

What do you need to do to be a highly effective social science evaluator?

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*Paper presented at the Australasian Evaluation Society 2004 International Conference
13-15 October-Adelaide, South Australia www.aes.asn.au*

Abstract

Research and evaluation capacity issues are well recognised contemporary challenges to the development of social policy in New Zealand. The breadth of expertise required in the field is ever expanding and organisations must plan effectively and systematically to develop evaluation professionals for the future. This presentation reports on the analysis of in-depth interviews with leading research and evaluation experts in New Zealand about the generic competencies and characteristics that set apart highly effective social science evaluators. Ways in which these elements may be built into career development planning in the current environment are also discussed. The findings will be informative to anyone contemplating or commencing a career as an evaluator as well as those charged with managing and developing evaluation professionals.

Introduction

“Evaluation capacity building is the intentional work to continuously create and sustain overall organizational processes that make quality evaluation and its uses routine.” (Compton, Baizerman & Hueftle-Stockdill, 2002).

For practitioners looking to improve their understanding and expertise in the art and science of evaluation, the diversity of evaluation questions, methodologies and associated epistemologies make for a heady mix. One simply cannot hope to remain abreast of all of the new approaches as they emerge. It is prudent for the profession to encourage evaluators to continue to up-skill in a range of approaches to suit growing classes of evaluation questions. There however remains a question, at least to the authors of this paper, at to whether there exist generic competencies that apply beyond the particular techniques an evaluator employs? Such competencies would not preclude the need for ongoing professional training, but may provide a solid basis for acquiring new learning and preparing evaluators for the developments that lie ahead.

Identifying core competencies for evaluation practitioners has been the subject of vigorous international debate, particularly with regard to setting criteria for accreditation

and certification purposes and developing associated training programmes. A substantive body of literature continues to accumulate about the sorts of skills, knowledge, abilities required of professional evaluators.

In the December 2002 issue of the *Evaluation Journal of Australasia*, Brian English reported on the outcome of a web-based survey commissioned by the AES Board's Professional Training and Development Committee, to develop a set of competencies to inform training and professional development. The following core competencies were derived from that web-based survey of evaluation practitioners:

- Knowledge/Cognitive Competence – ‘the possession of appropriate work-related knowledge and the ability to put this to effective use’
- Functional Competence – ‘the ability to perform a range of work-based tasks effectively to produce specific outcomes’
- Personal/Behavioural Competence – ‘the ability to adopt appropriate, observable behaviours in work-related situations’
- Values/Ethical Competence – ‘the possession of appropriate personal values and the ability to make sound judgements based upon these in work-related situations’.

Other in the field have called for greater emphasis on the meta-skills that go with being an evaluator: “Evaluators need a variety of skills to be effective. They should be good analysts. They should be gifted at listening. Evaluators should also possess marketing skills. They must communicate the value of evaluation to policy-makers and managers who may not appreciate the benefits to be derived from systematic evaluation efforts.” Hatry, Newcomer and Wholey (1994).

And...

“The entry point for any learning to occur is communication. For the evaluator’s part, this communication is about evaluation approaches, activities and findings. It occurs throughout all phases of an evaluation, from early planning stages to follow-up.” Torres, Preskill and Piontek (1996).

Smith’s 2002 review of the literature on the subject of core competencies found wide-ranging views among writers on what is required:

- “Strategies for coping with the information revolution (Love, 2001); that is, assisting government with electronic delivery of information and services; learning to use new technologies for real-time data collection and analysis; and moving beyond simply collecting and storing data to performing analyses and making reports accessible and useful for intelligent and timely decisions;
- Strategies for engaging, coping with and capitalizing on the political side of evaluation (Stake, 1975);
- Skills for promoting organizational learning; for example collaboration and facilitation, interpersonal communication, team development, group process, consulting, organizational behaviour and change (Torres, Preskill & Piontek, 1996);
- Interpersonal and group dynamic skills for working in collaborative relationships, partnering with stakeholders, and serving as coach, facilitator and critical friend;

- Cultural sensitivity, mediating, negotiating and conflict resolution;
- A few evaluators will serve as technical experts (Fetterman, 1999); and
- Skills for providing training for organization members in such areas as strategic planning and development of goals (Wholey et al., 1994), though Worthen predicts that evaluators will fail to embrace such areas and then face the consequence of competition from other professions that will satisfy these needs.”

Maguire’s (2002) literature review concludes quite sensibly that “it seems that both users and providers of evaluation need to have sufficient basic knowledge to enable them to determine what knowledge, skills and attributes are required for a specific evaluation”.

We can perhaps conclude that the successful evaluator of today and that of the foreseeable future is a highly skilled and flexible professional. With a thick hide to boot. As public or commissioned investigators, they do not enjoy traditional academic freedoms and must package their approaches and findings to meet the needs of evaluation sponsors.

Much of the literature in this area has drawn from consultation and input of evaluation practitioners about what is needed in their day-to-day efforts as evaluators. The consequence of which has been a growing list of ‘knowledge’ and ‘capabilities’, matched only by the anxiety of evaluators concerned with remaining abreast of them.

The present paper reports on an approach to mitigating this anxiety by shifting the focus of the debate from the question of ‘what skills, knowledge and abilities do evaluators need?’ to ‘what are the characteristics of evaluators who are regarded as highly effective?’. More specifically, what characteristics can we develop among evaluators to prepare them for present and future demands.

The questions underpinning the inquiry reported in this paper were developed from the perspective of a New Zealand government agency, acting both as a practitioner and sponsor of social science evaluation. This agency has a vested interest in the development of evaluators who can both undertake formative, impact and outcome evaluations, as well as supervise other contracted evaluation professionals acting on its behalf.

The goal of the exercise was to identify and define a set of competencies and indicators that could be used for capability development purposes, by employers as well as evaluation training providers to improve capability in the field.

Method

Ten key informants with long-serving experience in evaluation, both as practitioners and sponsors of evaluation, were selected from across New Zealand to participate in in-depth interviews about the:

- core skills, behaviours and attitudes that evaluators require to be highly effective;
- characteristic behaviours that separate exceptionally successful from merely competent professionals;
- progression they would expect to see in the development of these skills from junior to senior evaluation practitioners;
- skills, behaviours and attitudes they believe it will be even more important for evaluation practitioners to display in the future; and
- learning experiences that would help evaluation practitioners develop these skills and competencies.

Gender was not a choosing the sample to be interviewed. Of the three females and seven males interviewed, all but two informants were experienced in both qualitative and quantitative methods. One interviewee was a self-reported specialist in qualitative enquiry and the other an exponent of quantitative experimental designs.

