threats.</li> <li>▶ Adjust personal coping mechanisms to deal with disruptions.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Provide advice and guidance to others to assist them in coping with difficult or demanding situations.</li> <li>▶ Create a work environment in which wellness and balance are valued.</li> <li>▶ Help others retain a balanced perspective and remain energised, in the face of ongoing or frequent situations involving high-level stress.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Through your own behaviour, you create an environment of high energy, enthusiasm and optimism, despite high demands or difficult workloads.</li> <li>▶ Adhere to organisational policies and procedures to mitigate disruptive or stressful situations for people.</li> <li>▶ Recognise and show appreciation for the demands placed on people.</li> </ul>

## xiii. Risk Taking

Identifying, assessing and managing risk while striving to attain objectives.

Level 1	Level 2	Level 3	Level 4	Level 5
Support risk taking by others	Personally take risks	Personally take significant risks	Lead high-risk initiatives	Provide organisational guidance on risk
<ul style="list-style-type: none"> <li>▶ Publicly support responsible risk-taking by others.</li> <li>▶ Participate in responsible risk-taking by others.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Take calculated risks with minor, but non-trivial, consequences of error (e.g., risks involving potential loss of some time/money, but can be rectified with some time/money).</li> <li>▶ Make decisions in the absence of complete information.</li> <li>▶ Take calculated risks to improve performance.</li> <li>▶ When calculated risk does not pay off, focus on lessons learned, vs.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Personally take calculated risks with significant consequences of error (e.g., significant loss of time or money, but can be rectified).</li> <li>▶ Fully assess the risks involved.</li> <li>▶ Identify ways to mitigate the risks.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ensure the development and application of guidelines, principles and approaches to assist decision making when risk is a factor.</li> <li>▶ Conduct risk assessment when identifying or recommending strategic and tactical options.</li> <li>▶ Encourage responsible risk-taking, recognising that not every risk will pay off.</li> <li>▶ Implement initiatives with high potential pay-off for Christian Aid,</li> </ul>	<ul style="list-style-type: none"> <li>▶ Take leading action in clarifying and expanding the boundaries of acceptable risk to the organisation.</li> <li>▶ Oversee and provide input into the development of guidelines, principles and approaches to assist decision-making when risk is a factor.</li> <li>▶ Develop broad strategies that reflect in-depth understanding and assessment of operational, organisational, and political</li> </ul>

fault finding.

where errors cannot be rectified, or only rectified at significant cost.

realities and risks.

#### xiv. Strategic Thinking

Understands and processes complex information and exercises sound judgment, considering the situation, the issues, the key players, and levels of authority involved. Proposes course of action that further the objectives, priorities and vision of Christian Aid.

Level 1	Level 2	Level 3	Level 4	Level 5
Process complex information on aspects of an issue	Integrate and interpret broad and complex issues	Identify and handle strategic issues	Formulate broad strategies on multi-dimensional strategic issues	Manage macro-strategic issues
<ul style="list-style-type: none"> <li>➤ Demonstrate awareness of Christian Aid's priorities as they relate to your own area of work.</li> <li>➤ Demonstrate awareness of the roles of key players who may be affected by the issues or decisions made in your own area of work.</li> <li>➤ Demonstrate awareness of the relationship of your own work to the work of the organisation.</li> <li>➤ Judiciously weigh up varied factors involving data/information gathering and analysis on specific aspects of an issue.</li> <li>➤ Formulate explanations that account for several aspects of a situation or event.</li> <li>➤ Explore viable options based on analysis of data/information.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Integrate and interpret multi-faceted information from varied sources on a range of complex issues.</li> <li>➤ Recommend optimal approaches to address critical issues in the short and medium-term.</li> <li>➤ Recognise the need for a modified approach to data/ information gathering/ analysis.</li> <li>➤ Demonstrate awareness of the impact of your own work on aspects of organisational strategy and the impact of organisational strategy on your own work.</li> <li>➤ Identify implications of own analysis (e.g., potential impact on certain stakeholders).</li> <li>➤ Anticipate how others in Christian Aid and other affected organisations will respond to and use the information/data generated.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Foresee longer-term implications of proposed positions, options and approaches that are not readily apparent.</li> <li>➤ Exercise sound judgment in new situations in the absence of specific guidance.</li> <li>➤ Identify and consider emerging opportunities and risks when articulating options and recommendations.</li> <li>➤ Strategically provide new information or data to key decision makers or stakeholders to influence their understanding and decisions.</li> <li>➤ Demonstrates insightful understanding of the organisational context and priorities, how they interact and how they affect issues.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop strategies for dealing with multi-dimensional issues (e.g., multi-lateral, national and global).</li> <li>➤ Conduct ongoing risk analysis, recognising strategic opportunities for success as well as potential risks, and adeptly shifts orientation to deal with them.</li> <li>➤ Maintain a broad, strategic perspective while identifying and focusing on crucial details.</li> <li>➤ Demonstrate broad and rich understanding of the dynamic relationships, viewpoints and agendas, both acknowledged and implicit, of key players and stakeholders in your own areas of expertise.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Build intellectual frameworks that provide a shared vision for highly disparate perspectives and that guide analysis and the development of proposals and positions.</li> <li>➤ Look beyond the horizon to identify new issues and to position Christian Aid to address emerging trends (e.g., capitalise on trends or takes action before issues escalate).</li> </ul>

