

The Wheel

HR Strategy

Approved by Board at meeting on November 25th 2016

1. Purpose

The purpose of The Wheel's HR strategy is to integrate - to maximum positive effect for employees and The Wheel - the organisation's culture, people and systems and technical & financial resources so as to meet the organisation's goals.

2. The Wheel's Goals

The Wheel has developed a new strategy to direct the organisation's work for the period 2017 – 2020. The six strategic objectives are listed here:

- 1 Identify and achieve public policy change to support a thriving community, voluntary and charity sector.
- 2 Foster excellent leadership within the sector
- 3 Drive the continuous improvement of organisational practice within the sector.
- 4 Demonstrate the important benefits and value of participation in community and civic life and in public decision-making
- 5 Build a strong, diverse, engaged and connected membership
- 6 Ensure that The Wheel has the right structure, capacity and human, technical and financial resources to deliver on these strategic objectives.

3. The Culture in our Workplace

These 'culture affirmations' statements were originally drafted in 2012 by the then staff team in a facilitated workshop and have been signed up to by each team member equally, regardless of seniority. They are 'live' statements within the organisation and are revisited at each monthly all-staff meeting.

They may potentially be edited on foot of the analysis that leads to the introduction and embedding of a HR strategy within The Wheel and the all-staff engagement survey to be conducted in 2016/2017 has a question specifically around this matter.

Team Culture Affirmations:

1. We are a flexible, family friendly team. We value fairness and flexibility from all our team members.
2. We thrive on and enjoy working in a high performance environment, proactively ensuring a healthy balance in the pace of work.

3. We welcome and encourage the ideas and input of all staff and we engage in respectful debate and problem solving.
4. There is freedom for everyone to contribute equally and have their views/voice respected and valued.
5. We consistently communicate with each other in a respectful manner.
6. We are open, transparent and honest.
7. We take pride in providing a consistently high quality service.
8. We are confident in our ability to adapt to a constantly changing external environment.

4. Implications for HR arising from the new strategy

A detailed analysis of each of the goals, actions, desired impacts and suggested indicators that are written into the new strategy was conducted during September / October. This identified the implications for HR practices and resourcing. A summary of the analysis is presented in Appendix 1.

Additionally, the details behind the new proposed draft **competence-framework** that is envisioned for The Wheel is provided in Appendix 2. This work was started before the new strategy process was concluded and before the 2016 restructuring took place. Its completion was purposefully put on hold to await the analysis of the implications of the new strategy. In summary, in Dec 2015/Jan 2016, the management team, working with HR consultant Brendan Schutte identified the following ten behavioural competences that The Wheel would like to prioritise for behaviour by employees as follows:

1. Open communication
2. Adaptable
3. Problem-solving
4. Collaborative working
5. Facilitating recognition where it's due
6. Resource-minding
7. Committed to learning and ongoing development (progression)
8. Committed to quality work
9. A positive approach and behaviour
10. Comfortable with leadership role(s)

Each of these was mapped against the four new levels of staff that the restructuring brought: 1) Administrator level; 2) Officer level; 3) Coordinator level; and 4) Director level. Examples were then developed to scope out what the presence and absence of each competence might look at for each of the four levels within the team, and this is all provided in Appendix 2.

5. The Core Elements of a HR Strategy in The Wheel

The following are the desired results of investing in the continuous development of, and improvement of, a HR Strategy:

1. Organisational development in support of the 4-year strategy.
2. A continuing culture of positive employee relations.
3. Effective use of staff resources.

4. A culture of continuous professional development, including training, that is appropriate to organisational and employee needs.

The development and implementation of the HR strategy is informed by the following principles/values:

- Investing in knowledge and continuous professional development to ensure the continued support of The Wheel's members.
- Managing performance to ensure that it is in line with our core values and beliefs as written in our strategy and with our 'culture affirmations' devised by the staff team.
- Designing jobs so that they relate to the whole organisation, whilst providing interesting and stimulating work for individuals.
- Rewarding so as to manage both team as well as individual success.
- Creating work-life balance so as to ensure staff achieve optimum levels of flexibility.
- A commitment to fair, just and transparent processes.