A review of competency frameworks in the literature informed the preparation of the interview guide. The interviews were recorded with the permission of informants and transcribed and analysed for key themes and specific issues relating to the objectives of the study.

Findings and conclusion

From the analysis of interview transcripts, the following six generic competencies (in ranked order of averaged importance to interviewees) applying to highly effective evaluators, regardless of their technical orientation or field of practice, emerged.

1. Critical thinking, analysis and problem-solving
The ability and desire to assimilate, synthesise and evaluate complex information, form appropriate judgements about its quality, and apply the knowledge gained to the problem in focus.
2. Technical expertise
The ability to demonstrate depth and breadth of knowledge and skill in applying research and evaluation methodologies.
3. Communication skills
The ability to express and convey information effectively to other people.
4. Socio-political awareness and sector knowledge
The ability and desire to understand issues arising in the wider socio-political environment and social sector, and the implications of these for one's work.
5. Customer focus and relationship management
The ability and desire to remain focused on what the customers and stakeholders need from research and evaluation outputs, and develop collaborative relationships with them

6. Team-working

The ability and desire to and work collaboratively and co-operatively to enhance achievements and attain goals.

The reader will note that informants identified 'Technical expertise' as a core competency, though this is not (strictly speaking) a meta-competency. Further, it suggests that evaluators will need to continue to maintain their technical expertise along with the other characteristics we found. As such, our findings do not support the proposition that there are meta-competencies which circumvent the need for high levels of technical expertise.

We do not claim these characteristics as the exclusive or exhaustive set of descriptions for what an evaluator needs to do or be to be regarded as highly effective. Moreover, selecting a larger sample of females as well as informants for their expertise in indigenous might yield a different pattern of results. Our findings may however be viewed as helping to bring into focus the competencies identified by English (2002) and other evaluation scholars discussed earlier. Further work in this area is clearly warranted.

In the tables included as appendices, the following information is offered to assist readers interested in using these findings.

- A definition, based on the characterisations offered by informants
- For each type of behaviour cited, examples of the behaviours that might be expected of a highly effective practitioners is provided. That is criteria for assessing whether an individual possesses the characteristic.
- Examples of indicators of competency, that would assist someone to recognise the competency in the behaviours and conduct of a practitioner, and
- Examples of the types of activities, training or other means of developing competency in the particular area.

The reader should note that the findings reported herein are qualitative and indicative, rather representative. Nonetheless, the high degree of consistency observed among the informants from varied backgrounds was taken by us to suggest that the competencies identified may apply to other similar jurisdictions.

The hope of the authors of this paper is that the findings of our enquiry will be used to improve evaluation capacity in New Zealand and other countries. By new or experienced practitioners who are keen to be highly effective social science evaluators. By those working in the training institutions charged with the duty of developing evaluation practitioners of tomorrow, to develop curricula and placement opportunities around the behavioural competencies and development activities listed. By those who employ evaluation practitioners, to develop staff training and development plans, and performance assessment incentives, in line with the behavioural competencies and development activities listed. By scholars interested in refining or extending notions of what it means to be a highly effective evaluation practitioner in this new millennium.

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Appendix

Competency: Critical thinking, analysis and problem-solving

Definition

The ability and desire to assimilate, synthesise and evaluate complex information, form appropriate judgements about its quality, and apply the knowledge gained to the problem in focus.

This includes:

- Intellectual curiosity
- Conceptual thinking
- Critical review and analytical thinking
- Self-critique and openness to learning
- Interpreting and drawing accurate inferences from data
- Forming judgements in determining what is important and relevant to the problem/issue
- Formulating appropriate courses of action.

Junior Practitioner			
	Expected behaviours	Indicators of competency	Activities, training or other means of developing the element
<i>Critical thinking</i>	<ul style="list-style-type: none"> • Reads, digests and understands written material quickly • Reviews and combines a range of ideas, knowledge and/or information to identify the key relevant issues and policy implications, and come up with coherent/logical findings • Demonstrates good judgement in deciding what issues are important and need to be communicated • Critically evaluates the respective strengths, weaknesses and quality/ robustness of analysis for arguments and evidence in literature and research reports • Forms sound judgements about the validity, relevance and efficacy of research approaches and analysis, and thinks constructively about how to remedy limitations and problems • Able to make connections between alternative information sources, and identify knowledge gaps • Intellectually curious, with the capacity to raise germane questions and issues in a constructive way, and embrace new ideas • Conclusions show consideration of broader issues, and judgements reflect cogent, coherent, well-structured arguments in constructive debate 	<ul style="list-style-type: none"> • Identifies and locates appropriate sources of information for low complexity issues/problems • Written and oral communications demonstrate understanding and consideration of weaknesses and limitations in articles and reports (eg noting how these detract from generalisations/conclusions, presenting a balanced perspective), and their implications for the issue/problem in focus • Shows evidence of considering broader salient issues and different options available • Notices discrepancies and inconsistencies in available information • Judgements in deciding what is important are sound • Presents sound, well-reasoned arguments 	<ul style="list-style-type: none"> • Establish teams or discussion forums around project problems • Pose a problem for staff to work on, and provide opportunities to present and discuss in wider groups • Require critiques or assessments of proposals and reports, or literature reviews – provide structured coaching and constructive feedback on performance • Ensure responsibility for literature reviews is incorporated into scope of evaluation undertaken for clients • Peer reviews and debriefing on completion of projects/key project phases to reflect on learning experiences and constructive feedback on performance • Team-working opportunities to provide opportunities to see more experienced staff/role models in action • Institute formal coaching and feedback sessions, with identified role models, mentors (internal or external), or manager • Making organisational time available to review literature in a field of study • Provide variety in work, so they're not focused solely on a single project • Give latitude for staff to develop their own ideas; be constructive with advice and praise; suggest other people for them to talk to get alternative points of view • Send on carefully chosen conferences (good ones!) to expose staff to other views, bring speakers to workplace

