



HECSOs

community engagement

D2.1: COMMUNITY ENGAGEMENT MANAGER COMPETENCE FRAMEWORK GUIDE/MODEL & Accreditation Scheme/Tool(s)



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September 2023


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Partners



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Executive Summary

The present document presents the approach, in the frame of the PR2 of the HECSOs Project, which leads to the eventual identification of the cluster of critical jobs in the field of Community Engagement, in order to facilitate (a) the necessary capacity building of stakeholder groups to effectively address relevant problems and priorities at the local community level, and (b) the involvement of universities and other tertiary education institutions in this respect. In order to be effective, Community Engagement must encompass strategies and processes that are sensitive to the Community context in which it occurs. Engagement, being the other composing conceptual dimension, is not driven by a “model” so much as by a framework of guiding principles and approaches. These principles respect the right of all community members to be informed, consulted, involved and empowered. Community Engagement thus employs a range of tools and strategies to ensure success, while placing a premium on fostering and enhancing trust as a critical element in long-term, sustainable engagement and effective governance at the community level. Following the analysis of the cases, in the frame of the PR1 of the HECSOs Project, it seems that active and creative people are able to contribute in creating an impact on society, through participation, resource sharing and, eventually, social innovation. Further on, while in the majority of these cases some sort of quantitative measures had been adopted in order to assess the progress of the work – eg. number of beneficiaries, number of stakeholders participating to the community –, at the same time what seems to be recurrent across all these cases analyzed, has been the poor evaluation of the impact of any such project.

Still, besides this, the most important observation to be taken on board has to do with the fact that in order to build a community based on a feeling of belonging and interaction, in which members share resources, while co-creating value, the stakeholders involved need to bear in mind that a set of key enablers is considered indispensable, corresponding to functions as those following:

active listening, from the early beginning and during the overall course of the project, considering the community members as active participants whose resources should be integrated in the community; the ability to actively listen also increases the responsiveness of the community, thus

being able to change “orientation”, adapting to new circumstances; **dialogue**: it is through dialogue that active listening takes place, aligning expectations among the players, creating a common basis of “knowledge” that, in turn, drives motivation; **motivation**: community members should be encouraged to actively participate and for this purpose the community needs to understand which are the triggers that motivate them (intrinsic motivation or external motivation); leadership is necessary to find the right ways to motivate people in the long run; **delegation**: in order to ensure that a community is able to co-create value and self determine its activities, it is important to recognize the relevant stakeholders, whom to delegate to; and finally design and implementation: setting an environment that is able to nourish the community, favoring members’ interaction and resource integration.

Further on, based again on the analysis of the cases, the following three phases have been identified, which require corresponding sets of skills and competences considered essential for the due delivery of corresponding tasks. In the frame of this analysis, we envision the role of the Community Engagement Manager who is responsible for managing and implementing strategies that mobilize people to give, volunteer and advocate. By reflecting on the tasks clustered in each one of the following phases, we could identify the necessary skills and competences to ensure sufficient progress in each phase.

Design: This phase aims at a deep understanding of the needs, concerns and expectations that have to be addressed. In this respect, surveys and structured qualitative interviews need to be supported with research approaches that are able to unveil the deepest, and often not verbalized, needs. Then, active listening capabilities and ethnographic research knowhow prove relevant, coupled with techniques such as participant observation, diaries, photovoice, participatory research.

Implementation: This phase requires management – self-management – and documentation skills as well as budgeting, fund raising and social media management. Moderation and conflict management are also needed to be able to address and tackle critical issues within the community and protect its members.

Sustainability: once the community becomes solid – self-sustained –, scalability better than replication should be considered as a priority. Community managers need to be able to evaluate the impact of the project in terms of forward-thinking and vision of the future, on one hand, while understanding how to ensure sustainability, including business modelling, on the other. A review of the vacancy announcements and of the adopted job profiles, by those organizations which are active within the specific agenda of Community Engagement, can prove helpful in terms of offering an insightful understanding of the demand of skills and working practice in the field – see for example at <https://uk.indeed.com/?from=gnav-jobsearch--indeedmobile>.

At the same time, while considering the above-mentioned job vacancies and corresponding tasks, we have run a parallel review of the well-known and widely adopted catalogues of occupations, namely the O*Net database (of standardized descriptions of occupations) of the U.S. Department of Labour and the ESCO Classification (configured by the EC services and an extended network of European experts), which is including the consolidated descriptions of the ISCO-based occupations through a federated reflection of the European stakeholders (labour and organization experts, regulatory bodies and social partners, etc.), with our review focusing on those “occupation profiles” encompassing similar tasks. We thus aim at pointing to the similarities between the ISCO-based (i.e. labour demand prescriptions) and the O*Net descriptions of occupations (see at <https://www.onetonline.org/>), and through this relating to the corresponding skills and competences. In the same line of approach, we consider important to identify a representative set of fit-to-purpose tasks, by relating to a rather relevant already prescribed job profile of the “Social & Community Service Manager”, which, according to the O*Net Classification, comprises the following tasks/duties:

- establishes and oversees administrative procedures to meet objectives set by boards of directors or senior management;
- directs activities of professional and technical staff members and volunteers;
- evaluates the work of staff and volunteers to ensure that programs are of appropriate quality and that resources are used effectively;
- participates in the determination of organizational policies regarding

such issues as participant eligibility, program requirements and program benefits;

- prepares and maintains records and reports, such as budgets, personnel records or training manuals;
- provides direct service and support to individuals or clients, such as handling a referral for child advocacy issues, conducting a needs evaluation or resolving complaints;
- establishes and maintains relationships with other agencies and organizations in the community to meet community needs and to ensure that services are not duplicated;
- recruits, interviews and hires or signs up volunteers and staff;
- conducts research and analysis of members’ or the community needs to determine program directions and goals;
- implements and evaluates staff, volunteer or community training programs;
- acts as consultant to agency staff and other community programs regarding the interpretation of program-related federal, state and county regulations and policies;
- speaks to community groups to explain and interpret agency purposes, programs and policies;
- analyzes proposed legislation, regulations or rule changes, to determine how agency services could be impacted;
- plans and administers budgets for programs, equipment, and support services;
- represents organizations in relations with governmental and media institutions;
- directs fundraising activities and the preparation of public relations materials.

We then focus further on the tasks (functions) of the Job we are trying to identify, by reflecting – once again – on our working background, encompassing the needs of the project’s primary target group, those considered to be the end beneficiaries. That is the people working at the community level – or interested in – offering their work within a range of organizations, also including university students and even faculty members, who are getting involved in civic participation. And the HECSOs Project aims at enhancing these people’s capacity to facilitate meeting the kinds of community needs, related to offering support to those in need to acquire core and transferable skills, to ensuring better welfare services in the communities, helping with the community members’ life transitions (eg. returning to education and training and preparing for finding a job) and helping to surface and work with hidden and latent skills and talents, to supporting the acquisition of digital and media competences and to building confidence and self-esteem, while helping especially those vulnerable people become aware of difference and diversity.

Complexity is amplified by the actions of key agencies, whereas potential community workers and other community managers and professionals have targets to meet and, at the same time, face the lack of resources to put extra effort into encouraging a more diverse range of participation. They, therefore, often make the rational decision not to invest time and resources in less reliable efforts to support those people with the “harder-to-reach” backgrounds and communities (Dean, 2016). What is therefore needed is:

- A new genre of social inclusion measures for addressing the increased marginalization risks of the vulnerable people in the communities, measures that prove more embedded in the community, thus showing increased sustainability by enhancing at the same time the social capital of the disadvantaged communities, and also measures which are identified by
- new types of competences for those working at the community level with the peoples on the margins, making them re-engaged, through
- ways that mainly help, through learning, these people to acquire skills to make a positive contribution to their own communities (“Learning Communities”).