#### xv. Visioning and Alignment

Supporting, promoting and ensuring alignment with Christian Aid's vision and values.

Level 1	Level 2	Level 3	Level 4	Level 5
Align personal work goals and actions	Align work group goals and actions	Align programme/ operational support	Align strategic support	Shape the vision and values
<ul style="list-style-type: none"> <li>➤ Ensure that personal work goals are aligned with own work area.</li> <li>➤ Demonstrate understanding of how your own role assists in achieving Christian Aid's vision.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ensure that work group activities are aligned with the broader vision.</li> <li>➤ Help work group members understand the broader vision and how their work relates to it.</li> <li>➤ Eliminate or restructure activities that do not support the future success of Christian Aid.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop and implement programmes and processes aligned with the strategic direction and vision.</li> <li>➤ Monitor current developments and trends that may affect implementation of organisational direction, programmes or plans.</li> <li>➤ Scan external and internal</li> </ul>	<ul style="list-style-type: none"> <li>➤ Set strategic goals and approaches in line with Christian Aid's vision and values.</li> <li>➤ Respond to emerging trends with initiatives that are aligned with Christian Aid's vision and values.</li> <li>➤ Promote a shared understanding of Christian Aid's vision and implications for organisational direction.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Play a leadership role in shaping Christian Aid's vision and values.</li> <li>➤ Describe the vision and values in compelling terms to promote enthusiasm and commitment.</li> <li>➤ Position the organisation to deal with broad emerging trends and issues.</li> </ul>

environments to identify and assess emerging trends, opportunities and threats that may influence future directions.

## xvi. Work Group Leadership

Assuming a leadership role in helping others achieve excellent results.

Level 1	Level 2	Level 3	Level 4	Level 5
Meet work group's fundamental needs	Facilitate achievement of work group results	Build strong work groups	Empower work group members	Inspire work group members
<ul style="list-style-type: none"> <li>➤ Ensure that work group members have the information they need (e.g., inform others of decisions that affect them; explains rationale for decisions).</li> <li>➤ Ensure that work group members' health and safety are safeguarded in the workplace and that they have the fundamental equipment/resources needed to do their jobs.</li> <li>➤ Treat work group members fairly and equitably.</li> <li>➤ Accommodate diversity among work group members.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consider work group members' competencies, interests and concerns in establishing work group structures, roles, and responsibilities.</li> <li>➤ Encourage and value work group members' input.</li> <li>➤ Show appreciation for work well done.</li> <li>➤ Capitalise on diversity among work group members to optimise work group functioning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and address gaps in work group expertise.</li> <li>➤ Resolve conflict among work group members fairly and sensitively.</li> <li>➤ Delegate authority to match responsibility, and hold staff accountable for agreed upon commitments.</li> <li>➤ Coach and support staff in taking independent action.</li> <li>➤ Delegate responsibility rather than taking charge or micro-managing when staff have the capability.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use individual as well as group goal setting to maximise performance.</li> <li>➤ Challenge rules or practices that present inappropriate barriers to independent action and decision-making.</li> <li>➤ Bring excellent performance to the attention of the larger organisation.</li> <li>➤ Seek resources that will enhance the work group's productivity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cultivate a feeling of energy, excitement and optimism in the work group.</li> <li>➤ Create an environment where work group members consistently push for improved work group performance and productivity.</li> </ul>

## xvii. Writing Skills

Communicating ideas and information in writing to ensure that information and messages are understood and have the desired impact.