6. The HR Action Plan

The practicalities of the HR strategy have been broken down into the following headers:

1. Skills, Knowledge, and Training
2. Employee relations, communication & engagement
3. Employee well-being
4. Teamwork, culture and behaviour
5. Performance management and review
6. Remuneration and reward systems
7. Recruitment and selection
8. Implementation, monitoring and evaluation

For each heading a proposed objective (statement of policy) is drafted, the implications are noted and suggested actions are proposed.

Note that the As the Action Plan as noted here is appropriate to the start of a 4-year strategy. However, this section of the strategy will ultimately find form as a 'live' document that can act as a working document at operations level. Therefore, the HR Action Plan will ultimately find form as a separate document.

1. Skills, Knowledge and Training

Objective: To ensure that each member of staff has the necessary training and continuous supports as well as ongoing professional development to enable success in: 1) their own individual role; and 2) the teams in which they work.

Implications: This implies that each role will need to be defined by what skills, knowledge, behaviours and training is required for success and that line-management picks up on those aspects in terms of how to support each individual and what training and ongoing professional development is needed. It also implies that The Wheel needs to formally adopt a training policy and link it to

the annual budget. And very importantly, we need to rid ourselves of the prevalent culture of 'being too busy to train'.

- Actions:**
1. Finalise a framework for behaviour competencies seeking input and agreement from all staff.
 2. Augment job description template to include levels of skills, knowledge and behaviour required, for all new roles from Jan 2017 onwards.
 3. Establish standard templates for goal-setting documents for all staff at all levels.
 4. Review / amend performance appraisal forms/processes.
 5. Board to formally approve the fact that we have a training policy including associated budget.
 6. Conduct a training needs analysis for all staff against the skills, knowledge, behaviour and training required by: a) their individual roles; and b) the behaviour competences required by The Wheel and c) ongoing continuous professional development goal.
 7. Establish a new goal/target for each staff member that they need to attend (for example) at least two days of training per year on subjects directly relevant to their roles i.e. continuous professional development.
 8. Establish a 'brown bag lunch' event once-per-month hosted by different staff for 45 mins whereby any interested staff are invited to learn about specific areas of work.

2. Employee relations, communication & engagement

Objective: To ensure that all employees of The Wheel have the opportunity to work in a stimulating, supportive, motivating and learning environment where there is ample opportunity to engage with colleagues, managers and board members about maintaining (and improving where needed) the working environment and culture. And that there is balance with other aspects of employees' lives. And to ensure that all employees are made aware of anything that impacts their employment status with The Wheel in a timely and professional manner.

Implications: The Wheel has been a very open communicator with all employees from its founding and we have operational practices already in place that involve and engage all staff in relation to 'employee relations' type matters. Therefore, the main implication here relates to formalising these things as well as ensuring there is a formal link through to the board.

- Actions:**
1. Formalise the culture of open communication in the Code of Conduct documentation in the Staff Handbook, the new Operations & Management Handbook and the Board Handbook.

2. Complete the review of the Staff Handbook.
3. Maintain the weekly buzz meetings with positive reinforcement about its purpose.
4. Maintain the 'spotlight' on specific work areas that is already in place in the monthly staff meetings.
5. Continue to roll out the annual staff satisfaction survey, ensuring it is reviewed by the Staff & Employment subgroup and board
6. Review the structure of the staff satisfaction questionnaire.
7. Maintain policy of having a 'staff away day' take place at least once per year at which a 'temperature check' can be taken.
8. Hold a refresher staff info session once per year that reminds staff about our HR engagement policy and practices.
9. Put in place a structured opportunity for staff to meet the board / board chair.

3. Employee well-being

Objective: To ensure that there is a healthy balance in the pace of work so as to encourage the wellbeing of staff.

Implications: We are already aware that if there has been an area of possible weakness within our culture/practices, it relates to the relentlessly pressurised pace of work in The Wheel. Whilst it is true to say that most employees of most voluntary groups would operate in an environment where there is always more work to be done than there are pairs of hands to do it, The Wheel seems to have an ever-escalating pace of work. The bottom line is that The Wheel has adopted the culture affirmation that states: "*We thrive on and enjoy working in a high performance environment, proactively ensuring a healthy balance in the pace of work*", therefore we need to ensure the overt and implicit practices and expectations are aligned with each other and with this affirmation - and the actions planned in this section will be a good start. In doing so there also needs to be a new attention put on whether we are so busy working too hard and/or whether we are working smartly enough.

