

VHT Competencies

Introduction

Competencies are a set of **knowledge, skills, abilities, and attitudes** that help define a standard level of job performance. Competencies help to:

- define the essential functions of a role or job.
- identify the behaviours required to be successful in a job so that supervisors and supervisees are aware of what is expected of them.
- identify areas of strengths and those that need improvement over time.
- identify areas where normative, formative and restorative supervision are needed.
- observe for behaviours which can be used to give objective feedback through dialogue.
- drive performance improvement of an organization or system (e.g.: health system).

Every job has a set of **Core Competencies** which describe what the responsibilities or desired functions of the job are.

How each core competency or job function is performed is further defined by a **checklist of competencies** which can be assessed with questions or skills that can be observed.

How well each competency is performed is defined by **levels of proficiency**. Proficiency levels are differentiated by:

- the extent of knowledge and experience;
- the frequency the competency is applied well;
- the amount of assistance and coaching required to improve;
- the ability to perform the competency independently and with confidence.

Proficiency levels are assigned a numbered **rating scale** to help rate the level of performance for each core competency. For example an *advanced* proficiency is rated as a 3, a *good* level as 3, and an *unsatisfactory* level as a 1. An individual who is rated high in all core competencies is recognized as being *experienced* or *competent* in their job. Those that are rated low in all core competencies are recognized as being *beginners* or *not yet competent* in their job and who require additional support to improve.

Let's use the job of a banker, for example. A core competency for most bankers is keeping accurate bank records. How the banker keeps accurate records can be defined by several competencies such as; mathematical skills, correctly counting money for deposits and withdrawals, completing all the correct forms, and entering numbers correctly in a record book.

VHT Competencies

How well (proficiency level) the banker does each of these competencies can be defined by the quality of their work, such as the number of times they make mistakes vs. the number of times the bank records are consistently accurate.

Core competency: <i>Keeps accurate bank records</i>	
Advanced Competency Level: <ul style="list-style-type: none"> ▪ <i>Counts <u>all</u> money for deposits and withdrawals three times before entering the amount in the record.</i> ▪ <i>Correctly completes <u>all</u> bank forms for each bank transaction <u>without errors</u>.</i> 	Rating: 3
Good Competency Level: <ul style="list-style-type: none"> ▪ <i>Counts <u>most</u> of the money for deposits and withdrawals three times before entering the amount in the record.</i> ▪ <i>Correctly completes <u>all</u> bank forms for each bank transaction with <u>1 or less errors</u>.</i> 	2
Unsatisfactory Competency Level: <ul style="list-style-type: none"> ▪ <i>Counts <u>some of the</u> money for deposits and withdrawals three times before entering the amount in the record.</i> ▪ <i>Correctly completes <u>most</u> bank forms for most bank transactions with <u>2 or less errors</u>.</i> 	1

General Definitions:

- **Always, all of the time, or consistently** means the competency is be demonstrated well 90 to 100% of the time.
- **Mostly, most of the time, or usually** means the competency is demonstrated **70 to 90%** of the time, or it is done well 70 to 90% of the time.
- **Sometimes, some of the time, or rarely** means the competency is demonstrated **less than 70%** of the time, or it is done well less than 70 % of the time.

VHT Competencies

This *VHT Competency Checklist* is designed to be used by **Sub-county Supervisors** in conjunction the *VHT Supervision Checklist* while observing ICCM VHTs while conducting a support supervision visit of VHTs running Village Health Clubs.

This checklist is also to be used to give ICCM VHTs feedback after a targeted support supervision visit and to provide coaching and mentoring for performance improvement. This checklist should be shared and explained to the VHTs before the supervision visit so that they understand the competencies and levels of proficiencies that are expected.

Every ICCM VHT participating in Village Health Clubs will be observed for the following FOUR core competencies:

1. **Mobilises, organises and prepares for village health club meetings in advance and in collaboration with others.**
2. **Demonstrates key knowledge and attitudes in setting up and running successful and sustainable village health clubs;**
3. **Demonstrates participatory facilitation skills through a participatory empowerment approach**
4. **Motivates and inspires village health club members to engage in club meetings, and motivates VHTs to provide quality ICCM services.**

Every VHT core competency will be given a rating based on the following THREE proficiency levels:

Proficiency Level	Explanation	Rating
Advanced	ICCM VHT is capable of demonstrating <u>all</u> of the skills needed for this core competency; or consistently demonstrates it <u>all of the time</u> . May serve as a role model and/or mentor other VHTs. Demonstrates advanced knowledge, attitudes, and skills confidently on the village health club approach. Consistently demonstrates a positive attitude towards their work. May need coaching in difficult situations.	3
Good	ICCM VHT is capable of demonstrating <u>most</u> of the skills needed for this core competency; or demonstrates it <u>most of the time</u> , but at times forgets. Demonstrates good knowledge, attitudes, and skills on the village health club approach. Demonstrates a positive attitude towards their work most of the time. Needs regular coaching or additional training in order improve.	2
Unsatisfactory	ICCM VHT is capable of demonstrating only <u>some</u> of the skills needed for this core competency; or demonstrates it <u>some of the time or not at all</u> . Demonstrates limited knowledge, attitudes, and skills. Sometimes demonstrates a positive attitude towards their work. Needs significant coaching and additional training in order improve.	1

VHT Competencies

OBSERVER DIRECTIONS

1. Complete the top of the *VHT Performance Appraisal Summary Sheet*.
 - **VHT's name**
 - **Observer's name**
 - **Date of assessment**
 - **Location of Assessment**
2. Whenever possible, conduct this observation during a real supervision visit with the VHT. If not possible, ask the VHT to demonstrate the competencies.
3. Observe the VHT during a village health club meeting and rate them based on the level of proficiency they demonstrate.
4. Write down comments of specific examples why the rating was selected based on what the VHT did well or what the VHT needs to work on.
5. Rate the VHT based on the level of proficiency they demonstrate for each of the four core competencies with a rating of 3, 2 or 1
6. Enter the rating for each core competency on the *VHT Performance Appraisal Summary Sheet*.
7. You may not be able to observe for ALL the competencies described, therefore it is important to observe for specific examples when deciding what rating to give. If the VHT demonstrates one competency in level 3 and another in level 2, then you must chose the lower rating; i.e. you can only score the higher level if ALL competencies are demonstrated in that higher level.
8. Total the ratings and write the total rating on the *VHT Performance Appraisal Summary Sheet*.
 - Total rating of **12 to 15** = ADVANCED, VHT may need support, training and coaching in difficult situations.
 - Total rating of **8 to 11** = GOOD, VHT needs regular support, training and coaching in order improve.
 - Total rating of **7 or less** = UNSATISFACTORY, VHT needs significant coaching and training in order improve.
9. Provide the VHT with feedback on your observations. Use specific examples of the behaviours you observed to describe the rationale for your rating.
10. Discuss and agree to action items for improvement. Summarize areas for improvement and action items on the *VHT Performance Appraisal Summary Sheet*.
11. Sign and date the *VHT Performance Appraisal Summary Sheet* and ask the VHT to do the same.
12. File the *VHT Performance Appraisal Summary Sheet* in the VHT's personnel file and use it to prepare for next training supervision.
13. Give the VHT a copy of the *VHT Performance Appraisal Summary Sheet*.

VHT Competency Checklist for Village Health Clubs

1. Mobilises, organises and prepares for village health club meetings in advance and in collaboration with others.	
<ul style="list-style-type: none"> ▪ <u>Always</u> collaborates with the other VHTs & LC1 to advertise health club meetings and mobilise community members to attend. ▪ <u>Always</u> reviews the previous meeting notes and documented progress on club activities before each meeting. ▪ <u>Always</u> reviews facilitation materials and plans how to them before the meeting to guide an interactive question and answer session with club members on child health problems. ▪ <u>Always</u> brings the relevant materials to the club meeting, such as the flipbook, member register, blank membership cards, ink pad, materials for documenting. ▪ <u>Always</u> shares what is to be covered in each meeting (at the beginning of each meeting) with health club members and summarises what has been covered (at the end of each meeting). ▪ <u>Always</u> welcomes new members, registers them in the registry book, and provides each new household member with a membership card. ▪ <u>Always</u> ensures that all membership cards are stamped at each meeting. ▪ <u>Always</u> agrees and confirms the day and time of the next meeting (at the end of each meeting). 	3
<ul style="list-style-type: none"> ▪ Collaborates with the other VHTs & LC1 to advertise health club meetings and mobilise community members to attend <u>most of the time</u>. ▪ Reviews the previous meeting notes and documented progress on club activities before each meeting <u>most of the time</u> . ▪ Reviews facilitation materials and plans how to them before the meeting to guide an interactive question and answer session with club members on child health problems <u>most of the time</u>. ▪ Brings the relevant materials to the club meeting, such as the flipbook, member register, blank membership cards, ink pad, materials for documenting <u>most of the time</u>. ▪ Shares what is to be covered in each meeting (at the beginning of each meeting) with health club members and summarises what has been covered (at the end of each meeting) <u>most of the time</u>. ▪ Welcomes new members, registers them in the registry book, and provides each new household member with a membership card <u>most of the time</u>. ▪ Ensures that <u>most</u> membership cards are stamped at each meeting. 	2