In order to further enhance the starting (“presenting problem”) phase and thus build a convincing “story of change (innovation)”, which we should

aim at, it would prove useful to address a set of reflective questions, as those following.

- Are there good examples to point to, which could raise curiosity? And vis-à-vis, which skills of the CE Managers could we foster as effective ones?
- Which sort of needs of these hard-to-reach (vulnerable) groups at the community level, could be shed light upon, being currently met in the community centres and the social services and learning agencies, by deploying effective Community Engagement practice? Are there “success stories” we could come up with?
- While moving from the “theory of the problem” to the “action”, how can we present the Community Engagement competence development pathways in an attractive and eventually effective way for the preparation of the CE Managers?

Through such a stepwise approach, challenging the prevailing assumptions as it regards the specific tasks and the corresponding competences of the CSOs’ workers and the community service providers as well as challenging the existing practice in the fields of social services and of community engagement and further redefining whichever problems and creating innovative solutions (outputs), we could come up with prototyping and testing (validating). Thus, reaching the anticipated outcomes and expected impacts, first by the adoption of contextualized competence frameworks and then by developing corresponding courses – as presented in the following parts.

Competence development can be approached as a “life-cycle”, which aims at the continuous enhancement and development of an individual’s competencies. The main steps of this lifecycle can be identified as follows:

- (a) The building of a “**Competence Framework Model**”, through the identification of relevant activities and tasks and the corresponding competences;
- (b) the **assessment** of existing competencies;

(c) the **gap analysis between existing and the required competences** for (the delivery of) a specific job (and tasks);

and (d) the **building of competence development programs**, preferably through a modular design approach, in order to minimize the identified gaps and to support the continuous performance monitoring and the assessment in order to confirm improvement.

In our analysis we have also considered the mature Occupation Profile of the Social & Community Service Manager (“SCSM”), which provides with strong similarities with the one of the CE Manager. The specific Occupation Profile also comprises a sub-set of the O*Net Skills typology, especially those skills necessary to sufficiently deliver on the job, which can be grouped into six “Competence Areas”, as follows:

- I. **Ability to recognize diversity & Adaptability Competence** (encompassing “Adaptability” and “Inter-personal Skills”),
- II. **Management & Coordination Competence** (encompassing “Ability to navigate Community Mngmnt Tools” and “Organization & Project Management”),
- III. **Analysis & Insight Competence** (encompassing “Market Research skills” and “Analytical ability”),
- IV. **Learning Competence** (encompassing “Domain Knowledge”),
- V. **Guidance and Leadership** (encompassing “Advanced Communication skills” and “Community Engagement” - networking and advocating),
- VI. **Alignment to the Scope-Mission** (encompassing “Strong appreciation to the Scope-Mission”).

Further on and in order to take into consideration the digital transition of the job contents across the board, we are also aligning the aforementioned Competence Areas to the “DigiComp 2.0” Competency Areas, as in the Table I below.

Digi Comp Competency Areas	Information and data literacy	Communication and collaboration	Digital content creation	Safety	Problem Solving
<i>(“SCSM”) CEM Competence Areas</i>					
<i>Guidance and Leadership</i>	□	□	□	□	□
<i>Learning Competence</i>	□	□	□	□	□
<i>Analysis and Insight Competence</i>	□	□	□	□	□
<i>Alignment to the Scope-Mission</i>	□	□	□		
<i>Management & Coordination Competence</i>	□	□	□		
<i>Adaptability</i>	□	□			

In Table I above, the Competence Areas, ie. the clusters of Skills and Knowledge of the Social and Community Service Manager (according to the O*Net Classification), are presented in the left column, with increasing levels of seniority (& experience) for the job, from the bottom to the top. With the thick horizontal line separating the competences below this line, which are considered to be the ones necessary, required as the minimum capacity level in order for someone to perform in this job/role. Additionally, the more the job-specific Competence Area is considered demanding – from the “Adaptability” to the “Guidance and Leadership” –, the more significant the acquisition of the higher-level digital competences proves to be – when moving from the left (“Information & Data Literacy”) to the right (“Problem Solving”).

The structure of the **Competence Framework** of the CE Manager is function-specific, with the perceived critical **Functions** of the role/job hereby described and encompassing sets of competencies (knowledge & skills) for the corresponding tasks (functions), as in the following set from 1 to 7:

1. Enhancing open access especially for marginalized people in institutions and settings, providing information for community issues, including lifeworld reflection analysis experiences

- a. Service Orientation — actively looking for ways to help people develop their capacities to reflect upon and get engaged
- b. Human Rights – knowledge of principles and issues relevant to human rights and emphasis on those of marginalised groups
- c. Social Perceptiveness — being aware of others' reactions and understanding why they react as they do within a given context

2. Building collaboratively with the community members their self-esteem and confidence

- a. Active (Group) Listening — giving full attention to what other people are saying and expect, taking time to understand the points being made, asking questions as appropriate and not interrupting at inappropriate times
- b. Networking – being able to develop intra-group and inter-group networks with the local community and other local groups
- c. Group methods and dynamics – group methods, techniques and dynamics, used in different settings and with various groups and individuals, especially concerning methods of coming up with social intervention tactics and working in community settings

3. Building resilience, such as the ability to deal with (cultural & other) diversities and with the ups & downs of life and other life changes

- a. Social Perceptiveness — being aware of others' reactions and understanding why they react as they do within a given context
- b. Judgment and Decision Making — considering the relative costs and benefits of potential actions to choose the most appropriate one collaboratively with the community members
- c. Critical Thinking — using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems and solve disorienting dilemmas

4. Supporting people – especially (hard-to-reach) groups of different backgrounds – to make informed choices and decisions

- a. Service Orientation — actively looking for ways to help people develop their capacities to intervene
- b. Psychology – knowledge of human behaviour and performance; individual differences in ability, personality, and interests; learning and motivation; research methods
- c. Judgment and Decision Making — considering the relative costs and benefits of potential actions to choose the most appropriate one collaboratively with the group members
- d. Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions

5. Developing the personal and professional capacity of CSOs & Tertiary Education staff (mentoring role)

- a. Education and Training – Knowledge of principles and various methods for the development of learning environment including the use of arts, music etc.

b. Networking – being able to develop intra group and intergroup networks with the local community and other local groups

c. Service Orientation – Actively looking for ways to help people develop their capacities to intervene

d. Technological Skills - familiarization with technology and basic knowledge

6. Encouraging & developing the hard-to-reach people's personal and professional capacity through group working processes and learning

a. Group methods and dynamics - group methods, techniques and dynamics used in different settings and with various groups and individuals, especially concerning methods of developing social intervention tactics and working in community settings

b. Education and Training - knowledge of principles and various methods for configuring learning environments, including the use of arts, music etc.

c. Networking – being able to develop intra group and intergroup networks with the local community and other local groups

d. Technological Skills - Familiarization with technology and basic knowledge

e. Apply group learning strategies and methods - employ various approaches, learning styles, and channels to develop group learning and intervention strategies

7. Evaluating individual and group expectations and needs and developing activities and action learning programs that address these needs

a. Active Group Listening – giving full attention to what other people are saying and expect, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times

b. Group development - being able to work with groups, understand roles and dynamics and develop collaborative relationships

c. Apply group-learning strategies and methods - employ various approaches, learning styles, and channels to develop group learning and intervention strategies

d. Social intervention - being able to design, develop and apply programme of social intervention according to the local context and the broader perspectives.