Additionally, there is a need for The Wheel to develop an intern/volunteer policy as to when, why and how we will involve them in the delivery of our work programmes.

- Actions:**
1. Encourage staff to take lunch breaks.
 2. Establish a social/wellbeing committee of volunteers for a year at a time, and provide them with a budget.
 3. Put the 'culture affirmations' up on the walls in each office space.
 4. Review options for other well-being initiatives with Staff & Employment subgroup

5. Use the analysis being done about goals, priorities for execution of the new strategy and management planning to be a steps in assessing whether we are busy being busy or busy doing the most effective things.

6. Develop an intern/volunteer involvement policy for approval by the board.

4. Teamwork, culture and behaviour

Objective: To foster and support the concept of 'teams' within the organisation to mean both teams defined by line-management relationships as well as teams defined by project delivery and/or process oversight. Additionally, we want the lived reality experienced by all employees to be aligned with the culture affirmations, and where divergences happen, that they are addressed promptly and honestly.

Implications: Now that we are larger and have a really talented group of people on the team, we want to move away from more traditional 'line-management teams' to embed more cross-team responsibility, with associated authority, in the organisation. Although we've always worked cross-functionally due to being a small organisation, decision-making authority has always rested in the manager. Changing this will require a different way of understanding decision-making authority within the organisation. And as noted in the B Schutte report in Jan 2016, it will also involve a change of culture for managers and other staff as the current way of doing things has been 'encultured' within the organisation. Therefore both managers as well as others will need to be supported to do this so that it adds value to both. Additional implications relate to how often and using which technology do we communicate with each other to seek input/consultation, and how many internal meetings we have to move work along.

We have a solid track record of surfacing and overtly managing the culture within the staff team and also of surfacing and addressing divergences. However, there is a potential risk that being so overt might have the downside of unintentionally excluding or stifling diversity – and this should be acknowledged in terms of how we communicate and engage with staff around this issue.

Actions:

1. Pick a project (or a Networks of Interest) and start addressing some of the team-authority questions in a real-live situation (the website is suggested as a starting point). Set the parameters of the team's authority, scope and responsibility down on paper and put in place new/enhanced/specific supports for the team leader (as distinct from the manager who, in this case will move to a more 'project sponsor' type of role), as well as for the manager – so that both can learn new ways of working with each other.
2. Share both the objective and the ongoing learnings with staff both before and during, so that a model of true cross functional team working can be developed by the team, as opposed to by management.

3. Copy what works well and address what doesn't in terms of template on this way of working – taking care not to over-complicate things for what is still a relatively small organisation.
4. Identify how best to address the changes in culture identified as being required in how management functions.
5. Ensure there is a review of the culture statements regularly and at least every two years.
6. Refer to the culture affirmations at every monthly staff meeting (i.e. continuation of current practice.)
7. Apply the open culture in The Wheel to how we do our work with members i.e. encourage peer learning.
8. Explore alternatives to email for internal communications, e.g. Salesforce Chatter / What's App

5. Performance Management and Review:

Objective: To ensure that the performance management framework in The Wheel (from monthly support and supervision meetings up to formal annual appraisals) provide clarity to staff about what success looks like (in terms of goals and results); provides a means for identifying and putting in place any supports and/or training that is required to build on peoples' strengths; and provides the line manager with the space to provide direction, support and feedback.

Implications: We currently have performance management frameworks in place, but if the other recommendations about job design and competencies and training are to be implemented, the implication here is that the performance management system we use becomes both more strategic as well as more formal. It is also likely to lead to new performance appraisal forms being used. (Also explore whether there is a practical and useful way of incorporating two-way appraisals?)

- Actions:**
1. Establish a template for monthly support and supervision meetings that builds on the positive approach of investing in peoples' strengths.
 2. Review performance appraisal documents.
 3. Complete the 'Operations and Management Handbook.
 4. Ensure all managers have formal training completed in performance management.