Senior practitioner			
	Expected behaviours	Indicators of competency	Activities, training or other means of developing the element
<i>Critical thinking</i>	<ul style="list-style-type: none"> • Reads, digests and understands complex written material quickly • Synthesises and combines a range of ideas, knowledge and/or complex information to identify the key relevant issues and policy implications, create new insights, and come up with coherent/logical findings • Demonstrates good judgement in deciding what issues are important and need to be communicated • Critically evaluates the respective strengths, weaknesses and quality/robustness of analysis for theories and different schools of thought • Forms sound judgements about the validity, relevance and efficacy of theories, and constructively remedies limitations and problems • Able to merge/integrate alternative information sources, theories, perspectives and/or priorities, put old things together in different ways, identify knowledge gaps and come up with new insights and ideas • Can offer complex analyses, seeing the interplay between theory and “real world” research and situations • Finds effective solutions by taking a holistic, abstract, or theoretical perspective • Intellectually curious, with the capacity to raise germane questions and issues in a constructive way, challenge norms, think about possibilities, issues and problems from alternative frames of reference, and embrace new ideas • Conclusions show consideration of broader salient issues, and judgements reflect cogent, coherent, well-structured arguments in constructive debate 	<ul style="list-style-type: none"> • Synthesises a broad range of complex information to identify key issues/implications and offer complex analyses • Considers issues/problems and implications in broader environmental contexts and from alternative frames of reference • Integrates and combines different perspectives and knowledge from different areas to create new insights and ideas • Notices similarities between different and apparently unrelated situations • Quickly identifies the central or underlying issues in a complex situation • Leads debates from evidence on areas in focus, what is/is not known and how knowledge gaps can be met through research programmes • Written and oral communications demonstrate understanding and consideration of strengths and weaknesses in the literature and research relating to an area of social policy • Shows evidence of considering broader salient issues and the consideration of a range of options and the consequences of each • Confidently explains the reasoning behind judgements, conclusions and recommendations • Presents clear straightforward summaries of complex issues • Can think on their feet, assess key issues rapidly • Makes sound decisions under pressure and/or in the face of opposition • Applies a theoretical framework to understand a specific situation 	<ul style="list-style-type: none"> • Task with responsibility to develop an expertise in a particular subject matter for presentation to internal and/or external forums/conference • Peer reviews and debriefing on completion of projects/key project phases to reflect on learning experiences • Exposure to wide range of project types, to challenge and stretch skills/experience • Provide variety in work, so they’re not focused solely on a single project • Making organisational time available to review literature in a field of study • Institute formal coaching and feedback sessions, with identified role models, mentors (internal or external), or manager • Give latitude for staff to develop their own ideas; be constructive with advice and praise; suggest other people for them to talk to get alternative points of view • Send on carefully chosen conferences (good ones!) to expose staff to other views, bring speakers to workplace • Encourage further study, networking with other professionals • Establish “formal” mentor system externally to Unit

Junior Practitioner			
	Expected behaviours	Indicators of competency	Activities, training or other means of developing the element
<i>Problem-solving and analysis</i>	<ul style="list-style-type: none"> Identifies the information needed to clarify a situation, seeks that information from appropriate sources, and uses skilful questioning to draw out the information, when others are reluctant to disclose it Tackles problems by using a logical, systematic, sequential approach Understands and thinks through the issues around a problem Formulates key questions and hypotheses to be addressed in research design, and designs an approach that addresses these Alert for unanticipated issues arising “Can do” attitude – solves problems, not creating barriers; limitations in methodologies are not a barrier to providing support Identifies key patterns, trends and meanings in data that need to be communicated to clients/customers 	<ul style="list-style-type: none"> Generally, applies these skills/behaviours to parts of a project, or projects of low-moderate complexity Identifies the specific information needed to clarify a situation or to make a decision Gets more complete and accurate information by checking multiple sources Asks questions to clarify a situation Seeks out knowledgeable people to obtain information or clarify a problem Makes a systematic comparison of two or more alternatives Identifies criteria, parameters or considerations to take into account in analysing a situation or making a decision Approaches more complex tasks or problems by breaking them down into component parts and considering each part in detail Carefully weighs and manages the priorities of things to be done Identifies and manages risks to parts of project one is responsible for, or projects of low complexity Achieves results that meet customers’ needs on most tasks Demonstrates an ability and preference to act independently except in unfamiliar situations 	<ul style="list-style-type: none"> Workshops in problem-solving methodologies, systems thinking Peer reviews and debriefing on completion of projects/key project phases to reflect on learning experiences and approaches to problem-solving Establish teams or discussion forums around project problems and their resolution Pose a problem for staff to work on, and provide opportunities to present and discuss in wider groups Challenge staff to think about the risks for a project and managing these, and come up with contingency plans to moderate/mitigate risk Team-working opportunities to provide opportunities to see more experienced staff/role models in action Institute formal coaching and feedback sessions, with identified role models, mentors (internal or external), or manager Documentation templates (RFPs, evaluation designs, reports) structured to challenge thinking about solving the problem, managing risks, etc.
<i>Learning & coaching</i>	<ul style="list-style-type: none"> Seeks to improve and apply learning to future projects Maintains an objective, open mind to new information, different ideas and constructive critique Reads range of literature from own discipline 	<ul style="list-style-type: none"> Self-critiques and reflects on own work and learning Applies learning points and experience to future projects Engages in constructive debate with peers Provides and receives constructive feedback on own and others’ work 	<ul style="list-style-type: none"> Peer reviews and debriefing on completion of projects/key project phases to reflect on learning experiences Establish teams or discussion forums around project problems, and provide opportunities to present and discuss in wider groups/teams Institute formal coaching and feedback sessions, with identified role models, mentors (internal or external), or manager

Senior practitioner			
	Expected behaviours	Indicators of competency	Activities, training or other means of developing the element
<i>Problem-solving and analysis</i>	<ul style="list-style-type: none"> Identifies the information needed to clarify a complex situation, seeks that information from appropriate sources Tackles complex problems by using a logical, systematic, sequential approach Understands and thinks through the issues around complex problems, formulates key questions and hypotheses to be addressed in complex, multiple stakeholder and mixed methods research designs, and designs appropriate approaches to address these Anticipates the implications and consequences of situations and takes appropriate action to be prepared for possible contingencies “Can do” attitude – solves problems, not creating barriers; limitations in methodologies are not a barrier to providing support Ability to see beyond key patterns in data, to look for meaning and implications in the context of the environment/problem 	<ul style="list-style-type: none"> Generally, applies these skills/behaviours to entire projects of moderate-high complexity Identifies and uses a wide range of and multiple sources of information for complex issues/problems, including professional research, literature, network contacts, observation, computer databases, and personal experience) Uses skilful questioning to draw out required information, when others are reluctant to provide full, detailed information Seeks perspective of everyone involved in a situation Identifies many possible causes for a problem Makes a systematic and sophisticated comparisons of multiple alternatives, weighing the costs, benefits, risks, and chances for success, in making a decision. Identifies criteria, parameters or considerations to take into account in analysing a situation/making a decision Breaks complex tasks/problems down into component parts and considers each part in detail Anticipates possible problems and develops contingency plans in advance and takes effective contingency action where needed/possible Carefully weighs and manages conflicting priorities Demonstrates a high level of persistence and takes personal responsibility for making things happen within own area of control, or where parameters are clearly defined Plans and achieves required results that meet customers’ needs without any reminders 	<ul style="list-style-type: none"> Workshops in problem-solving methodologies, systems thinking Peer reviews and debriefing on completion of projects/key project phases to reflect on learning experiences and approaches to problem-solving Establish teams or discussion forums around project problems and their resolution Pose a problem for staff to work on, and provide opportunities to present and discuss in wider groups Team-working opportunities to provide opportunities to coach/role model to other staff Institute formal coaching and feedback sessions, with identified role models, mentors (internal or external), or manager Give responsibility for whole projects, from definition of customer needs and managing that relationship, to delivery of final outputs.
<i>Learning & coaching</i>	<ul style="list-style-type: none"> Self-critical – looks at own work, seeks to improve and apply learning to future projects Maintains an objective, open mind to new information, different ideas and constructive critique Can effectively coach and mentor less experienced analysts in competency Reads literature that is difficult/complex from outside own discipline 	<ul style="list-style-type: none"> Provides and receives constructive feedback on own and others’ work Embraces new ideas and perspectives Adds value to others’ work in their critique Provides coaching and mentoring support to others 	<ul style="list-style-type: none"> Peer reviews and debriefing on completion of projects/key project phases to reflect on learning experiences Establish discussion forums around project problems, and provide opportunities to present and discuss in wider groups/teams Give responsibility for mentoring/coaching less experienced staff and give training in how to do so effectively Formal coaching and feedback sessions, with identified role models, mentors (internal or external), or manager