VHT Competency Checklist for Village Health Clubs

1. Mobilises, organises and prepares for village health club meetings in advance and in collaboration with others.	
<ul style="list-style-type: none"> ▪ Agrees and confirms the day and time of the next meeting (at the end of each meeting) <u>most of the time</u>. 	
<ul style="list-style-type: none"> ▪ Collaborates with the other VHTs & LC1 to advertise health club meetings and mobilise community members to attend <u>some of the time</u>. ▪ Reviews the previous meeting notes and documented progress on club activities before each meeting <u>some of the time</u> . ▪ <u>Sometimes</u> reviews facilitation materials and plans how to them before the meeting to guide an interactive question and answer session with club members on child health problems. ▪ Brings the relevant materials to the club meeting, such as the flipbook, member register, blank membership cards, ink pad, materials for documenting <u>some of the time</u>. ▪ <u>Sometimes</u> shares what is to be covered in each meeting (at the beginning of each meeting) with health club members and summarises what has been covered (at the end of each meeting). ▪ Welcomes new members, registers them in the registry book, and provides each new household member with a membership card <u>some of the time</u>. ▪ Ensures that membership cards are stamped at each meeting <u>some of the time</u>. ▪ Agrees and confirms the day and time of the next meeting (at the end of each meeting) <u>some of the time</u>. 	1

VHT Competency Checklist for Village Health Clubs

2. Demonstrates key knowledge and attitudes in setting up and running successful and sustainable village health clubs.	
<ul style="list-style-type: none"> ▪ <u>Consistently</u> demonstrates understanding of the key concepts of village health clubs: 4 steps, 5 guiding principles, purpose, and benefits (including membership). ▪ <u>Consistently</u> demonstrates knowledge of role and responsibilities as VHT health club facilitator. ▪ <u>Always</u> demonstrates a high level of knowledge about ICCM and technical content in the flipbook. ▪ <u>Consistently</u> demonstrates knowledge about role of other VHTs and LC1 in setting up and running successful and sustainable health clubs. ▪ <u>Always</u> demonstrates a positive ‘can do’ solution-seeking attitude setting up and running village health clubs. ▪ <u>Always</u> seeks to use local resources, skills, and networks to solve problems identified by health club members. ▪ <u>Always</u> invites health club members to decide as a group how the village health club should operate (using the guiding principles), and how resources are used (e.g.: items from starter kit). ▪ <u>Always</u> ensures that health club members have an equal voice to express their opinion and to reach democratic and group decisions. ▪ <u>Consistently</u> uses a system for registering members and documenting the progress and results of health club activities. ▪ <u>Always</u> engages with the LC1, parish coordinator, and sub-county supervisor to share successes and lessons from review of club activities. 	3
<ul style="list-style-type: none"> ▪ Demonstrates understanding of the key concepts of village health clubs: 4 steps, 5 guiding principles, purpose, and benefits (including membership) <u>most of the time.</u> ▪ Demonstrates knowledge of role and responsibilities as VHT health club facilitator <u>most of the time.</u> ▪ Demonstrates a high level of knowledge about ICCM and technical content in the flipbook <u>most of the time.</u> ▪ Demonstrates knowledge about role of other VHTs and LC1 in setting up and running successful and sustainable health clubs <u>most of the time.</u> ▪ Demonstrates a positive ‘can do’ solution-seeking attitude setting up and running village health clubs <u>most of the time.</u> ▪ Seeks to use local resources, skills, and networks to solve problems identified by health club members <u>most of the time.</u> ▪ Invites health club members to decide as a group how the village health club should operate (using the guiding principles), and how resources are used (e.g.: items from starter kit) <u>most of the time.</u> 	2