6. Remuneration and reward systems:

Objective: To ensure that the totality of the remuneration benefits available to all employees is fair and appropriate; and purposefully designed so as to reward excellence at an individual performance level; recognise and reward the staff team collectively for organisational success; whilst balancing the fact that as a charity, we will be mindful of both the public and wider sectoral understandings about remuneration packages within charities.

Implications: The Wheel has managed this well to date as evidenced by comparisons against others of like size/scope in the sector coupled with staff feedback. The significant flexibility we offer re working hours is also something to be considered within this context as it can off-set the financial constraints that charities operate under. With an upswing in the employment market, this may change, but for now, the main implication is that we should proceed to complete the board instigated review/update of our Remuneration Policy.

Actions:

1. Staff & Employment subgroup to complete a review of the Remuneration Policy as part of the scheduling of actions associated with our first HR strategy.
2. Ensure the full remuneration package available to staff is listed on all vacancies (already happening).
3. Ensure the details of the full remuneration package for each employee is available on documents presented to Remuneration Subgroup and the board annually, as per the Remuneration Policy process.
4. Clarify for all staff the various levels within the organisation (4x) and where TOIL applies (and doesn't) and what the Remuneration Policy is.

7. Recruitment and selection:

Objective: To ensure that when we need to recruit new staff, we do so equipped with the clearest possible understanding about the person we want (both in terms of skills, experience and behaviour) and what they can expect if they are recruited (i.e. culture, authority, support, responsibilities and remuneration)

Implications: We have a recruitment and selection process within The Wheel that is well documented and followed. There are additional matters that influence how we approach recruitment though that are not written down in any policy yet, for example, our use of application forms as opposed to CV's; our preference for offering permanent contracts of employment as opposed to fixed term (unless it is funding related); our culture of an induction programme that is heavily focused on specific performance metrics required in months one, two and three. Additionally, we have never ensured that any of the managers who routinely conduct interviews have ever received interview-training. Therefore the main implications here are to write down the current process and practices for recruitment and selection, updating it with any necessary additional information. And that we invest in interview-training for all managers.

Actions:

1. With the Staff & Employment subgroup and/or external HR advice, review our Recruitment and Selection policy in the management and Operations guide updating as needed.
2. Organise interview-training for all managers and any coordinators/others who sit on interview panels.

3. Ensure that the recruitment and selection materials reflect the new behaviour competences that will be put in place.

8. Implementation, monitoring and evaluation:

Objective: To ensure that The Wheel's HR strategy has clear ownership for its implementation and that alignment is maintained with all other aspects of the organisation's strategy implementation plans.

Implications: One of the recommendations of the B Schutte HR Review (Jan 2016) was that the HR function becomes the responsibility of someone other than the CEO in the organisation – consequently, it was placed in the job description of the then 'about to be recruited' Director of Finance. But this has not yet been progressed in any meaningful way, nor have the remaining outstanding operations-level recommendations in the B Schutte HR Review of Jan 2016 been implemented (e.g. online system for tracking attendance records, time-sheets, holiday leave etc). In effect, many of the Jan 2016 recommendations are now already picked up, but there has been a sense of waiting for this HR strategy to be approved first, before transitioning fully into a new way of working for HR matters. So the main implication is to formalise that part of the Director of Finance's job vis a vis HR and to start reporting against the final agreed HR strategy action plan.

- Actions:
1. Get board approval of HR Strategy in December and work with S&E subgroup to oversee its implementation.
 2. Formally instigate the HR responsibilities already written into the Director of Finance role. Put in place any external support/training required.
 3. Formalise a new contract / retainer with external HR advisors (currently Adare HR), specifying a more formal/structured role within the HR architecture processes for them.
 4. Ensure that all the actions identified in the HR strategy for 2017 (and future years) are built into the operations planning for that year.
 5. Reissue new contracts for all staff reflecting changes in terms for some (TOIL/holidays) and general updating of the contracts which is necessary.
 6. Identify an online system for tracking/recording all HR operations, including time-sheets, TOIL, holidays, attendance.

Appendix 1: Summary of the implications on HR of the organisation's new strategy

This is a summary of a significantly more detailed analysis of the new strategy vis a vis its implications on HR practices. To get from the detailed analysis to this summary, the question

what does the 'well-oiled machine' or the 'high performing team' that will deliver on this strategy look like?

