



Part Three
Competencies

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Competencies

Listed below are the key knowledge and skills associated with steps and tasks in the advocacy model.

Acting ethically	Maintaining lobbying
Analysing policy	Managing conflict
Assessing health impact	Managing information and knowledge
Assessing impact on equality	Managing projects
Assessing research	Managing publicity
Applying research and analysis	Managing resources
Assessing impact on environment	Managing time
Assessing opportunities	Marketing
Assessing risk	Monitoring
Brainstorming	Negotiating effectively
Building/managing budgets	Networking
Coalition building	Organising
Coordinating	Organising events
Collecting and analysing data	Preparing and delivering briefings
Communicating effectively	Preparing written advocacy materials
Communicating an inspiring vision	Priority setting
Conducting meetings	Problem solving
Coordinating action-	Providing feedback and giving
Developing information resources	constructive criticism
Developing a value clarification system	Providing leadership
Developing a vision	Resource management
Environment scanning (PEST)	Stakeholder analysis
Facilitative leadership	Story telling
Facilitating community development and involvement	Strategic planning
Formulating policy theory and local and national practice	SWOT analysis
Fund raising	Tactical planning
Gathering / reviewing the evidence base	Team building
Goal setting	Understanding group dynamics
Group planning /objective setting	Undertaking consultation
Implementing a value clarification system	Undertaking evaluation
Influencing	Undertaking research and analysis
Information sharing	Undertaking social research
Information technology	Using the Media effectively
Issue framing	Using the media effectively, including letter writing, public speaking and debating
Listening effectively	Utilising information technology
Lobbying	Utilising spreadsheets
	Working in partnership for collaboration
	Writing reports

Competency Self-Assessment Tool

This self-assessment tool will help you identify the current extent of your knowledge and skills in relation to the practice of public health advocacy.

The key knowledge and skills needed for effective advocacy for each of the model's steps and tasks are listed in the next section. You can rate your competence in each of these areas of advocacy, using the following scoring system:

- 0 = not developed**
- 1 = somewhat developed**
- 2 = fairly well developed**
- 3 = very well developed**

You can use this information to create a profile of your future training and development needs in relation to public health advocacy.

A directory of resources is available on the Advocacy Toolkit website <http://advocacy.phaii.org/> as a starting point for acquiring information and skills to support your advocacy work.

Process Steps	Competencies Required	Rate your level of competence for each item: 0 not developed, 1 somewhat developed 2 fairly well developed 3 very well developed			
1. Providing strategic leadership 1.3 Making and presenting issue relevant 1.3.1 Ensuring the advocacy issue is presented widely as relevant to society 1.3.2 Linking the advocacy issue to other areas of concern		0	1	2	3
	Issue framing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Information sharing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Using the media effectively, (including letter writing, public speaking and debating)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Preparing written advocacy materials, including Dail or Local Assembly questions and briefings, presentations to managers/other groups etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Communicating effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Writing reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Working in partnership for collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Process Steps	Competencies Required	Rate your level of competence for each item:				
		0	1	2	3	
2. Undertaking Core Activities	Assessing health impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.1 Defining the idea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.1.1 Goal setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.1.2 Defining aims and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.1.3 Testing for strategic significance/ robustness for health gain, values	Assessing impact on equality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Assessing impact on environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Gathering and reviewing the evidence base	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Building the movement	Working in partnership for collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.2.1 Building a coalition of support - creating and sustaining a movement, empowerment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Communicating an inspiring vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Providing feedback and giving constructive criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Listening effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.2.2 Developing knowledge, information, sourcing evidence, sourcing a neutral sounding board, to check ethics	Communicating effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Understanding group dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Negotiating effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Undertaking research and analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Lobbying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Brainstorming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Process Steps	Competencies Required	Rate your level of competence for each item: 0 not developed, 1 somewhat developed 2 fairly well developed 3 very well developed			
		0	1	2	3
2.3 Setting vision and strategy 2.3.1 Developing a values based vision, strategy and short, medium and long term goals 2.3.2 Implementing – organising events, creating media coverage, lobbying, preparing briefings, positioning, creating saturation of the argument	Developing a vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strategic planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Goal setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Group planning and objective setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Organising events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Communication effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Using the media effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Developing information resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Managing publicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Preparing and delivering briefings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Lobbying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Managing time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.4 Formulating policy 2.4.1 Assessing opportunities for shaping policy through existing processes 2.4.2 Formulating policy 2.4.3 Involving stakeholders 2.4.4 Identifying resources for implementing policy 2.4.5 Agreeing action and timing	Undertaking consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource management		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formulating policy theory and local and national practice		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing leadership		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Networking		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysing policy		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing opportunities		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining lobbying		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinating		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organising		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing time		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing resources		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Undertaking evaluation		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Process Steps	Competencies Required	Rate your level of competence for each item: 0 not developed, 1 somewhat developed 2 fairly well developed 3 very well developed			
		0	1	2	3
3. Support Activities					
3.1 Communicating for advocacy	Communicating effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.1 Creating awareness and consciousness of the issues	Networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.1 Creating awareness and consciousness of the issues	Influencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.2 Gathering and collating information, evidence, stories	Story telling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Collecting information and evidence					
	Utilising information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Managing information and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Collecting and analysing data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Assessing research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Monitoring progress					
	Coordinating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Managing information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Utilising spreadsheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Conducting opinion polls					
	Undertaking social research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Managing resources					
	Fund raising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5.1 Securing resources	Managing resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5.2 Planning for resource allocation	Building/managing budgets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5.3 Deploying resources					
3.5.4 Ensuring accountability for resources					
3.6 Ensuring an ethical approach					
	Developing a value clarification system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6.1 Checking the values and principles of the advocacy initiative.	Implementing a value clarification system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Advocacy Skills Development Plan

To help you develop your advocacy skills it may be useful to take time to think through the following questions. Use this as your plan of action to identify your next steps. Remember to set realistic timescales and look for support from others active in the field of advocacy. You may want to work on this development plan with work colleagues, managers, or tutor depending on your circumstances.

Competency

What skills do I need?

Who can help me?

Steps to achieve this?

Completion date?