Level 1	Level 2	Level 3	Level 4	Level 5
Convey basic information	Select and structure information	Convey in-depth information	Convey complex information	Convey strategic perspective
<ul style="list-style-type: none"> <li>➤ Write brief, factual material (e.g., notes; e-mail; standard letters).</li> <li>➤ Write clearly, using correct grammar, spelling and punctuation.</li> <li>➤ Communicate respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write longer, straightforward documents (e.g., summaries of meetings; instructions) that are logical and comprehensive, yet concise.</li> <li>➤ Combine information from a few sources.</li> <li>➤ Use varied sentence structure and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write documents providing information on/explaining specific issues (e.g., briefing notes).</li> <li>➤ Combine information from multiple sources.</li> <li>➤ Tailor the communication to the reader (e.g., level of detail, formal or informal style).</li> <li>➤ Convey critical nuances and qualifiers to facilitate complete understanding of the material.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write on complex and highly specialised issues (e.g., complex policy or legal documents).</li> <li>➤ Transform technical information for a non-specialist audience, without 'talking down' to them.</li> <li>➤ Write creative, promotional material designed to influence people's beliefs or behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write strategically, from a broad, corporate perspective, clearly and accurately presenting a position, while demonstrating an understanding of the needs and sensitivities of varied audiences.</li> </ul>

## Finance Competencies

### i. Financial Accounting and Reporting

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates introductory understanding and ability and, with guidance, applies the competency in a few, simple situations. Can direct people to the appropriate source for further information.	Demonstrates basic knowledge and ability and, with guidance, can apply the competency in common situations that present limited difficulties.	Demonstrates solid knowledge and ability, and can apply the competency, with minimal or no guidance, in the full range of typical situations. Would require guidance to handle novel or more complex situations.	Demonstrates solid knowledge and ability, and can apply the competency, with minimal or no guidance, in the full range of typical situations. Would require guidance to handle novel or more complex situations.	Demonstrates expert knowledge and ability, and can apply the competency in the most complex situations. Develops new approaches, methods or policies in the area. Is recognized as an expert, internally and/or externally.
<ul style="list-style-type: none"> <li>▶ Demonstrates awareness of what an income and expenditure statement is and its general purpose.</li> <li>▶ Demonstrates awareness of what a balance sheet is and its general purpose.</li> <li>▶ Demonstrates awareness of what a general ledger is and its general purpose.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Applies generally accepted accounting principles (GAAP).</li> <li>▶ Processes payments.</li> <li>▶ Posts invoices, journals and other transactions to the accounting system.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Validates and reconciles accounting records and General Ledger accounts.</li> <li>▶ Recognizes and investigates anomalies in financial information.</li> <li>▶ Calculates amounts for month end postings such as accruals, prepayments and depreciation.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Prepares elements of statutory accounts such as Statements of Financial Activity, Balance Sheets, Cash Flow Statements or Notes to Financial Statements.</li> <li>▶ Advises colleagues on financial accounting.</li> <li>▶ Demonstrates a sound understanding of accounting linkages between departments.</li> <li>▶ Evaluates different accounting processes and procedures, and recommends improvements.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Prepares statutory accounts for organisations.</li> <li>▶ Demonstrates in-depth understanding of the intricacies of financial accounting.</li> <li>▶ Develops, as needed, financial accounting techniques to address unique organisational needs.</li> <li>▶ Anticipates the effect of new generally accepted accounting principles on the organisation, and leads the change to adopt the new principles.</li> </ul>