VHT Competency Checklist for Village Health Clubs

2. Demonstrates key knowledge and attitudes in setting up and running successful and sustainable village health clubs.	
<ul style="list-style-type: none"> ▪ Ensures that health club members have an equal voice to express their opinion and to reach democratic and group decisions <u>most of the time</u>. ▪ Uses a system for registering members and documenting the progress and results of health club activities <u>most of the time</u>. ▪ Engages with the LC1, parish coordinator, and sub-county supervisor to share successes and lessons from review of club activities <u>most of the time</u>. 	
<ul style="list-style-type: none"> ▪ Demonstrates understanding of the key concepts of village health clubs: 4 steps, 5 guiding principles, purpose, and benefits (including membership) <u>some of the time</u>. ▪ Demonstrates knowledge of role and responsibilities as VHT health club facilitator <u>some of the time</u>. ▪ Demonstrates a high level of knowledge about ICCM and technical content in the flipbook <u>some of the time</u>. ▪ Demonstrates knowledge about role of other VHTs and LC1 in setting up and running successful and sustainable health clubs <u>some of the time</u>. ▪ Demonstrates a positive ‘can do’ solution-seeking attitude setting up and running village health clubs <u>some of the time</u>. ▪ <u>Sometimes</u> seeks to use local resources, skills, and networks to solve problems identified by health club members. ▪ <u>Sometimes</u> Invites health club members to decide as a group how the village health club should operate (using the guiding principles), and how resources are used (e.g: items from starter kit). ▪ Ensures that health club members have an equal voice to express their opinion and to reach democratic and group decisions <u>some of the time</u>. ▪ Uses a system for registering members and documenting the progress and results of health club activities <u>some of the time</u>. ▪ <u>Sometimes</u> engages with the LC1, parish coordinator, and sub-county supervisor to share successes and lessons from review of club activities. 	1

VHT Competency Checklist for Village Health Clubs

3. Demonstrates participatory facilitation skills through a participatory empowerment approach.	
<ul style="list-style-type: none"> ▪ <u>Always</u> guides an interactive question and answer session using the flipbook of child cards. ▪ <u>Always</u> asks questions in a way that participants understand. ▪ <u>Always</u> builds on participants' knowledge of child health problems, using the key messages (in the coloured text boxes) to add to what the members already know. ▪ <u>Consistently</u> uses the flipbook of child cards to guide health club participants through the 4 step process. ▪ <u>Always</u> lets participants answer freely without interruption. ▪ <u>Always</u> uses active listening skills by paraphrasing participants' questions and answers and redirects questions to other participants to answer. ▪ <u>Always</u> makes eye contact with all participants. ▪ <u>Always</u> makes sure all participants have an equal voice, by inviting contributions from a variety of participants. ▪ <u>Always</u> facilitates group decision making through a democratic decision making process (e.g.: voting). ▪ <u>Always</u> gives instructions in a clear and concise manner. ▪ <u>Always</u> keeps club members attentive, involved, and engaged in meetings through lively discussion, group problem solving, and achieving individual and collective results. ▪ <u>Always</u> takes an objective standpoint and does not take sides. ▪ <u>Always</u> encourages participants to come up with the answers themselves. ▪ <u>Always</u> makes good and rational judgements in addressing problems and resolving internal conflicts as they come up. ▪ <u>Always</u> makes sure that meetings are closed by asking participants to summarise the main points, confirming what has been agreed upon, and documenting action points for the next meeting. 	3
<ul style="list-style-type: none"> ▪ Guides an interactive question and answer session using the flipbook of child cards <u>most of the time</u>. ▪ Asks questions in a way that participants understand <u>most of the time</u>. ▪ Builds on participants' knowledge of child health problems, using the key messages (in the coloured text boxes) to add to what the members 	2

VHT Competency Checklist for Village Health Clubs

3. Demonstrates participatory facilitation skills through a participatory empowerment approach.

already know most of the time.

- Uses the flipbook of child cards to guide health club participants through the 4 step process most of the time.
- Lets participants answer freely without interruption most of the time.
- Uses active listening skills by paraphrasing participants' questions and answers and redirects questions to other participants to answer most of the time.
- Makes eye contact with all participants most of the time.
- Makes sure all participants have an equal voice, by inviting contributions from a variety of participants most of the time.
- Facilitates most group decision making through a democratic decision making process (e.g.: voting).
- Gives instructions in a clear and concise manner most of the time.
- Keeps club members attentive, involved, and engaged in meetings through lively discussion, group problem solving, and achieving individual and collective results most of the time.
- Takes an objective standpoint and does not take sides most of the time.
- Encourages participants to come up with the answers themselves most of the time.
- Makes good and rational judgements in addressing problems and resolving internal conflicts as they come up most of the time.
- Makes sure that meetings are closed by asking participants to summarise the main points, confirming what has been agreed upon, and documenting action points for the next meeting most of the time.