We have thus structured a **Competence Framework (Guide/Model)** which is

(i) identifying the role of the CE Manager through set of critical functions and the relevant (functional) competences,

(ii) providing with a set of relationships between the (core-functional) competences and other job-specific ones, as being identified according to the legacy in the field (“SCSM”), being linked to activities and their (performance) competency levels, and eventually

(iii) the Competence Framework is being accompanied by corresponding performance benchmarks, anchored to competency levels using the digital communication and collaboration means (DigiComp2.0) - often being the prevailing (or preferred) communication and expression means of those hard-to-reach people in the communities.

In this framework, as in Table II below (next page), we are also considering and relating to the Emotional Intelligence capacity of those interested in undertaking the CE Manager's role, being either already engaged community working professionals or staff and faculty members of

Tertiary education institutions. We are also relating to the Organizational Innovation capacity of the CSOs and the other community service centres and the corresponding teams/units in the tertiary education institutions as well.

By using the previously identified set of (critical) functions and the corresponding (functional) competences, as with the **Competence Framework (Guide)**, in the present document we are also suggesting a **Competence (level) Assessment scheme**, which can serve as the basis for the interested stakeholders, namely the CSOs and other Community agents as well as the relevant staff of tertiary education institutions, to come up with a “family” of **Assessment Tools**, which could support a number of Community Engagement Manager capacity and human capital building processes, such as

- the **assessment of prior learning and experience**, to serve recruiting purposes and or for joining training activities (programs),
- the following up **assessment of learning achievements, in terms of competency development**, after the participation to training courses, and
- the **assessment of competence development**, with the latter considered to be a catalytic performance indicator for these types of community engagement projects and initiatives, and for the organizations themselves, which are running the corresponding community engagement activities.

**Table II: [HECSOs] COMPETENCE (MODEL) FRAMEWORK:
Modular Schemes for CE Manager' s Competence building**

CE Manager Functions Competence Areas	Enhancing open access especially for marginalized people in institutions and settings, providing information for community issues...	Building collaboratively with the community members their self-esteem & confidence	Building resilience, such as the ability to deal with (cultural & other) diversities and the ups & downs of life and other life changes	Supporting people - especially (hard-to-reach) groups with different backgrounds - to make informed choices and decisions	Developing the personal and professional capacity of CSOs & Tertiary Education staff	Encouraging & developing the hard-to-reach people' s personal and professional capacity through group processes and learning	Evaluating individual and group expectations and needs and developing activities and action learning programs that address these needs	Emotional Intelligence Competence Areas (EI)
Guidance and Leadership								AFFECTIVE COMPETENCES - help an individual assess their mood and how they manage their mood in relation to behaviours and relationships
Learning Competence								ADAPTABILITY - helps an individual to respond effectively to changing situations
Analysis and Insight Competence								
Alignment to the Scope-Mission								INTER-PERSONAL COMPETENCES - applying intra-personal competences to develop a positive relationship with other people
Management & Coordination Competence								
Ability to recognize diversity & Adaptability								INTRA-PERSONAL COMPETENCES - helping an individual to assess his/her emotional intelligence
ORGANIZATION INNOVATION CAPACITY (OI)								
	<i>Positive Holding Environment</i>	<i>Groupishness</i>	<i>Organizational well-being</i>	<i>Systems orientation</i>	<i>Normalization</i>	<i>Evaluation</i>	<i>Learning Organization</i>	
<i>Max Level</i>								
<i>Sufficient Level</i>								
<i>Not enough</i>								

1. Introduction: Needs Analysis for Community Engagement

The aim of this document is to identify the cluster of critical jobs in the field of **Community Engagement**, which will facilitate (a) the necessary capacity building of stakeholder groups in order to effectively address relevant problems and priorities at the local community level, and (b) the involvement of universities and other tertiary education institutions in this respect.

In its simplest terms Community Engagement seeks to better engage the community to achieve long-term and sustainable outcomes, via joint processes, sound discourse, and transparent decision-making in order to guide implementation. To be successful, Community Engagement must encompass strategies and processes that are sensitive to the Community context in which it occurs. Engagement, being the other composing conceptual dimension, is not driven by a “model” so much as by a framework of guiding principles and approaches. These principles respect the right of all community members to be informed, consulted, involved and empowered. Community Engagement thus employs a range of tools and strategies to ensure success, while placing a premium on fostering and enhancing trust as a critical element in long-term, sustainable engagement and effective governance at the community level.

The word “Community” is being used as term with a broader meaning to define groups of people, whether they are stakeholders, interest groups or groups of citizens. A community may be a geographic location (community of a place), a community of similar interest (community of practice) or a community of affiliation or identity such as industry or sporting club (adapted from [Australian Government Department of Environment and Primary Industries](#)).

In the frame of this project, we have first run a targeted literature review in order to develop a theoretical framework for the concept and the corresponding practice of Community Engagement (“CE”) with the aim to guide the field analysis of the HECSOs’ partners.

As a first step, we define a Community as being a group of people who share a common sense of identity, belonging and care, around a cause, solving a problem and, perhaps, around certain (grouping of) common benefit resource(s). Over the past ten years, the term engagement has been employed in a number of academic fields, including sociology, political science, psychology, and organizational behavior. For example, sociology has investigated “civic engagement”, psychology studied “social engagement”, educational psychology has reflected upon the “student” or – perhaps better – “learner engagement”, while political science explored “nation state engagement” and organizational behavior reflected upon the grouping, sharing the cause of addressing a problem and contributing to its solution. Additionally, the concepts of “employee engagement” and “stakeholder engagement” have been investigated in the literature on organizational behavior and management. In the academic literature on marketing and customer service, the term “consumer engagement” has also recently emerged, often as an analogy to the quest of “user engagement” in cases when societal and community problems are being identified to be consequently addressed.