Competency:**Technical expertise****Definition**

The ability to demonstrate depth and breadth of knowledge and skill in applying research and evaluation methodologies.

This includes:

- Having an in-depth knowledge and command of one or more research and evaluation methodologies
- Having a good understanding of the principles and applications of a broad range of methodologies, including both quantitative and qualitative methods
- Designing, running, analysing and reporting on research and evaluation projects
- A willingness to learn and apply new skills and approaches.

Junior Practitioner			
	Expected behaviours	Indicators of competency	Activities, training or other means of developing the element
<i>Technical skills</i>	<ul style="list-style-type: none"> • Effectively applies one’s in-depth knowledge and skill in one or more methodologies to solve a research and evaluation issue/problem • Demonstrates a good familiarity with a range of both quantitative and qualitative methods, including: <ul style="list-style-type: none"> – Quantitative social research methods, such as experimental designs and survey design – Key statistical principles behind quantitative methods – Qualitative methodologies, including interviewing and group facilitation – Evaluation theory and practice • Constructs research designs in ways that demonstrate commitment to the robustness and integrity of the research methods employed 	<ul style="list-style-type: none"> • Matches the appropriate methodology to the type of research issue/problem in focus • Explains to users and assists them to understand the merits and limitations of applying a methodology to the problem in focus • Factors relevant methodological limitations into conclusions reached • Demonstrates ability to apply qualitative techniques, such as individual interviewing and facilitation of group discussions • Survey designs follow good survey design principles and are effective in eliciting the required information • Takes key statistical principles such as statistical power, significance, confidence, reliability and validity into account in research designs • Designs evaluations that are appropriate for the problem-in-focus and goals of the project • Research designs are soundly constructed, minimising limitations of the methodological approaches while still providing users with meaningful and useful information in a timely fashion. 	<ul style="list-style-type: none"> • Require critiques or assessments of different methodologies associated with a project – provide structured coaching and constructive feedback on performance • Provide opportunities to work alongside contractors/experts, observing in the field how methodologies are applied practically, learn “the best way” to be applied to other research designs • Provide opportunities to work on a range of types of projects, demanding different approaches, to build understanding of methodologies, problem formulation • Peer reviews on the choice and application of methodologies, and how limitations are treated/managed • Work at doing one good demonstration project the best way – a project that is interesting and important; it should/could be promoted as a training exercise, and will provide a benchmark of quality • Ensure a mix of “doing” and commissioning is required, so staff “keep their hand in” and skills are up to date

Senior practitioner			
	Expected behaviours	Indicators of competency	Activities, training or other means of developing the element
<i>Technical skills</i>	<ul style="list-style-type: none"> Effectively applies one's in-depth knowledge and skill in numerous methodologies to solve a range of increasingly complex issues/problems Demonstrates a breadth and depth of knowledge of a broad range of both quantitative and qualitative methodologies and approaches, including <ul style="list-style-type: none"> Quantitative social research methods, such as experimental designs in community contexts, longitudinal and time series designs, survey design, content analysis, and psychometric test construction, validity and analysis for working with behavioural studies Qualitative methods, including interviewing and group facilitation, discourse analysis Key statistical principles behind quantitative methods Understand issues involved in establishing databases, and be able to interrogate large and complex data sets Evaluation theory and practice, and current debates and implications for practice Constructs robust research designs that maintain integrity of methods, but which are grounded in the real world and provide information for users' needs Recognises the effects and implications of alternative research paradigms and can make links between "traditional" and "alternate" methods, including in cross-cultural research Aware of ethical and political issues in conducting social research 	<ul style="list-style-type: none"> Constructs sound mixed method research designs that fit the complex issues/problems in focus and minimise methodological limitations, while providing users with meaningful and useful information in a timely fashion. Explains to users and assists them to understand the merits and limitations of a range of methodologies, when they should be applied, to what sorts of problems/studies Recognises & moderates limitations of methodologies when applying them to research designs, and factors relevant limitations into conclusions reached Explicitly recognises and addresses ethical and political issues in undertaking research projects Designs, manages and reports on research and evaluation projects to a standard appropriate for publication in international social research journals Effectively applies a range of qualitative techniques Survey designs follow good survey design principles and are effective in eliciting the required information Takes key statistical principles such as statistical power, significance, confidence, reliability and validity into account in research designs Works in and contributes effectively to multi-disciplinary research teams Designs evaluations that are appropriate for the problem-in-focus and goals of the project Links traditional skills with alternative research paradigms (such as Maori and Pacific research) to reach acceptable compromises while maintaining the integrity of research methods 	<ul style="list-style-type: none"> External peer reviews on the choice and application of methodologies, and how limitations are treated/managed Provide opportunities to work on a range of types of projects, demanding different approaches, to build understanding of methodologies, problem formulation Work at doing one good demonstration project the best way – a project that is interesting and important; it should/could be promoted as a training exercise, and will provide a benchmark of quality Encourage publication of research in journals