And the answer is that it involves having a group of people who work together who are:

- a) Motivated
- b) Adaptable to a fast-changing external environment
- c) Innovative
- d) Hard working
- e) Fun loving ('happy'?)
- f) Oriented towards team-working as the norm
- g) Caring, considerate and respectful about and with team members (warm? empathetic?)
- h) High level of personal accountability
- i) Focused on impact / the difference we make (as opposed to just being busy)
- j) Efficient (i.e. 'smart' working)
- k) Enthusiastic
- l) Positive / solution-oriented
- m) Responsive to members / 'customer service' ethic as DNA
- n) Prudent (careful with money)
- o) Proactive contributions are the norm
- p) Resilient
- q) High in wellbeing (not sure how to phrase this?)
- r) Respectful of others
- s) Embody diversity
- t) Confident but display humility also:
- u) And of course, competent - at:
 - **Communicating** compellingly and articulately: one to one; in a 'classroom'; in conferences, in media; in debates; able to transfer knowledge/know how; able to distil complex matters and communicate clearly.
 - **Writing** compelling and articulately: policy statements, research pieces, blogs, websites, social media, newsletters, press releases, marketing and promotions, grant applications, funding proposals, grant / funder reports, corporate writing like annual report.
 - **Campaigning**: working with people to build coalitions, bringing individuals and organisations with us, understanding how and when to campaign 'from the outside'.
 - **Advocacy**: persuading, influencing, being able to 'work inside the system'.

- **Leading:** understanding and wielding own 'power': with members, with policy-makers, with media.
- Setting, evaluating, tracking and analysing: **learning outcomes**. How to analyse progress, how to understand pedagogy in a continuous professional development arena.
- **Analysing:** research findings, analytics from policy; training; internal indicators; finances, (P)(p)politics and power
- **Knowledgeable:** about governance, the CV sector, active citizenship, leadership, continuous professional development, knowledge transfer, digital delivery channels, business efficiencies.
- **Facilitating:** within a group setting in a room; between organisations and individuals (coalition building / joint ventures); within the staff team of The Wheel.
- **Selling:** marketing, fundraising, advocacy/persuading
- **Evaluation and analytics:** of own organisation and of sector
- **Project Managing:** from simple to complex multi-million euro national programmes that are as political as they are operational.
- **Administrating efficiently:** office, event & conference management.

APPENDIX 2: Behavioural Competences

As part of the work that HR consultant Brendan Schutte conducted for The Wheel in late 2015, he was also tasked with helping us to develop a framework of competences that would be useful in shaping HR practices in The Wheel. After several meetings with the management team, CEO and reviewing our (then) strategy, Being the Change, we decided that a 'behavioural competency' focus would be most useful.

The following ten behavioural competences were developed through a process of analysis and discussion by Brendan with the management team – from a list of over 24 that were originally identified. The completion of the rest of this aspect of Brendan's work for The Wheel was postponed until after the structure changes, announced in February 2016 had fully bedded down. It was reviewed positively by the Staff & Employment subgroup at its meeting in November 2016 as part of the newly written HR Strategy.

Ten behavioural competences that The Wheel would like to prioritise for its staff:

1. Open communication
2. Adaptable
3. Problem-solving
4. Collaborative working
5. Facilitating recognition where it's due
6. Resource-minding
7. Committed to learning and ongoing development (progression)
8. Committed to quality work
9. A positive approach and behaviour
10. Comfortable with leadership role(s)

The following delves into each behavioural competence and analyses what each might look like when evident (i.e. the indicators) and when absent (i.e. a counter-indicator) as mapped against the four levels of staff that we now have in The Wheel since the restructuring in early 2016: 1) Administrator; 2) Officer; 3) Coordinator; 4) Director.