- Guides an interactive question and answer session using the flipbook of child cards some of the time.
- Asks questions in a way that participants understand some of the time.
- Builds on participants' knowledge of child health problems, using the key messages (in the coloured text boxes) to add to what the members already know some of the time.
- Uses the flipbook of child cards to guide health club participants through the 4 step process some of the time.
- Lets participants answer freely without interruption some of the time.
- Uses active listening skills by paraphrasing participants' questions and answers and redirects questions to other participants to answer some of the

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VHT Competency Checklist for Village Health Clubs

3. Demonstrates participatory facilitation skills through a participatory empowerment approach.

time.

- Makes eye contact with all participants some of the time.
- Makes sure all participants have an equal voice, by inviting contributions from a variety of participants some of the time.
- Facilitates some group decision making through a democratic decision making process (e.g.: voting).
- Gives instructions in a clear and concise manner some of the time.
- Keeps club members attentive, involved, and engaged in meetings through lively discussion, group problem solving, and achieving individual and collective results some of the time.
- Takes an objective standpoint and does not take sides some of the time.
- Encourages participants to come up with the answers themselves some of the time.
- Makes good and rational judgements in addressing problems and resolving internal conflicts as they come up some of the time.
- Makes sure that meetings are closed by asking participants to summarise the main points, confirming what has been agreed upon, and documenting action points for the next meeting some of the time.

VHT Competency Checklist for Village Health Clubs

4. Motivates and inspires village health club members to engage in club meetings, and motivates VHTs to provide quality ICCM services.	
<ul style="list-style-type: none"> ▪ <u>Always</u> demonstrates a high level of energy and presence in interactions with community members. ▪ <u>Consistently</u> gives health club members positive feedback on their participation and efforts in health club activities. ▪ <u>Always</u> encourages a positive and collaborative climate during health club meetings by implementing the agreed 'house rules'. ▪ Is <u>always</u> respectful of participants' contributions by saying 'thank you'. ▪ <u>Always</u> praises health club members for engaging in individual and collective action. ▪ <u>Always</u> encourages club members to gain quick and tangible results from individual and collective actions. ▪ <u>Always</u> strives to review actions taken and seek ways to do better next time. ▪ <u>Always</u> motivates club members to use quality VHT services. ▪ Is <u>always</u> open to discussing challenges VHTs face and seeking to improve services through a solution seeking approach. 	3
<ul style="list-style-type: none"> ▪ Demonstrates a high level of energy and presence in interactions with community members <u>most of the time</u>. ▪ Gives health club members positive feedback on their participation and efforts in health club activities <u>most of the time</u>. ▪ Encourages a positive and collaborative climate during health club meetings by implementing the agreed 'house rules' <u>most of the time</u>. ▪ Is <u>mostly</u> respectful of participants' contributions by saying 'thank you'. ▪ Praises health club members for engaging in individual and collective action <u>most of the time</u>. ▪ Motivates club members to use quality VHT services <u>most of the time</u>. ▪ Encourages club members to gain quick and tangible results from individual and collective actions <u>most of the time</u>. ▪ Strives to review actions taken and seek ways to do better next time <u>most of the time</u>. ▪ Is <u>mostly</u> open to discussing challenges VHTs face and seeking to improve services through a solution seeking approach. 	2

VHT Competency Checklist for Village Health Clubs

<ul style="list-style-type: none"> ▪ Demonstrates an energy and presence in interactions with community members <u>some of the time</u>. ▪ Gives health club members positive feedback on their participation and efforts in health club activities <u>some of the time</u>. ▪ Encourages a positive and collaborative climate during health club meetings by implementing the agreed 'house rules' <u>some of the time</u>. ▪ Is <u>sometimes</u> respectful of participants' contributions by saying 'thank you'. ▪ Praises health club members for engaging in individual and collective action <u>some of the time</u>. ▪ Motivates club members to use quality VHT services <u>some of the time</u>. ▪ Encourages club members to gain quick and tangible results from individual and collective actions <u>some of the time</u>. ▪ Strives to review actions taken and seek ways to do better next time <u>some of the time</u>. ▪ Is <u>sometimes</u> open to discussing challenges VHTs face and seeking to improve services through a solution seeking approach. 	1
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