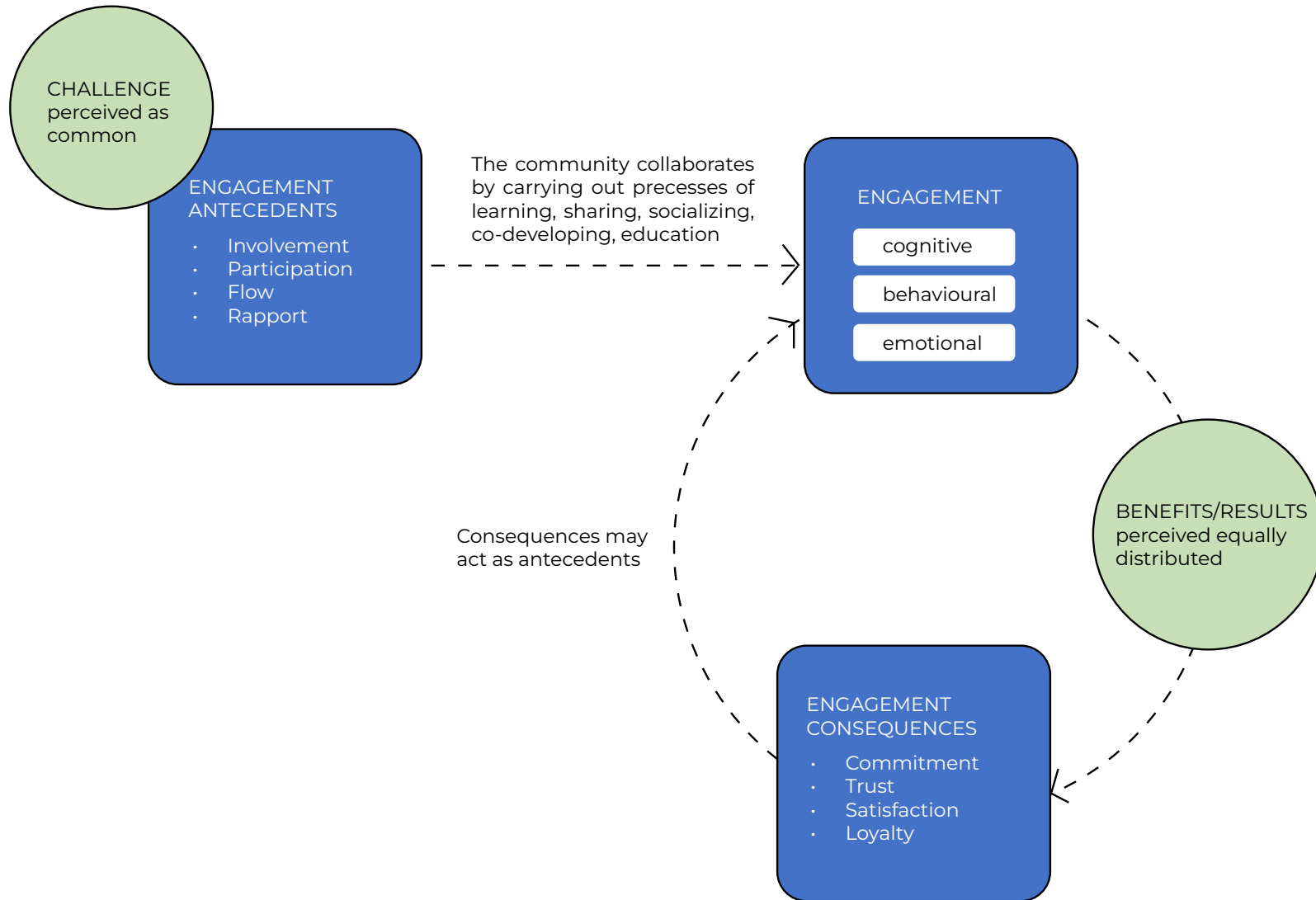
In this respect, Community Engagement is a psychological state that occurs by virtue of interactive, co-creative experiences, to address collective priorities, usually led by an agent/object (e.g. a social business, an NGO) in focal service relationships. Within a collective domain, CE becomes an “interactive experience” in which the community collaborates by carrying out processes of sharing, socializing, co-developing, educating and eventually learning and creating, thus innovating by addressing community priorities (Brodie et al., 2013). While “engagement states” occur within a dynamic, iterative process of problem solving and service relationships, that come up with innovative settings and co-create value, the term engagement represents a multi-dimensional concept, related to a context-dependent state of mind, being characterized by three specific dimensions:

- cognitive (thought processing and elaboration);
- emotional (affective); and
- behavioural (actions, energy, effort, time).

The concept plays a central role in the process of relational exchange where other relational concepts are engagement antecedents and/or consequences, within iterative engagement processes in the context of the community (Brodie et al., 2013). Relational engagement antecedent includes “involvement”, “participation”, “flow” and “rapport”. Engagement relational consequences include “commitment”, “satisfaction”, “trust” and “loyalty”. The iterative (cyclical) nature of the service relationship process implies that specific CE relational consequences may extend to act as engagement antecedents in subsequent engagement (sub-) processes and/or innovation cycles: engagement behaviors lead to more satisfaction and affective loyalty, and at the same time, satisfied and loyal “participants” (would-be “users”) take part in more engaged and innovative behaviors, to provide with solutions to specific problems. This is often driven through participatory action research leading to social innovation outcomes.

There is a positive relation detected, between engagement and satisfaction as well as commitment. **CE is, at the same time, expected to be positively related to trust and loyalty as well as to participatory problem solving.** Bowden (2009a) and other authors propose a range of conceptual frameworks that highlight different aspects of the concept. This leads us to interpret CE as the process - and the outcome of this process in terms of capability - of collectively engaging around a common benefit, which requires the use of different kinds of resources, as being chartered in the following “CE Cycle.”

Community Engagement Cycle



Community Engagement is therefore a strategic process with the specific purpose of working with identified groups of people, whether they are connected by geographic location, special interest, or affiliation to identify and address issues affecting their well-being, through social innovation techniques and practice.

It becomes rather obvious that by linking the term community to the engagement this serves to broaden the scope, shifting the focus from the individual to the collective, with the associated implications for inclusiveness to ensure that consideration is made regarding the diversity that exists within any community. In practice, the CE is a blend of science and art, with the science coming from sociology, public policy, political science, cultural anthropology, organizational development, psychology and learning (cognitive development), social- psychology and other disciplines. It also comes from organizing concepts drawn from the literature on community participation, community development, constituency building and community psychology. While the art comes from the understanding, skills and sensitivity used to apply and adapt the science in ways that fit the community and the purposes of specific engagement efforts. The results of these efforts may be defined differently and can encompass a broad range of structures (coalitions, partnerships, etc.), but they are all characterized by the general “rubric” of CE and are treated similarly in this respect (see “Principles of Community Engagement”, 2nd Edition, CDC & NIH & ATSDR, 2011).

Typically, the common benefit resources and the problem solving awareness that catalyze a community include an idiosyncratic configuration of intangible resources such as values, beliefs, tastes, interests, identities, lifestyles, knowledge, capabilities, traditions, and/or rules. Besides the “core community resources” that are typically intangible, other common benefit resources with a tangible nature may also contribute to catalyzing a community, such as a source of food (e.g. a fishery), a water reservoir, a safe neighborhood, a marketplace, a beautiful landscape, etc. In principle, an engaged community strives to enlarge and protect the space for common benefit regeneration, by developing three key groups of processes:

- Tuning (instituting and organizing a common system of social expectations as for behaviors, beliefs and feelings);
- contributing (aligning behaviors to social expectations); and

- learning & innovating (collecting feedback, making sense, adapting).

In this respect and in the course of the HECSOs Project, we have conducted a rather extended “Case Study” analysis on the basis of a cluster of selected Cases (projects or initiatives) of Community Engagement, which cover the following fields of “common benefit”, namely

- EU citizenship,
- migrants’ integration,
- environmental action,
- gender empowerment,
- economic integration of NEETs and
- management of common resources.

All the cases analyzed were referring to CE projects that provided services to vulnerable groups of people (e.g. disadvantaged people, mainly from socio-economically disadvantaged backgrounds), with the aim to promote more equal opportunities by harnessing the innovative enactment of resources. In the vast majority of the cases (“projects”) a recurrent aspect has been identified, as the necessary community engagement requirement, which corresponds to the **stakeholders’ participation**, while the intensity and the format of the participation adopted varies from case to case. Based on our analysis, the projects-cases could be positioned along a continuum, aligned to an evolutionary aspect, corresponding to the “maturity” of the engagement and participation while addressing those specific conditions per case. This evolution of the state-of-play of the communities starts with those created through **participation by cooperation**, then moves to the status of the communities created through **participation by collaboration** and finally reaching the status of the communities that are created through **participation by co-creation**. While all cases/projects, collected and analyzed in the frame of the HECSOs Project’s field research, have displayed participation as a sine-qua-non condition, not all of them can be positioned in the “advanced” status of those communities being active through co-creation, in other words producing “social innovation”.

In this respect, CE can be defined as a value co-creation process that integrates stakeholders' resources while resulting in stakeholders' empowerment, through participatory action learning. The cases analyzed showed that for each community under investigation the value generated could be multiple and of different types, namely:

- **intellectual value**, created through teaching and mentoring, with the community members experiencing interest and curiosity, which affects knowledge development and facilitates the acquisition of different types of skills;
- **social value**, with social support, friendship and intimacy being at the core of community engagement projects (social integration, networking, connecting, social capital and cohesion);
- **emotional value**, when, by sharing experiences, members enact joyful emotional and sensory responses, expressing feelings of pride, satisfaction and enjoyment;
- **creative value**, to be realized when members of the community integrate different kinds of resources, which are linked and transformed to identify and build "solutions;"
- **cultural value**, when community members define a set of shared values, ideas, meanings and symbols thus prescribing acceptable behavior in the community and building its identity;
- **environmental value**, when community members are able to generate a benefit for the environment and serving the broader ecological agenda;
- **functional value**, the community supports members to achieve a given purpose, fulfilling their primary objectives; and
- **economic value**, when, by finding new solutions to a problem, the community is able to generate monetary value – or to provide sustainable (long-term) solutions.

