

# **Edmund Rice Ministries**

## **Competency-Based Roles Policy and Protocol**

## 1. Competency-Based Interview Questions

### Candidate – Competency Interview Report

**CANDIDATE**.....

**Interviewer Name**.....

#### Ranking

|             |   |   |   |   |   |
|-------------|---|---|---|---|---|
| <b>Q1 -</b> | 1 | 2 | 3 | 4 | 5 |
| <b>Q2 -</b> | 1 | 2 | 3 | 4 | 5 |
| <b>Q3 -</b> | 1 | 2 | 3 | 4 | 5 |
| <b>Q4 -</b> | 1 | 2 | 3 | 4 | 5 |
| <b>Q5 -</b> | 1 | 2 | 3 | 4 | 5 |
| <b>Q6 -</b> | 1 | 2 | 3 | 4 | 5 |

**FINAL RANKING:**                    **/30**

**SC1 - Commitment**

**Q1)** *Can you tell us why you are interested in the position of EO and how your understanding of the Edmund Rice story influenced your decision to apply for the position?*

Rating:

- 5 Much more than Capable
- 4 More than Capable
- 3 Capable
- 2 Less than Capable
- 1 Much less than Capable

**SC2- Experience in leading programs**

**Q2)** *Please provide examples of the types of programs or activities that you have managed or led, particularly those involving children or young people. What were some of the outcomes you achieved and challenges you faced and how did you overcome these?*

Rating:

- 5 Much more than Capable
- 4 More than Capable
- 3 Capable
- 2 Less than Capable
- 1 Much less than Capable

**SC3 – Skills, Knowledge & Ability**

**Management**

**Q3)** *Can you outline to the panel your understanding of who are the groups of children and young people and the problems they face, who will access the Edmund Rice camps? What is your understanding of how Edmund Rice camps service could respond appropriately their needs.*

- Rating:  
5 Much more than Capable  
4 More than Capable  
3 Capable  
2 Less than Capable  
1 Much less than Capable

**Q4)** *Can you outline to the panel your qualities in leading and guiding a team of young adult volunteers as a team member? How would you utilise these qualities in the beginning months of your appointment to organize the first camp in July?*

- Rating:  
5 Much more than Capable  
4 More than Capable  
3 Capable  
2 Less than Capable  
1 Much less than Capable

**Q5)** *Please describe to the panel the types of financial and written reports you have produced in the past for management?*

- Rating:  
5 Much more than Capable  
4 More than Capable  
3 Capable  
2 Less than Capable  
1 Much less than Capable

**Interpersonal Skills**

**Q6)** *What interpersonal communication skills would assist you in engaging positively with children, young people and families? In your answer could you also refer to your experience in working with culturally different groups?*

- Rating:  
5 Much more than Capable  
4 More than Capable  
3 Capable  
2 Less than Capable  
1 Much less than Capable

**General comments regarding interview performance:**

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## 2. Competency-Based Selection and Assessment Process

### Selection Assessment of Programme Officer Position

| Name | Assessor | Criteria 1-<br>working<br>with<br>volunteers | Criteria 2-<br>knowledge/<br>skills working<br>with<br>disadvantaged<br>children &<br>families | Criteria 3<br>Record<br>keeping/ data<br>management.<br>Working<br>independently/<br>supervision | Criteria 4<br>Interpersonal<br>skills - team<br>member | Total<br>Out of<br>16 | Status |
|------|----------|--|--|--|--|-----------------------|--------|
|      |          | 3  | 3  | 3  | 2  | 11                    | A      |
|      |          | 4  | 4  | 4  | 3  | 15                    | A      |
|      |          | 3  | 3  | 2.5  | 3  | 11.5                  | A      |
|      |          |  |  |  |  |                       |        |
|      |          | 2  | 2  | 2.5  | 2.5  | 9                     | NA     |
|      |          | 2  | 2  | 2  | 3  | 9                     | NA     |
|      |          | 2  | 2  | 2.5  | 3  | 10.5                  | NA     |
|      |          |  |  |  |  |                       |        |
|      |          | 2  | 2  | 2  | 3  | 9                     | NA     |
|      |          | 2  | 3  | 3  | 4  | 12                    | A      |
|      |          | 2  | 2  | 2  | 3  | 9                     | NA     |
|      |          |  |  |  |  |                       |        |
|      |          | 4  | 3  | 3  | 4  | 14                    | A      |
|      |          | 3  | 4  | 4  | 3  | 14                    | A      |
|      |          | 3  | 3  | 4  | 3  | 13                    | A      |
|      |          |  |  |  |  |                       |        |
|      |          | 4  | 3  | 3  | 3  | 13                    | A      |
|      |          | 4  | 3  | 3  | 3  | 13                    | A      |
|      |          | 3.5  | 3  | 3  | 4  | 13.5                  | A      |