Junior Practitioner			
	Expected behaviours	Indicators of competency	Activities, training or other means of developing the element
<i>Learning & coaching</i>	<ul style="list-style-type: none"> • Has the ability, desire and flexibility to develop a good breadth of skills and understanding in both quantitative and qualitative methods, and keeps up-to-date with developments in these 	<ul style="list-style-type: none"> • Seeks opportunities to expand knowledge and skills in applying a broader range of both quantitative and qualitative methods • Maintains up-to-date knowledge of developments and skills in methodological specialties • Evidence that learning is applied to research projects • Recognises when there is a need to seek guidance from those with greater knowledge and experience 	<ul style="list-style-type: none"> • Send on courses and seminars relating to new methodologies or that relate to gaps in current knowledge base • Subscribe to and circulate relevant journals • Encourage publication of findings – will motivate to get them right • Institute formal coaching and feedback sessions, with identified role models, mentors (internal or external), or manager

Senior practitioner			
	Expected behaviours	Indicators of competency	Activities, training or other means of developing the element
<i>Learning & coaching</i>	<ul style="list-style-type: none"> Has the ability, desire and flexibility to develop a good depth of skills and understanding in both quantitative and qualitative methods, and keeps up-to-date with developments in these 	<ul style="list-style-type: none"> Seeks opportunities to expand one's depth of knowledge and skills in applying a broad range of both quantitative and qualitative methods Maintains up-to-date knowledge of developments in social research, and is recognised as a subject matter expert in their field of interest Evidence that learning is applied to research projects Shares knowledge and experience with less experienced staff through mentoring and coaching, or more structured training 	<ul style="list-style-type: none"> Task with responsibility to develop a expertise in a particular area of social research and provide opportunities to speak authoritatively on area of expertise at internal and/or external forums Send on courses and seminars relating to new methodologies or that relate to gaps in current knowledge base Encourage further study, networking with other professionals Subscribe to and circulate relevant journals Give responsibility for mentoring/coaching less experienced staff

Competency:

Communication skills

Definition

The ability to express and convey information effectively to other people.

This includes:

- Attention to communications
- Oral and written communications
- Making presentations
- Interpersonal communications
- Persuading and influencing others.

Junior Practitioner			
	Expected behaviours	Indicators of competency	Activities, training or other means of developing the element
<i>Attention to communications</i>	<ul style="list-style-type: none"> Ensures relevant others are kept informed of important issues and developments relating to one's projects Shares ideas and information with others who might find them useful Ensures regular, consistent communication takes place Uses the range of communications media effectively and tailors these appropriately for the intended audiences (email, phone, formal correspondence, written reports, personal interaction, group discussions, etc) 	<ul style="list-style-type: none"> Accurately identifies those others who need to be kept informed Those needing to know are advised of issues and developments in a timely fashion Regular communication occurs Communication media appropriate to the intended audience is used 	<ul style="list-style-type: none"> Regular coaching and feedback
<i>Written communications</i>	<ul style="list-style-type: none"> Expresses ideas and information clearly and concisely in writing Tailors written communications to reach intended audience effectively, in a way the audience understands Written reports present information in a way that addresses the study's objectives, addresses limitations and their implications for findings, discusses implications of the research and explains how results might be used Able to self-critique own writing, and accept constructive feedback 	<ul style="list-style-type: none"> Writes standard reports, proposals and letters to targeted audiences Uses coherent English and simple language that avoids undue jargon Language is tailored to the reader Uses good rules of grammar and punctuation, and spells correctly Uses graphics and other aids to convey and clarify information appropriately Written communications are well-organised and presented, and signals organisation to the reader (eg through introductory paragraphs and/or use of headings) Accepts and learns from constructive critiques 	<ul style="list-style-type: none"> Regular coaching and feedback Business writing courses – internal or external Peer review processes providing constructive critique Develop models of good practice report-writing Encourage publication of findings
<i>Oral communications</i>	<ul style="list-style-type: none"> Speaks clearly, uses appropriate grammar and choice of words, and tailors content and level of speech to the level and experience of listeners Organises ideas clearly, and expresses them concisely in oral speech Summarises or paraphrases what other people have said to verify understanding and prevent miscommunication 	<ul style="list-style-type: none"> Speaks articulately and concisely Communicates effectively in familiar and informal situations Initiates and maintains conversations with confidence and credibility Listens actively and verifies understanding Presents well-reasoned arguments in support of one's views 	<ul style="list-style-type: none"> Regular coaching and feedback Modelling by manager, senior staff

Senior practitioner			
	Expected behaviours	Indicators of competency	Activities, training or other means of developing the element
<i>Attention to communications</i>	<ul style="list-style-type: none"> Ensures relevant others are kept informed of important issues and developments relating to their projects Shares ideas and information with others who might find them useful Ensures regular, consistent communication takes place Uses the range of communications media effectively and tailors these appropriately for the intended audiences (email, phone, formal correspondence, written reports, personal interaction, group discussions, etc) 	<ul style="list-style-type: none"> Accurately identifies those others who need to be kept informed, and takes responsibility for doing so Those needing to know are advised of issues and developments in a timely fashion Regular communication occurs Communication media appropriate to the intended audience is used 	<ul style="list-style-type: none"> Regular coaching and feedback
<i>Written communications</i>	<ul style="list-style-type: none"> Expresses complex ideas and information clearly and concisely in writing Tailors written communications to reach intended audience effectively, in a way the audience understands Written reports present information in a way that addresses the study's objectives, addresses limitations and their implications for findings, discusses implications of the research and explains how results might be used Able to self-critique own writing, and offer constructive feedback to others 	<ul style="list-style-type: none"> Clearly and coherently expresses complex ideas and information in writing, including non-standard and investigative reports, proposals and letters Uses coherent English and simple language that avoids undue jargon Adjusts writing style to meet the reader's needs, including both targeted and general audiences Uses good rules of grammar and punctuation, and spells correctly Uses graphics and other aids to convey and clarify complex information appropriately Written communications are well-organised and presented, and signals organisation to the reader (eg through introductory paragraphs and/or use of headings) Shows evidence of wider implications and any methodological limitations being considered Standards of writing suitable for publication in reputable journals Ability to provide constructive critique in way that receiver understands and adopts 	<ul style="list-style-type: none"> Regular coaching and feedback Business writing courses – internal or external Peer review processes providing constructive critique Develop models of good practice report-writing Encourage publication of findings
<i>Oral communications</i>	<ul style="list-style-type: none"> Speaks clearly, uses appropriate grammar and choice of words, and tailors content and level of speech to the level and experience of listeners Organises complex ideas clearly, and expresses them concisely in oral speech Summarises or paraphrases what other people have said to verify understanding and prevent miscommunication 	<ul style="list-style-type: none"> Highly articulate and fluent in all types of situations Communicates effectively in unfamiliar and formal situations Listens actively and checks that intended message has been correctly understood Presents well-reasoned arguments in support of one's views Responds effectively to questions or new information 	<ul style="list-style-type: none"> Regular coaching and feedback Modelling by manager Create opportunities, eg representing Unit in high level forums