By co-creating value, the CE aims at the increase of the overall stakeholders' empowerment, in particular the one of the groups of vulnerable people. More specifically, the community empowerment could better be served through enhancing the following "transversal" competences:

autonomy, when increasing the autonomy of the community's members in terms of independence and self-determination of personal behavior and resistance to social pressures;

purpose in life, supporting its members in defining strong goal orientation and conviction that life holds meaning;

relation with others, encouraging community's members in meaningful relationships with others that include reciprocal empathy, intimacy and affection;

self efficacy and environmental/context mastery, with the community members acquiring a sense of mastery in managing environmental factors and activities, including managing everyday affairs and meeting personal needs; and

personal growth, with the community able to encourage continued development, opening new experiences to its members, while helping (facilitating) the recognition of improvement in behavior and self over time.

Overall, as having been validated through the analysis of the cases in this project as well, active and creative people are able to contribute in creating an impact on society, through participation, resource sharing and, eventually, social innovation. Further on, while in the majority of these cases some sort of quantitative measures had been adopted – e.g. number of beneficiaries, number of stakeholders participating to the community – in order to assess the progress of the work, at the same time what seems to be recurrent across all these cases analyzed, has been the poor evaluation of the impact of any such project.

Still, besides this, the most important observation to be taken on board has to do with the fact that in order to build a community based on a feeling of belonging and interaction, in which members share resources, while co-creating value, the stakeholders involved need to bear in mind that a set of key enablers is considered indispensable, corresponding to functions as those following:

active listening, from the early beginning and during the overall course of the project, considering the community members as active participants whose resources should be integrated in the community; the ability to actively listen also increases the responsiveness of the community, thus being able to change "orientation", adapting to new circumstances;

dialogue: it is through dialogue that active listening takes place,

aligning expectations among the players, creating a common basis of “knowledge” that, in turn, drives motivation;

motivation: community members should be encouraged to actively participate and for this purpose the community needs to understand which are the triggers that motivate them (intrinsic motivation or external motivation); leadership is necessary to find the right ways to motivate people in the long run;

delegation: in order to ensure that a community is able to co-create value and self determine its activities, it is important to recognize the relevant stakeholders, whom to delegate to; and finally

design and implementation: setting an environment that is able to nourish the community, favoring members’ interaction and resource integration.

2. Tasks for Community Engagement to boost Social Innovation

A Community Engagement process needs to deploy community assets, resources and strengths, whereas resources include skills, abilities, interests, experiences and social networks of relationships. Based on the analysis of the cases in the HECSOs Project, the following three phases have been identified, which require corresponding sets of skills and competences considered essential for the due delivery of corresponding tasks. In the frame of this analysis, we envision the role of the **Community Engagement Manager** who is responsible for managing and implementing strategies that mobilize people to give, volunteer and advocate. By reflecting on the tasks clustered in each one of the following phases, we could identify the necessary skills and competences to ensure sufficient progress in each phase.

- **Design:** This phase aims at a deep understanding of the needs, concerns and expectations that have to be addressed. In this respect, surveys and structured qualitative interviews need to be supported with research approaches that are able to unveil the deepest, and often not verbalized, needs. Then, active listening capabilities and ethnographic research knowhow prove relevant, coupled with techniques such as participant observation, diaries, photovoice, participatory research. The capacity to network with the relevant stakeholders, where creativity and strategic thinking prove essential, in order to comprise creative partnerships, while communication skills prove important to engage stakeholders from the beginning. Competencies to foster social innovation, deploy design thinking and systemic design, together with intercultural communication as well as fundraising, are those which CE Managers should acquire in tackling social and economic issues from the beginning.
- **Implementation:** This phase requires management - self-management - and documentation skills as well as budgeting, fund raising and social media management. Moderation and conflict management are also needed to be able to address and tackle critical issues within the community and protect its members. This also asks for empathy and member support, in other words being able to promote productive behaviors, motivating and rewarding

active members, and promoting community advocacy. Finally good communication skills are required in all stages but especially in the implementation one.

- **Sustainability:** once the community becomes solid - self-sustained -, scalability better than replication should be considered as a priority. Community managers need to be able to evaluate the impact of the project in terms of forward-thinking and vision of the future, on one hand, while understanding how to ensure sustainability, including business modelling, on the other. That is, once the community becomes self-sustained, it is necessary to understand which strategy to pursue looking ahead, whether to grow in size, becoming attractive to larger audiences, or to replicate the "structure" in another context (eg. geographical area) thus keeping the size of the community.

Community engagement proves to be complex and labor-intensive, asking for dedicated resources such as time, funding and people with the necessary skills. Citizens and leaders in communities in many parts of the world are struggling to make the right choices for the communities and those issues they address. By considering that communities are not "ex-ante" positive forces, building and implementing effective strategies requires a solid grounding on the best tools, techniques and information available. And the precedent needs analysis serves the scope of guiding our approach to identify those tasks relating to the cluster ("family") of jobs which would be considered as critical to the setting up and the implementation of rewarding Community Engagement initiatives.

A review of the vacancy announcements and of the adopted job profiles, by those organizations which are active within the specific agenda of Community Engagement, can prove helpful in terms of offering an insightful understanding of the demand of skills and working practice in the field - see for example at <https://uk.indeed.com/?from=gnav-jobsearch--indeedmobile>.

Based on such a survey, we would expect that the Community Engagement Manager will be asked to lead and manage all development efforts and implement an often time specific development plan. She/he would be responsible for donor cultivation, grant management and the planning and coordination of all special fundraising and member/donor events. The CE Manager is often also assigned with leading the development team of supporting staff and be a member of the leadership team of the organization.

Then, apparently the CE Manager usually works with the general public to rally volunteer support for social awareness and nonprofit initiatives, with job duties including the design and launching public engagement initiatives, overseeing program finance and mobilizing teams of volunteers to support social activities. While the qualifications required often include a bachelor's degree in nonprofit management, public administration, political science or a related field. While, the availability of communication skills as well as leadership experience are considered important.

While considering the above-mentioned job vacancies and corresponding tasks, we have run a parallel review of the well-known and widely adopted catalogues of occupations, namely the O*Net database (of standardized descriptions of occupations) of the U.S. Department of Labour and the ESCO Classification (configured by the EC services and an extended network of European experts), which is including the consolidated descriptions of the ISCO-based occupations through a federated reflection of the European stakeholders (labour and organization experts, regulatory bodies and social partners, etc.), with our review focusing on those "occupation profiles" encompassing similar tasks. We thus aim at pointing to the similarities between the ISCO-based (i.e. labour demand prescriptions) and the O*Net descriptions of occupations (see at <https://www.onetonline.org/>), and through this relating to the corresponding skills and competences.

We start with the occupation of the "Social Pedagogues," grouped under the occupation family of the "social work & counselling professionals", being a sub-category of the "social & religious professionals", according to the ESCO Classification (<https://esco.ec.europa.eu/>) and we identify sets of tasks which could assimilate the job content of the CE Manager. In this case, the Social Pedagogue provides care, support and education to children and young persons with different backgrounds or capabilities. They develop educational processes for young persons to be in charge of their own experiences, using a multi-disciplinary approach to the learning experience. Social pedagogues contribute to the individuals' learning, welfare and societal inclusion and they put an emphasis on building self-reliance. Similarly, "Life Coaches", grouped under the occupation family of "Social Work Associate Professionals", a subcategory of the "legal, social and religious associate professionals", help clients – see potential community members –, set clear objectives for their personal development and help them achieve their goals and personal vision. They provide counselling and guidance and establish

progress reports in order to keep track of their clients' achievements.