### ii. Management Accounting and Budgeting

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates introductory understanding and ability and, with guidance, applies the competency in a few, simple situations. Can direct people to the appropriate source for further information.	Demonstrates introductory understanding and ability and, with guidance, applies the competency in a few, simple situations. Can direct people to the appropriate source for further information.	Demonstrates solid knowledge and ability, and can apply the competency, with minimal or no guidance, in the full range of typical situations. Would require guidance to handle novel or more complex situations.	Demonstrates advanced knowledge and ability, and can apply the competency in new or complex situations. Guides other professionals.	Demonstrates expert knowledge and ability, and can apply the competency in the most complex situations. Develops new approaches, methods or policies in the area. Is recognized as an expert, internally and/or externally.
<ul style="list-style-type: none"> <li>▶ Develops an understanding of the principles of budgeting.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Consistently applies sound financial management principles in carrying out assignments.</li> <li>▶ Monitors financial situations for trends, variances and unusual discrepancies.</li> <li>▶ Researches and compiles background information.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understands the broad context in which financial planning and resource management takes place in the organisation.</li> <li>▶ Supports managers in the development of their budgets.</li> <li>▶ Produces management accounts.</li> <li>▶ Makes improvements to</li> </ul>	<ul style="list-style-type: none"> <li>▶ Provides management with strategic advice on resource allocation, budgeting and other financial issues.</li> <li>▶ Understands the mechanics and processes involved with strategic resource management.</li> <li>▶ Leads the development of budgets</li> </ul>	<ul style="list-style-type: none"> <li>▶ Provides strategic financial management advice and direction to all levels of management and financial information users.</li> <li>▶ Challenges managers in the justification of financial proposals and the quality of related financial information.</li> </ul>

- Prepares basic reports in response to management information needs.
  - Demonstrates familiarity with appropriate policies, procedures and guidelines of the organisation.
- management information and/or budgeting processes in liaison with managers and the information users.
- and forecasts, strategic and operational plans, business plans, etc.

  - Analyzes, interprets and evaluates financial performance in relation to programme strategies.
- Implements complex financial and non-financial strategies.
  - Recommends creative and practical alternatives for continuous improvement of management information service delivery.

### iii. Internal Audit, Risk and Policy

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates introductory understanding and ability and, with guidance, applies the competency in a few, simple situations. Can direct people to the appropriate source for further information.	Demonstrates basic knowledge and ability and, with guidance, can apply the competency in common situations that present limited difficulties.	Demonstrates solid knowledge and ability, and can apply the competency, with minimal or no guidance, in the full range of typical situations. Would require guidance to handle novel or more complex situations.	Demonstrates advanced knowledge and ability, and can apply the competency in new or complex situations. Guides other professionals.	Demonstrates expert knowledge and ability, and can apply the competency in the most complex situations. Develops new approaches, methods or policies in the area. Is recognized as an expert, internally and/or externally.
<ul style="list-style-type: none"> <li>➤ Awareness of what an audit is and its general purpose.</li> <li>➤ Applies limited aspects of policies and procedures, with guidance, in circumscribed, straightforward situations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Applies relevant legislation, policies, procedures and standards, with guidance, in straightforward situations.</li> <li>➤ Ensures colleagues adhere to financial policies and internal controls.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assists others in performing internal audits.</li> <li>➤ Supports the development of financial policies and internal controls.</li> <li>➤ Supports the development of training on policies, risk management and internal control.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Performs audits of internal processes, offices, projects or partner organisations.</li> <li>➤ Leads the implementation and evaluation of sound management frameworks and control standards that balance risks against controls.</li> <li>➤ Strategically uses the policy process to move strategic priorities forward.</li> <li>➤ Leads on the development of training on policies, risk management and internal control.</li> <li>➤ Substantial input into the development of financial policies and internal controls.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Advises on, leads and completes complex and/or sensitive audits and/or investigations.</li> <li>➤ Influences senior management and operational decision-making by providing advice, interpretation support and training.</li> <li>➤ Oversees internal audit and/or risk management strategies for the organisation.</li> <li>➤ Responsible for organisation-wide financial policies that balance internal controls, risk management and efficiency of operations.</li> </ul>