Level	Competency: Open Communication (1)	Indicator	Counter-indicator
1	Listens attentively, speaks clearly and to the point, passes on messages in a timely manner, and responds positively to questions.	Tasks are completed in a quality manner with shared understanding.	Tasks are left undone, there is confusion. "Its not my fault"
2	Uses paraphrasing and confirmation to ensure message has been received correctly.	Potential misunderstandings are resolved.	Misunderstanding adds to confusion. "You don't understand"
3	Noticing and reflecting back emotional content of message.	Any emotional element is dealt with.	Emotional element adds to conflict. "You don't understand me"
4	Uses relevant building/linking to improve on what has been said.	Conversation is moved on.	Conversation gets stuck. "You stole my idea" / "You're not listening"

Level	Competency: Adaptability (2)	Indicator	Counter-indicator
1	Understands, accepts and adapts to change quickly, finding new ways of working while continuing to be productive and effective. Manages self to sustain energy and positive outlook.	Displays willingness to try new things, is able to handle pressure, looks for the benefits of the change.	Is defensive, unwilling to try new ways, does not engage with changes and becomes stressed. 'Cannot' rather than 'Can'
2	Responds with enthusiasm, builds on the changes and moves easily between old ways and new ways.	Speaks positively to others about the changes.	Spreads doubt and/or untrue rumours about the changes. 'Will not' rather than 'Will'
3	Communicates clearly about changes, helps others to understand and to cope, anticipates and handles resistance appropriately.	Brings others along by increasing commitment and providing clarity.	Allows resistance and confusion to develop. Is passive about changes.
4	Involves others early, creates shared view and reasons for the changes, balances timing to suit organisational and personal needs.	Open, direct embracing of changes and leads by example.	Ignores need for changes.

Level	Competency: Problem Solving (3)	Indicator	Counter-indicator
1	Foresees need for action and goes beyond responding to requests, raises issues clearly and provides suggestions for solving the problem.	Is concerned with delivery and results and strives to overcome blockages.	Can only see the problem, waits for others to resolve. "It's not up to me"
2	Seeks solutions and builds on others' suggestions, working in a collaborative manner.	Enthusiastically attempts to resolve obstacles.	Allows blockage to remain.
3	Sees beyond the obvious and uses creativity, logic and models to generate new approaches.	Tenacious in solving the problem, even if it's outside own area of responsibility.	Sees only the usual alternatives and/or becomes mired in the detail.
4	Encourages creative thinking and discussion, and supports appropriate risk-taking. Brings a 'can do' approach to problem solving.	Stimulates new thinking and approaches.	Discourages ideas – 'that would never work here' rather than 'what would it take to make it work?'

Level	Competency: Collaborative Working (4)	Indicator	Counter-indicator
1	Co-operates with others and participates outside of own work area, seeks to understand fully the work of the organisation, willingly offers support where needed.	Contributes to a work environment that is supportive, trusting, open and inclusive.	Works in isolation, only interested in own area, refuses to engage with others' attempts to include.
2	Engages with others in teams or project groups, or informally networking, to advance work by contributing particular skills, knowledge or information.	Knowledge, skill and information is shared and used where needed.	Knowledge or skill is withheld.
3	Leads formal and informal teams in a way which values the diversity of experience and opinions and builds a sense of 'team'. Provides encouragement to colleagues after setbacks. Helps others to work collaboratively.	Differences are respected and sought out, positive feedback for good effort.	'Success' is defined too narrowly.
4	Creates a friendly work environment where any conflicts can be resolved amicably, sets up opportunities to work across teams, and speaks positively about working together.	There is enjoyment in working together.	Work environment is tense and conflicts easily arise and fester.

Level	Competency: Recognition (5)	Indicator	Counter-indicator
1	Notices and remarks when a colleague does something worthwhile, however small it may be.	Actively gives positive feedback and/or thanks.	Ignores or disparages something worthwhile a colleague has done.
2	Actively seeks out worthwhile contributions from colleagues to remark on and to bring to others' attention.	Contributes to building self-confidence in others.	Only concerned with own achievements.
3	Provides feedback as part of team process or performance management, noticing what was achieved, how the person's qualities were used to achieve this and what it means for the organisation.	Clear positive feedback for a job well done.	Ignores opportunity to give positive feedback – 'they just did what was expected.'
4	Creates a culture of recognition given when it is due, appropriate to each level, and to the right person(s).	The culture expects recognition to be given when appropriate.	Little or no recognition forthcoming, or recognition only given to 'inner circle'.