Junior Practitioner			
	Expected behaviours	Indicators of competency	Activities, training or other means of developing the element
<i>Presentations</i>	<ul style="list-style-type: none"> Plans and delivers presentations to small groups Displays confidence and self-assurance Information and ideas are communicated succinctly, directly and in language that the audience understands Presents arguments in support of a proposition 	<ul style="list-style-type: none"> Makes planned presentations to small groups Uses examples, graphics to illustrate points and display information clearly Speaks articulately and concisely Displays confidence and knowledge of presentation subject matter 	<ul style="list-style-type: none"> Courses on making presentations – internal or external Create opportunities to present to small groups within/outside organisation, eg at workshops, seminars, management and staff meetings Provide feedback on performance
<i>Interpersonal interactions</i>	<ul style="list-style-type: none"> Notices and acknowledges others' concerns, feelings and non-verbal communications Listens to, acknowledges and respects alternative ideas and concerns Raises issues and provides feedback in constructive, non-threatening ways Says or does things that convey interest in what others have to say 	<ul style="list-style-type: none"> Adjusts manner to situation Handles questions effectively Actively listens to and acknowledges others' ideas and concerns Feedback is couched in terms that are receptive to the receiver Avoids distracting habits or gesture 	<ul style="list-style-type: none"> Courses or instruction on providing coaching/feedback Encourage feedback from peers
<i>Influencing others</i>	<ul style="list-style-type: none"> Seeks others' support for ideas, proposals, projects and solutions Presents arguments that address others' most important concerns and issues Can assimilate different points of view, identify and propose solutions that benefit all parties involved Knows when and how to escalate issues for decisions 	<ul style="list-style-type: none"> Gains others' support for ideas, proposals, projects and solutions Listens actively and acknowledges others' ideas and concerns Presents well-reasoned arguments in support of one's views Demonstrates negotiation, conflict resolution, facilitation, and moderation skills for relatively straightforward issues 	<ul style="list-style-type: none"> Courses or instruction on conflict resolution, negotiation skills Debriefing after meetings/projects in which influencing others was required Encourage feedback from peers

Senior practitioner			
	Expected behaviours	Indicators of competency	Activities, training or other means of developing the element
<i>Presentations</i>	<ul style="list-style-type: none"> Plans and delivers presentations to large groups and sophisticated audiences Displays confidence and self-assurance, conveys enthusiasm, establishes rapport and engages with audience Complex information and ideas are communicated succinctly, directly and in language that the audience understands Presents several different arguments in support of a proposition 	<ul style="list-style-type: none"> Makes well-constructed presentations that convey intended information clearly and succinctly to win support and influence audiences Uses stories, examples and graphics to illustrate points and display information clearly and with high impact Speaks articulately and concisely Displays confidence and knowledge of subject matter and able to answer questions directly and effectively 	<ul style="list-style-type: none"> Courses on making presentations – internal or external Create opportunities to present to large groups outside organisation, eg at workshops, seminars, conferences Provide feedback on performance
<i>Interpersonal interactions</i>	<ul style="list-style-type: none"> Notices, and accurately interprets and anticipates others' concerns, feelings and non-verbal communications, and communicates this awareness to others Listens to, acknowledges and respects alternative ideas and concerns Raises issues and provides feedback in constructive, non-threatening ways Says or does things that address people's concerns and conveys interest in what they have to say 	<ul style="list-style-type: none"> Adjusts manner to situation and different audiences, from a range of community to professional groups Highly articulate and self-assured in all types of situations Manages conflict in a professional, non-personal way Actively listens to and acknowledges others' ideas and concerns Feedback is couched in terms that are receptive to the receiver 	<ul style="list-style-type: none"> Courses or instruction on providing coaching/feedback Provide opportunities to deal with "messy" problems, with support and/or debriefing Encourage feedback from peers
<i>Influencing others</i>	<ul style="list-style-type: none"> Seeks others' support for ideas, proposals, projects and solutions Presents arguments that address others' most important concerns and issues and looks for win-win solutions. Can assimilate multiple different and conflicting points of view, identify and propose solutions that benefit all parties involved 	<ul style="list-style-type: none"> Able to garner support for ideas, proposals, projects and solutions for ideas and propositions, Listens actively and acknowledges others' ideas and concerns Shows evidence of consideration of multiple objectives and interests Presents well-reasoned arguments in support of one's views Demonstrates negotiation, conflict resolution, facilitation, and moderation skills for complex issues 	<ul style="list-style-type: none"> Courses or instruction on conflict resolution, negotiation skills Debriefing after meetings/projects in which influencing others was required Encourage feedback from peers

Competency: Socio-political awareness and sector knowledge

Definition

The ability and desire to understand issues arising in the wider socio-political environment and social sector, and the implications of these for one's work.

This includes:

- An awareness of Government interests
- A good understanding of the social sector, and developing an authoritative expertise in one or more social policy areas
- An awareness of the policy development environment and the constraints it faces.

Junior Practitioner			
	Expected behaviours	Indicators of competency	Activities, training or other means of developing the element
<i>Socio-political awareness</i>	<ul style="list-style-type: none"> Shows awareness of Government's interests and priorities around social policy issues Thinks ahead about future policy and social issues Is alert for information that signal implications for one's proposed work programme Demonstrates an understanding of the dynamics of the study's environment Demonstrates that have thought about and consulted appropriate stakeholders in the area Is alert for unanticipated "real world" factors and issues arising and affecting the project, and takes appropriate action to moderate these risks or develop contingency plans Makes connections between one's work with other events, learning, issues and relevant contexts 	<ul style="list-style-type: none"> Communications reflect consideration of wider sectoral issues, and their impact on one's work Communications reflect understanding of stakeholders' interests, and how these have been taken into account in one's work Presents findings and forms judgements in the context of prevailing issues Plans ahead, and has contingency plans to counter identified risks Appropriate actions are taken to moderate or mitigate risks that are identified 	<ul style="list-style-type: none"> Establish teams or discussion forums around projects Peer reviews, coaching and feedback throughout projects to discuss socio-political environment issues, impacts and risks, and strategies for addressing these Institute formal coaching and feedback sessions, with identified role models, mentors (internal or external), or manager Opportunities to work on inter-departmental and/or multi-disciplinary projects Circulation and team discussion of Government social policy agenda
<i>Sector knowledge</i>	<ul style="list-style-type: none"> Knows the social sector and who to approach for information and support Demonstrates a knowledge of research literature in the field in which one is working Aware of the range of research projects occurring within the sector that have implications for own work 	<ul style="list-style-type: none"> Identifies and locates appropriate sources of information in their field of research Demonstrates good bibliographic skills in searching out and presenting relevant literature Reads journals and other publications relevant to field of work Communications reflect a knowledge and understanding of the literature, issues and other research being undertaken in their field of research 	<ul style="list-style-type: none"> Encourage networking, membership of professional network groups Send on seminars, workshops Involve in (inter-)departmental working parties Provide opportunities to present and discuss topics in wider groups Making organisational time available to review literature in a field of study Subscribe to and circulate relevant journals
<i>Policy development environment</i>	<ul style="list-style-type: none"> Demonstrates an understanding of, and is responsive to, the policy development environment and the constraints under which policy is created 	<ul style="list-style-type: none"> Communications reflect understanding of policy development process, and what policy makers are working on and their time horizons Advice and information is delivered in a way that meets needs and timeframes 	<ul style="list-style-type: none"> Secondments to policy groups Opportunities to work with policy analysts on multi-disciplinary projects