While, the "Adult Community Care Worker", as a "Social Care Worker" belonging to the occupation family of the "Social Work Associate Professionals", again a subcategory of the "legal, social and religious associate professionals", perform assessment and care management of communities of adults, who live with physical impairments or convalescing states. They aim to improve their life in the community and enable them to live safely and independently at their own home.

Further on, the "Social Work Assistants", belonging to the same occupation family, are practice-based professionals who promote social change and development, social cohesion and the empowerment of people. Social work assistants assist guiding staff, helping clients to use services to claim benefits, access community resources, find jobs and training, obtain legal advice or deal with other local authority departments. They assist and work together with social workers. And last but not least, "Volunteer Mentors", belonging to the afore-mentioned "occupation family tree" (as with the ESCO Classification), guide volunteers through the integration process, introducing them to the host culture and supporting them in responding to administrative, technical and practical needs of the community. They support volunteers' learning and personal development process connected to their volunteering experience.

Finally, from the harvested cluster of those ISCO-based occupations, being prescribed in the ESCO Classification, which are encompassing tasks relevant to the job content of the CE Manager, we have also identified – in terms of the tasks prescribed – the profile of the "Research and Development Manager," belonging to the occupation family of the "Sales, Marketing and Development Managers" of the broader group of "Administrative and Commercial Managers" (at the hierarchical level 1 group of the "Managers"). According to the analysis of the field cases, the job (role) of the CE Manager seems to carry a number of similarities in terms of the work and corresponding tasks to be carried out by the R&D Manager, who plans, directs and coordinates the research and development activities of an organization and who, more specifically, delivers upon tasks – or "duties" – like

(a) planning the (action) research and development programme of an enterprise or organization – or a community –, specifying goals and budgetary requirements;

(b)
leading and managing the action research activities of the community (team) members;

(c)
establishing and managing budgets, controlling expenditure and ensuring the efficient use of resources;

(d)
establishing and directing operational and administrative procedures;
and

(e)
representing the community at conventions, seminars and conferences.

In the same line of approach, we consider important to identify a representative set of fit-to-purpose tasks, by relating to a rather relevant already prescribed job profile of the “Social & Community Service Manager”, which, according to the O*Net Classification, comprises the following tasks/duties:

- establishes and oversees administrative procedures to meet objectives set by boards of directors or senior management;
- directs activities of professional and technical staff members and volunteers;
- evaluates the work of staff and volunteers to ensure that programs are of appropriate quality and that resources are used effectively;
- participates in the determination of organizational policies regarding such issues as participant eligibility, program requirements and program benefits;
- prepares and maintains records and reports, such as budgets, personnel records or training manuals;
- provides direct service and support to individuals or clients, such as handling a referral for child advocacy issues, conducting a needs evaluation or resolving complaints;
- establishes and maintains relationships with other agencies and organizations in the community to meet community needs and to ensure that services are not duplicated;
- recruits, interviews and hires or signs up volunteers and staff;

- conducts research and analysis of members’ or the community needs to determine program directions and goals;
- implements and evaluates staff, volunteer or community training programs;
- acts as consultant to agency staff and other community programs regarding the interpretation of program-related federal, state and county regulations and policies;
- speaks to community groups to explain and interpret agency purposes, programs and policies;
- analyzes proposed legislation, regulations or rule changes, to determine how agency services could be impacted;
- plans and administers budgets for programs, equipment, and support services;
- represents organizations in relations with governmental and media institutions; and
- directs fundraising activities and the preparation of public relations materials.

3. Engaging Communities in Action Learning & Social Innovation

In this part of the present document and based on the range of tasks identified earlier, through the reference to a number of occupations which show significant similarities to the emerging role of the CE Manager (according to the phases of Community Engagement initiatives/projects as in the analysis in PR1), we are now fostering clusters of corresponding competences and skills. We aim at reaching a contextualized framework of competencies, the development of which could prove sufficient to ensure due delivery of the afore-mentioned range (variety) of tasks of the CE Manager. Labour market evidence (see at <https://www.onetonline.org/link/summary/11-9151.00>) shows that minimum qualifications often required for the CE Manager include a Bachelor's degree in human services, social work, non-profit management or communications and the ability to communicate with members of the community in which the manager works. And that the necessary skills to deliver upon this role could be acquired by working as an outreach specialist or in another entry-level position and by gaining experience through completing an internship or working as a volunteer for a nonprofit organization. The corresponding capabilities would prove necessary to deliver across a set of essential "Job Functions" – as specified further comprising the "set of functional competences" in following part 4.5 –, such as:

- Participating to meetings with individuals, community organizations, professional groups, neighborhood groups and other groups to promote an understanding of community needs;
- mobilizing the community to respond to events and issues affecting vulnerable groups and community welfare;
- meeting with community leaders to understand community issues and needs;
- keeping informed on community information, demographic characteristics, growth patterns, projected municipal and community plans and other information affecting vulnerable groups and people in need, by participation in meetings or by correspondence; and

- serving as a member of task forces involving county, state, private and nonprofit agencies engaged in responding to community needs and their priorities in social innovation and action learning development, health and human services;
- assisting in planning and development of new community programs and in the expansion of existing program based on community priorities;
- holding listening sessions and providing support for youth involvement forums; and
- preparing reports of findings, conclusions and recommendations.

For the purpose of our analysis and in order to identify those skills and competences, required to deliver upon the role (tasks) of the CE Manager, we hereby present the relevant codified set of **Skills according to the O*Net database**, in order to enhance further our reflection and understanding about the set of required qualifications to deliver sufficiently upon the **Tasks/Duties** aiming at **Community Engagement** by means of **Action Learning** and **Social Innovation**. These Skills include the following.

Service Orientation — Actively looking for ways to help people.

Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.

Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Coordination — Adjusting actions in relation to others' actions.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.

Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Time Management — Managing one's own time and the time of others.

Reading Comprehension — Understanding written sentences and paragraphs in work-related documents.

Speaking — Talking to others to convey information effectively.

Systems Analysis — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.

Systems Evaluation — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.

Writing — Communicating effectively in writing as appropriate for the needs of the audience.

Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

Instructing — Teaching others how to do something.

Negotiation — Bringing others together and trying to reconcile differences.

Persuasion — Persuading others to change their minds or behavior.

While, the corresponding (required for the job/role) set of (academic) **Knowledge Domains** comprises the following.

Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.

Therapy and Counseling — Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.

Administrative — Knowledge of administrative and office procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and workplace terminology.

Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national

security operations for the protection of people, data, property, and institutions.

Sociology and Anthropology – Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures, and their history and origins.

Mathematics – Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

Computers and Electronics – Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Law and Government – Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

Communications & Media – Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

In this respect and in order to build a high-performing community, engaged into action learning and capable to contribute to the delivery of solutions at the local level, by enhancing social innovation, the CE Manager should acquire - at a significant competency level - the following “professional competences” or “clusters of skills & knowledge”. These “competences” as grouped in the following set of ten (1 to 10) Clusters of Skills and Knowhow are also grouped in “Competence Areas”, from (I) to (VI) as in the matrix (Table) of Competency Levels, presented in the following Part 4.1 (see pg 23 & Table I) of the present document.

1. Organizational and Project Management Competence: especially in these days, when the community has various discussions and data collection activities through a number of channels, social media, etc., it is necessary for the CE Manager to derive value out of an insightful engagement of the various members of the community, the staff and the members of the team and the other stakeholders; organizational and project management skills bringing together all of the moving parts proves essential to deliver upon the role - grouped in “Competence

Area” (I) as in page 23 (and Table I, in following Part 4.1).