Level	Competency: Resource Minding (6)	Indicator	Counter-indicator
1	Uses all resources carefully, organises own work to meet deadlines and is constantly aware of the need for efficiency.	Costs are controlled at the point where tasks are done.	Resources and time are used inefficiently, leading to higher costs.
2	Seeks out opportunities for cost reduction, bearing in mind the need for quality service, and uses budgets wisely.	Costs are reduced.	Budget is used as a 'right'.
3	Leads others by example in reducing costs, identifying income generation possibilities, and suggesting other ways to gain access to resources.	Cost moderation is a constant theme.	'We just spend it, we don't generate it.'
4	Fosters an environment where the organisation can acquire, allocate and use resources more efficiently. Builds alliances to enable sharing of resources.	Needed resources are accessed.	Finding resources is a continuous problem.

Level	Competency: Progression (7)	Indicator	Counter-indicator
1	Strives to learn and improve, takes on board feedback, and keeps up to date in specific field of work and in wider non-profit sector.	Continually learning.	Becomes out-of-date, no interest in learning, relies on current knowledge and skills.
2	Sets challenging development goals for self and focuses on acquiring relevant new knowledge and skill for the future.	Specific knowledge and skills acquired in support of future mission.	Passive approach to learning.
3	Coaches others to improve, engages in learning conversations, acts as a role model for learning.	Enthusiastically encourages learning in others.	Only interested in own development and fails to help others to develop.
4	Ensures a learning organisation culture is in place to foster continuous learning at individual, group and organisation level. People are empowered to achieve their career goals within the organisational context.	Development and learning opportunities are welcome, including debriefing to learn from mistakes.	Mistakes are blamed on people and learning/training is given a low priority.

Level	Competency: Quality (8)	Indicator	Counter-indicator
1	Demonstrates knowledge and use of standards, polices and procedures, and pays attention to detail to produce high quality work. Information is presented accurately and clearly. Learns from mistakes and takes responsibility for accuracy and completeness.	Work is of a high standard on a continuous basis.	Poor quality of work with frequent and repetitive errors, information is presented poorly or is incomplete.
2	Is concerned with good outputs and thinks ahead to consider what is needed. Sets quality targets and aims to reach them. Responds helpfully to requests for assistance. Strives to continuously improve and encourages others to do the same.	Sets high standards.	No standards or low standards, no 'stretch' involved.
3	Actively develops and improves systems and procedures to manage information and shares these with colleagues. Arranges support where development needs are identified.	Monitors work to ensure standards are kept high.	Standards are allowed to slip, no control or monitoring.
4	Acting as a role model, drives commitment to high quality work and ensures this through quality review processes. Accesses external feedback and disseminates internally. Engages in root cause analysis.	Quality is a high priority.	Does little or nothing to foster quality.

Level	Competency: Positivity (9)	Indicator	Counter-indicator
1	Displays an affirming outlook and ensures that commitments are kept.	Finds ways to say 'yes' and presents an approachable stance.	Is closed, uncommunicative, downbeat.
2	Tackles difficulties with good humour and purpose, willing to give time and energy to completing work.	Maintains optimism in the midst of challenges.	Reverts to pessimism in the midst of challenges.
3	Encourages others when problems present and persistently focuses on an assured outcome.	Keeps the 'flame of hope alive'.	Spreads doubt and gloom.
4	Models positive thinking and cultivates this among colleagues.	Grit and determination to progress.	Gives up.

Level	Competency: Leadership (10)	Indicator	Counter-indicator
1	Being a 'thought-leader' in your own area of work or expertise.	Always looking ahead, thinking of better ways.	Content with the status quo.
2	Seek and find new approaches and options to reach organisational goals and motivate others towards those goals.	Focused on goal-driven results.	Unfocused, unsure of goals and how to get there.
3	Using a future narrative, explaining the 'why', creating an excitement to go forward.	Communicates 'where to' with clarity and zest.	Does not articulate the 'where to' and is apathetic.
4	Creates an inspiring vision of the future and stirs others to join in.	Points the way and raises consciousness in others.	There is no vision, or an uninspiring vision, and meaning/purpose is lost.