	Senior practitioner		
	Expected behaviours	Indicators of competency	Activities, training or other means of developing the element
<i>Socio-political awareness</i>	<ul style="list-style-type: none"> Shows awareness of Government's interests and priorities by anticipating longer term strategic issues and thinking about the questions that may be raised Demonstrates an understanding of the dynamics of the study's environment Demonstrates that have thought about and consulted appropriate stakeholders in the area Is alert for information that signal implications for proposed work programme of self and department, communicating these to relevant others Is alert for unanticipated "real world" factors and issues arising and affecting the project, and takes appropriate action to moderate these risks or develop contingency plans Demonstrates political and organisational "savvy" Makes connections between one's work with other events, learning, issues and relevant contexts 	<ul style="list-style-type: none"> Clearly communicates longer term strategic issues affecting department work programme and implications of social and political trends, to relevant others Undertakes preparatory work to inform oneself about Government's strategically interests and priorities Communications demonstrate understanding of complex issues and implications in inter-departmental work on sector outcomes Communications reflect understanding of multiple stakeholders' interests, and how these have been taken into account in one's work Presents findings and forms judgements in context of prevailing issues in wider socio-political environment Plans ahead, and has contingency plans to counter identified political and other risks to research and evaluation projects one is accountable for Appropriate actions are taken to moderate or mitigate risks that are identified Demonstrates that they know how to get things done and create commitment to taking action 	<ul style="list-style-type: none"> Establish teams or discussion forums around social policy issues Peer review and discussion (internal and/or external) of socio-political environment issues, impacts and risks, and strategies for addressing these Opportunities to work on inter-departmental and/or multi-disciplinary projects/strategies Circulation and team discussion of Government social policy agenda
<i>Sector knowledge</i>	<ul style="list-style-type: none"> Knows the social sector and who to approach for information and support Demonstrates a broad knowledge of social sector issues and research literature, and a depth of knowledge in a specific field of social research Aware of the range of research projects occurring within the sector that have implications for own work 	<ul style="list-style-type: none"> Has strong, well-developed networks of contacts throughout the social sector Reads journals and other publications relevant to social policy and issues Communications reflect a knowledge and understanding of the literature, issues and other research being undertaken in wider social sector Recognised as a subject matter expert in their field, and is sought out for advice 	<ul style="list-style-type: none"> Encourage networking, membership of professional network groups Involve in (leadership of) inter-departmental working parties Provide opportunities to present/discuss topics in groups, seminars, workshops Making organisational time available to review literature in a field of study Give responsibility for mentoring/coaching less experienced staff and give training in how to do so effectively Subscribe to and circulate relevant journals
<i>Policy development environment</i>	<ul style="list-style-type: none"> Demonstrates an understanding of, and is responsive to, the policy development environment and the constraints under which policy is created 	<ul style="list-style-type: none"> Communications reflect understanding of policy development process, and what policy makers are working on and their time horizons Advice and information is delivered in a way that meets needs and timeframes Works with and relates to people with alternative paradigms and/or disciplinary backgrounds 	<ul style="list-style-type: none"> Secondments to policy groups Opportunities to work with policy analysts on multi-disciplinary and/or inter-departmental projects

Competency: Customer focus and relationship management

Definition

The ability and desire to remain focused on what the customers and stakeholders need from research and evaluation outputs, and develop collaborative relationships with them

This includes:

- Understanding customer and stakeholder needs and interests
- Remaining focused on delivering services and information that meet those needs
- Building good working relationships and alliances (internally and externally)
- Engaging the support and commitment of stakeholders.

Junior Practitioner			
	Expected behaviours	Indicators of competency	Activities, training or other means of developing the element
<i>Customer focus</i>	<ul style="list-style-type: none"> • Demonstrates understanding of the interests, concerns and needs of relevant customers and stakeholders when considering research and evaluation designs • Puts self in position of customer and stakeholders when designing research and evaluation programmes and outputs to ensure their relevance and usefulness • Remains focused on the purpose and maximising the benefit of research and evaluation findings (and application of these) for customers and stakeholders 	<ul style="list-style-type: none"> • Identifies the interests, needs and influences of customers and stakeholders • Is responsive to customers' needs, providing timely and relevant advice and support • Work is used by customers and stakeholders to make informed decisions 	<ul style="list-style-type: none"> • Opportunities to attend/work on inter-departmental and/or multi-disciplinary projects • Workshops or meetings with key customer groups to present & discuss respective work programmes • Account management/internal consultancy models of service delivery • 360 degree feedback systems • Secondments with key customer/ stakeholder groups, including in private sector • Encourage discussion with other people to get different points of view
<i>Relationship management</i>	<ul style="list-style-type: none"> • Able to communicate and work effectively with customers and stakeholders • Maintains communications and contact with key stakeholders throughout research and evaluation projects • Works with customers and stakeholders to assist them to understand the value good research and evaluation can offer, the implications and process of doing research and evaluations, and how to use results effectively 	<ul style="list-style-type: none"> • Pro-active in communicating with customers/ stakeholders, and establishing new relationships where required • Demonstrates understanding of stakeholder views but is not captured by them – able to retain independence • Works effectively with one or two stakeholders to ensure projects are designed to meet their respective needs, and results are relevant and useable • Is actively sought out by key customers and stakeholders, and involved in project design and planning from the initial development phases 	<ul style="list-style-type: none"> • Encourage networking, membership of professional network groups • Opportunities to attend/work on inter-departmental and/or multi-disciplinary projects • Account management/internal consultancy models of service delivery • 360 degree feedback systems • Secondments with key customer groups/ stakeholders • Encourage discussion with other people to get different points of view