2. Ability to navigate Community Management tools: a cluster of essential skills that a CE Manager should possess is the ability to navigate and leverage a community management “platform software”, for better and smarter insights’ collection, ensured by those CE Managers that are well versed with such tools and can use them for better insights; by having a hold on such software applications provides a compelling platform for relevant data collection as well as the ability to listen to the voice of the “customers”, the community members - grouped in “Competence Area” (I) as well.

3. Interpersonal skills: deriving insights from community members seems not to be a very straightforward activity, while understanding “user personas”, recognizing diversities and uncovering feelings and thoughts require a little more guile than everyday communication; that is why strong interpersonal skills enhance the engagement levels in the community and show the audience that their opinions do matter - grouped in “Competence Area” (II).

4. Adaptability: for efficient community engagement management, the manager needs to be adaptable to deal with any situations that may arise, especially those originated from any kinds of diversities; while in a number of cases the mission and relevant work is carried out in conjunction with many members, there are a lot of things that can change overnight or even “go south”, and being able to deal with such situations makes the CE Manager, a valuable resource - grouped in “Competence Area” (II) as well.

5. Market research skills: especially in these days, when the community web platforms need to correspond to a number of market research principles, a good hold by the CE Manager on the understanding of the basics of market research is necessary; knowing what types of studies and questions elicit what kinds of responses sometimes proves essential and in some cases, collecting text data along with rich media is critical to the scope of the initiative and the CE Manager must know which research method to deploy to get the most insights - grouped in “Competence Area” (III).

6. Analytical ability: insightful communities tend to use both research methods, qualitative and quantitative in order to get reliable feedback, ideas and thoughts from the community; having analytical skills can help the CE Manager uncover underlying thoughts from the interactions within the community - grouped in "Competence Area" (III) as well.

7. Domain knowledge: in order to get the most relevant information from a research topic means that the CE Manager must drive the conversations towards the most pertinent insights; in order to make the broader objectives meet the community member feedback warrants a strong domain knowledge and knowing what is required and what is missing, to get the best ideas, is an essential trait for an active CE Manager - grouped in "Competence Area" (IV).

8. Advanced communication skills: considered to be a non-negotiable competence for a CE Manager, ensuring her/his capacity to understand and guide constructive conversations; a healthy community needs spurts of ideas and innovative engagement activities and the ability of the CE Manager to align broader social objectives to those of the audience in the community - grouped in "Competence Area" (V).

9. Engagement skills: especially with the online communities it proves very healthy when there are multiple ways to contribute and deliver, such as surveys, polls, questionnaires, qualitative discussions, focus groups, etc.; in such a scenario, the CE Manager needs to know what works for everyone, including what would keep the members highly engaged, including an understanding of rewarding schemes, with cash and/or gamified rewards, in order to get the most out of the community - grouped in "Competence Area" (V) as well.

10. Strong appreciation to the Mission/Scope: lastly, when the CE Manager becomes strongly affiliated to the mission of the initiative, there is more of a zeal to collect valuable and actionable insights; and, more importantly, this person acts as the "face of the initiative" and members love communicating with such a person, while this gives community members the impression that their voice is heard and hence provide suggestions, recommendations and feedback - finally grouped in "Competence Area" (VI).

At this point, we need to focus further on the tasks (functions) of the Job we are trying to identify, by reflecting - once again - on our working background, encompassing the needs of the project's primary target

group, those considered to be the end beneficiaries. That is the people working at the community level - or interested in - offering their work within a range of organizations, also including university students and even faculty members, who are getting involved in civic participation. The HECSOs Project aims at enhancing these people's capacity to facilitate meeting the kinds of community needs, related to offering support to those in need to acquire core and transferable skills, to ensuring better welfare services in the communities, helping with the community members' life transitions (eg. returning to education and training and preparing for finding a job) and helping to surface and work with hidden and latent skills and talents, to supporting the acquisition of digital and media competences and to building confidence and self-esteem, while helping especially those vulnerable people become aware of difference and diversity.

Complexity is amplified by the actions of key agencies, whereas potential community workers and other community managers and professionals have targets to meet and, at the same time, face the lack of resources to put extra effort into encouraging a more diverse range of participation. They, therefore, often make the rational decision not to invest time and resources in less reliable efforts to support those people with the "harder-to-reach" backgrounds and communities (Dean, 2016). What is therefore needed is:

- A new genre of social inclusion measures for addressing the increased marginalization risks of the vulnerable people in the communities, measures that prove more embedded in the community, thus showing increased sustainability by enhancing at the same time the social capital of the disadvantaged communities, and also measures which are identified by
- new types of competences for those working at the community level with the peoples on the margins, making them re-engaged, through
- ways that mainly help through learning these people acquire skills to make a positive contribution to their own communities ("Learning Communities").

This approach adopted here may facilitate a rather ambitious, long-term impact of the the HECSOs Project beyond its funding life, by providing an intervention model for the community stakeholders, based on the emerging role of the CE Manager, together with support to adapt it to their needs, so as to improve the quality and effectiveness of community work in the European Union at large.

This is the context for the evolution of such a new role (job), which will help mitigating the problem, by enabling those professionals working at the community level, especially in deprived communities and with the hard-to-reach people, in order to “step into their shoes”, by better understanding their needs, providing a credible and trusted source of support, to help them to re-engage themselves, especially with action learning and realise their potential, thus playing an active role in improving their communities. This is the role of the Community Engagement Manager, considered a “mediator to community engagement”, who aims at structuring a “learning bridge” between mainly those people on the margins and their realities.

The CE Manager could be a community worker, who comes from the community and is trusted by his or her marginalized peer group. In other words, the CE Managers come to catalyze relationships between disconnected vulnerable people and their communities, with those organizations and agencies that are active as inclusion entities at the community level. They act as a bridge between hard-to-reach people and the inclusion services. The ultimate task of the CE Manager is the one of persuading marginalized people that they can contribute to helping themselves and their communities, by joining fulfilling action learning experiences, taking an active role in their community’s social, cultural and civic life. In this respect it is necessary to identify a framework of competences, which will outline the profile of those individuals, who can successfully perform accordingly. And last but not least, in order for the CE Managers to operate effectively, they need to engage with other key actors who have the vision, motivation and competences to deliver joined-up social innovation and inclusive outcomes.

As with all similar innovation facilitating initiatives, the HECSOs Project is being based upon a “theory of change,” which may sometimes be implicit and not formally articulated. The theory of change tells the “project story”, starting with the “presenting problem” to be addressed, through to the “change it aims at,” providing a solution to that problem, at the end of the project and beyond, ie. the project’s “expected impacts.” The following are connecting the “presenting problem” and the

“expected impacts.”

- Activities, corresponding to actions carried out in the frame of the project, that lead to Outputs;
- Outputs, being the results that are produced by these activities, which in their turn lead to Outcomes; more specifically
- immediate Outcomes, ie. changes in awareness and knowledge, which lead to
- intermediate Outcomes, which are changes in behaviour and structures.

A (very simplified) Theory of Change for the project is presented in the Figure below. The “presenting problem” which the present project addresses is: Community engagement becomes necessary to address deprived living conditions, deteriorating welfare status and social disadvantages related to increased social inequalities often linked to lack of access to learning and other opportunities, to social resources and services (for example health and housing) and to cultural resources (including digital technologies), especially for those groups of vulnerable people. This situation inhibits social cohesion and hence reinforces significant reproduction of social inequalities.