| Name of<br>candidate | Criteria 1-<br>working<br>with<br>volunteers | Criteria 2-<br>knowledge/<br>skills working<br>with<br>disadvantaged<br>children &<br>families | Criteria 3<br>Record<br>keeping/ data<br>management.<br>Working<br>independently/<br>supervision | Criteria 4<br>Interpersonal<br>skills - team<br>member | Total<br>Out<br>of 16 | Status |
|----------------------|--|--|--|--|-----------------------|--------|
|                      |  |  |  |  | 11.5                  | A      |
|                      |  |  |  |  | 10.5                  | NA     |
|                      |  |  |  |  | 10                    | NA     |
|                      |  |  |  |  | 13                    | A      |
|                      |  |  |  |  | 13.5                  | A      |

### 3. Competency Based Performance Review Framework

**Draft Only: Not for Distribution**  
**ERCNSW Programme Officer Competency Framework**

- *Demonstrate an understanding of a personal commitment to the values, philosophy, ethos and mission of ERCNSW.*
- *Demonstrate an understanding of and commitment to the needs of disadvantaged children and their families.*
- *Demonstrate an understanding of and commitment to the development of young adult social leadership.*
- *Demonstrate interpersonal skills to engage positively with others, particularly in working as part of a professional team.*
- *Demonstrate organisational and management skills.*

**Competency Review Framework for the Role of Executive Officer is presented with the review response**

| Competency Area                                    | Competencies  | Indicators   | Review | Recommendations | Response |
|--|---|--|--------|-----------------|----------|
| <b>1. Values &amp; principles</b>                  | <b>Competency 1</b><br>Demonstrate the values, philosophy, ethos and mission of [name of service.   | 1.1<br>Articulate the values of –presence, liberation and compassion appropriately within the work environment                                       |        |                 |          |
|  |   | 1.2<br>Act to reflect the Province values in how conducts self within the work environment   |        |                 |          |
| <b>2. Strategic direction &amp; implementation</b> | Working with young adult volunteers to facilitate their contribution to a strategic and practical service responsiveness to the needs of disadvantaged children | 2.1<br>Develop role and practice opportunities for young adult volunteers to contribute to the provision of recreational group services for children |        |                 |          |
|  |   | 2.2<br>Develop and conduct training and professional development opportunities for young adult volunteers  |        |                 |          |

|                                    |  |  |  |  |  |
|------------------------------------|--|--|--|--|--|
|                                    |  | 2.3<br>Develop and implement programme opportunities which enhance the opportunities to respond to the social justice needs of children attending Edmund Rice services |  |  |  |
| <b>3. Service</b>                  | Provision of direct service  | 3.1. Undertakes direct service interaction with children and families, which reflect the principles of the Edmund Rice service mission.                                |  |  |  |
|                                    |  | 3.2. Seeks to develop services, which are responsive to identified needs of children and families through utilization of evidence of need within the community.        |  |  |  |
| <b>4. Interpersonal engagement</b> | Demonstrate interpersonal skills to engage positively with others,   | 3.1 Interacts with staff, volunteers and children in a manner professionally appropriate, which facilitates the goals and objectives of Edmund Rice Camps NSW          |  |  |  |
|                                    |  | 3.2<br>Works with staff and volunteers, other agencies and other Edmund Rice services in a professionally appropriate manner.  |  |  |  |
| <b>5 Volunteer management</b>      | Oversees the daily operational running of Edmund Rice NSW operational programmed for volunteers and children | 4. 1<br>Provides operational role/task direction to staff and volunteers in a timely and professional manner   |  |  |  |
|                                    |  | 4.2<br>Monitors and supervises the delivery of the operational programme   |  |  |  |
|                                    |  | 4.3<br>Monitors and is responsive to risk management in relation to children, young adult  |  |  |  |

|                                    |   |                        |  |  |  |
|------------------------------------|---|------------------------|--|--|--|
|                                    |   | volunteers and others. |  |  |  |
| <b>6. Professional development</b> | <b>5.1 Works to enhance management strategic, planning, risk management and operational delivery and operational knowledge and skills</b> | 6.1                    |  |  |  |
|                                    |   |                        |  |  |  |
|                                    |   |                        |  |  |  |