Senior practitioner			
	Expected behaviours	Indicators of competency	Activities, training or other means of developing the element
<i>Customer focus</i>	<ul style="list-style-type: none"> • Demonstrates depth of understanding of the interests, concerns and needs of relevant customers and stakeholders when developing research and evaluation designs • Puts self in position of customer and stakeholders when designing research and evaluation programmes and outputs to ensure their relevance and usefulness • Remains focused on the purpose and maximising the benefit of research and evaluation findings (and application of these) for customers and stakeholders • Manages expectations of customers and stakeholders as to what is practical and feasible in terms of research and evaluation programmes 	<ul style="list-style-type: none"> • Understands the interests, needs and influences of a range of customers and multiple stakeholders • Successfully negotiates and integrates interests and needs from multiple stakeholders into coherent, manageable research designs • Understands and is responsive to customers' businesses and needs, providing timely and relevant advice and support • Actively works with customers/stakeholders to ensure high level of understanding and uptake of research findings 	<ul style="list-style-type: none"> • Opportunities to work on inter-departmental and/or multi-disciplinary projects • Workshops or meetings with key customer groups to present & discuss respective work programmes • Account management/internal consultancy models of service delivery • 360 degree feedback systems • Secondments with key customer groups • Encourage discussion with other people to get different points of view
<i>Relationship management</i>	<ul style="list-style-type: none"> • Able to communicate and work effectively with a wide range of customers and stakeholders • Establishes relationships with customers and stakeholders that are collaborative in nature, serving common or mutually beneficial objectives • Maintains communications and contact with key stakeholders throughout research and evaluation projects • Works with customers and stakeholders to assist them to do the best job they can, understand the value good research and evaluation can offer, the implications and process of doing research and evaluations, and how to use results effectively • Establishes relationships and alliances with key stakeholders so that one's involvement in a project is sought from the outset of initial thinking and development 	<ul style="list-style-type: none"> • Builds new alliances and relationships as necessary to achieve outcomes for mutual advantage • Pro-active in communicating with customers/stakeholders, and establishing new relationships where required • Demonstrates understanding of stakeholder views but is not captured by them – able to retain independence • Is involved as an integral part of the policy development process, working with policy development staff from conceptualisation through to post implementation review 	<ul style="list-style-type: none"> • Encourage networking, membership of professional network groups • Opportunities to work on inter-departmental and/or multi-disciplinary projects • Account management/internal consultancy models of service delivery • 360 degree feedback systems • Secondments with key customer groups/stakeholders • Encourage discussion with other people to get different points of view

Competency:

Teamworking

Definition

The ability and desire to and work collaboratively and co-operatively to enhance achievements and attain goals.

This includes:

- Supporting and encouraging other team members achieve the best that they can
- Taking an interest in what team members are doing
- Offering and seeking constructive advice
- Participation in peer review processes
- Respecting and able to take on board alternative points of view.
- Maintaining good relations with team members, resolving conflict appropriately and early
- Sharing skills, information and knowledge, to add value to one another.

Junior Practitioner			
	Expected behaviours	Indicators of competency	Activities, training or other means of developing the element
<i>Teamworking</i>	<ul style="list-style-type: none"> • Recognises value of working collegially to increase effectiveness and efficiency • Recognises, listens to and accepts different strengths and views of team members • Provides, and is willing to seek, constructive advice, support and critique to/from other team members in a way that encourages learning and improvement • Raises issues in constructive ways, that do not provoke defensiveness in responses • Demonstrates a willingness to participate in peer review processes • Takes personal responsibility for ensuring team processes work effectively • Shares information, learning and experience to enhance other team members' abilities and knowledge • Is open with other team members about his/her concerns, resolves conflict early and appropriately, and does not personalise conflicts that arise • Takes pride in what the team achieves 	<ul style="list-style-type: none"> • Willing to be involved in work teams • Listens and responds constructively to other team members' ideas • Issues are raised constructively by emphasising points of agreement, suggesting alternatives that may be acceptable to the group, framing questions to prompt thinking • Participates in and seeks peer review for work outputs, taking an interest in and remaining up-to-date with what colleagues are working on so as to develop familiarity with the field and the project • Encourages all members to participate and contribute, listens to and respects views, and displays a sensitivity to the group dynamics • Is willing to ask for and give advice to colleagues in own and in other groups, and shares knowledge, information and skills with colleagues • Supports colleagues professionally and in an interpersonal way 	<ul style="list-style-type: none"> • Formation of workteams (eg project-based) • Ensure peer review processes in place and operating • 360 degree feedback systems • Regular team meetings, modelling appropriate behaviours by senior staff • Team-building initiatives, such as team development workshops, personality type indicators (eg Myers-Briggs) to develop understanding of respective roles, acknowledge, recognise and value differences in contributions, etc

Senior practitioner			
	Expected behaviours	Indicators of competency	Activities, training or other means of developing the element
<i>Teamworking</i>	<ul style="list-style-type: none"> • Recognises value of working collegially to increase effectiveness and efficiency • Recognises, listens to and accepts different strengths and views of team members • Provides, and is willing to seek, constructive advice, support and critique to/from other team members in a way that encourages learning and improvement • Raises issues in constructive ways, that do not provoke defensiveness in responses • Demonstrates a willingness to participate in peer review processes • Provides mentoring and coaching support for less experienced team members • Takes personal responsibility for ensuring team processes work effectively • Shares information, learning and experience to enhance other team members' abilities and knowledge • Is open with other team members about his/her concerns, resolves conflict early and appropriately, and does not personalise conflicts that arise • Takes pride in what the team achieves 	<ul style="list-style-type: none"> • Willing to be involved in work teams • Role models and takes leadership role in encouraging and supporting effective team behaviours and processes • Demonstrates support and commitment to the implementation of decisions made by business unit and organisation • Provides constructive advice, peer review, mentoring and coaching support for less experienced team members • Responds to need to take on different roles in team in order to achieve team objectives. 	<ul style="list-style-type: none"> • Formation of workteams (eg project-based) • Ensure peer review processes in place and operating • 360 degree feedback systems • Regular team meetings, modelling appropriate behaviours by senior staff • Team-building initiatives, such as team development workshops, personality type indicators (eg Myers-Briggs) to develop understanding of respective roles, acknowledge, recognise and value differences in contributions, etc • Definition of mentoring process • Training in coaching skills • Provide time to do it properly