The HECSOs Project’s “theory” about the causes of this problem is: the multi-dimensional nature of social exclusion means that factors like social class, gender, ethnicity and geography combine to heavily prescribe the choices and aspirations of people. Communities with high levels of deprivation cannot generate sufficient social capital to compete effectively in accessing life, including learning and other opportunities. In turn, inequalities are reproduced through everyday life and “lived experience”. The lived experience of these communities is that learning and other welfare services is part of an ecosystem that is separated from their “lifeworld”. In this context, another key factor is the resistance (stuckness) of community (social) service providers towards change and innovation, which creates barriers to the adoption of novel solutions to support greater access and uptake of opportunities at large by disadvantaged and hard-to-reach people.

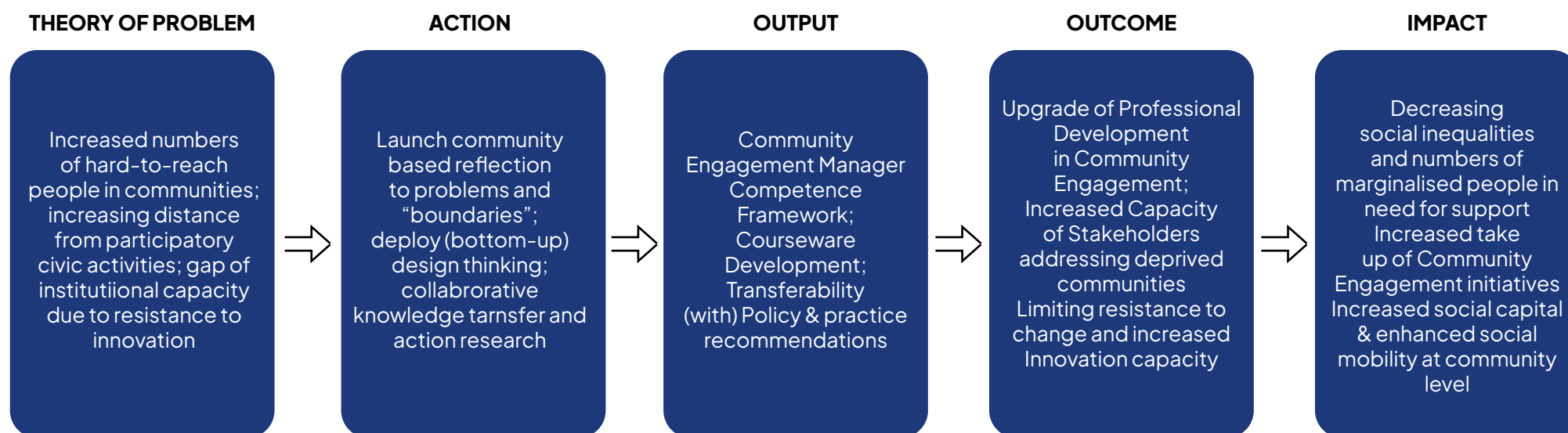
The HECSOs Project's longer term expected impacts (the expected changes to the presenting problem) – see also in Figure below – are:

- increased innovation in community work and social service agencies (CSOs and tertiary education institutions);
- improved, cross-sectoral and joined up policy and practice design and implementation, with tertiary education institutions;
- increased access to and take up of learning and social capital opportunities and re-engagement by the hard-to-reach people; and eventually
- increased social capital in marginalised and disadvantaged communities and enhanced social mobility.

The HECSOs Project's immediate outcomes (changes in awareness & understanding) and its intermediate outcomes (changes in individual and institutional behaviours) are:

- greater awareness by the community stakeholders, community social services and other key actors about the relationship between community engagement and the fighting of social exclusion and deprivation;
- increased awareness by the above stakeholders of “what works for whom under what circumstances” in designing and implementing interventions to increase community engagement and access to and the take up of action learning and community engagement opportunities, and of the innovations needed to support greater access to and the uptake of these opportunities by hard-to-reach people;
- upgraded “inclusion focused” community engagement competences, guiding relevant policy-making and practice deployment by the stakeholders;
- with the; capacity building of the community services and the Tertiary Education institutions, introducing organizational changes as well as training programs in order to support greater access and the uptake of on-the-job training experiences by those interested in community engagement, aiming at the
- upgrading of those community workers' competences, by identifying the hybrid role of the CE Manager, who is capable to deliver a core set of critical tasks, having acquired a core set of skills and knowledge.

Figure: HECSOs Project's "story"



As with the Figure above, the challenge in this case is to move from one step to the other in a joint way, by adopting an action research paradigm, starting with "presenting the problem" (the "theory of the problem") and moving on with the activities ("action") to the "outputs", especially the Competence Framework for this hybrid role of the CE Manager and the Courseware (Training Program) Development, in order to serve the anticipated "outcomes" and eventually the "expected impacts."

In order to further enhance the starting (“presenting problem”) phase and thus build a convincing “story of change (innovation)”, which we should aim at, it would prove useful to address a set of reflective questions, as those following.

- Are there good examples to point to, which could raise curiosity? And vis-à-vis, which skills of the CE Managers could we foster as effective ones?
- Which sort of needs of these hard-to-reach (vulnerable) groups at the community level, could be shed light upon, being currently met in the community centres and the social services and learning agencies, by deploying effective Community Engagement practice? Are there “success stories” we could come up with?
- While moving from the “theory of the problem” to the “action” (see in Figure above), how can we present the Community Engagement competence development pathways in an attractive and eventually effective way for the preparation of the CE Managers?

In this way, while coming up with the “story” of the HECSOs Project and running the phase of understanding the “problem” towards the “action” step, we have to ensure that all involved stakeholders, both the “intermediate” potential users of the project’s outcomes, the civil society organizations (CSOs), the tertiary education institutions and the community workers and the “end users”, ie. the communities at local level and especially the hard-to-reach people, those in deprived localities (beneficiaries), jointly develop such a common understanding of the challenge ahead.

This is why and where the Design Thinking approach could serve our methodological work in the HECSOs Project, as a promising means for deploying a participatory action research practice in this stepwise move towards reaching the targeted outputs.

Design thinking is a non-linear, iterative process that project teams use in order to understand the “users”, both the community and civil society workers and the community members, especially in those communities with increased participation of vulnerable groups.

Through such a stepwise approach, challenging the prevailing assumptions as it regards the specific tasks and the corresponding

competences of the CSOs’ workers and the community service providers as well as challenging the existing practice, in the fields of social services and of community engagement, and further redefining whichever problems and creating innovative solutions (outputs), we could come up with prototyping and testing (validating). Thus, reaching the anticipated outcomes and expected impacts, first by the adoption of contextualized competence frameworks and then by developing corresponding courses – as presented in the following parts.

4. Building a Competence Framework Model

The concept of “Competence” was originally developed in the field of psychology, in order to refer to the individuals’ ability to respond to certain demands placed on them by their environment. In vocational training and in education at large competencies² are being used as the identifiers for measuring learning achievements – learning objectives (outcomes) – and, consequently, for the design of appropriate learning activities and processes (curricula & syllabus), including the identification of appropriate learning materials and resources, that bare the potential to eliminate the gap identified, between competencies needed and those available. Competence development³ can be approached as a “life-cycle”, which aims at the continuous enhancement and development of an individual’s competencies. The main steps of this lifecycle can be identified as follows:

- (a) The building of a **“Competence Framework Model”**, through the identification of relevant activities and tasks and the corresponding competences;
- (b) the **assessment** of existing competencies;
- (c) the **gap analysis between existing and the required competences** for (the delivery of) a specific job (and tasks); and
- (d) the **building of competence development programs**, preferably through a modular design approach, in order to minimize the identified gaps and to support the continuous performance monitoring and the assessment in order to confirm improvement.

² The words competence and competency (plural competencies) are sometimes interchangeably used to refer to the same term describing capacity, ability of performing an activity (delivering a task), with the competence more often referring to the measure of the sufficiency of such a performance while the competency to the performance per se.

³ “Competence Models in Technology-enhanced Competence-based Learning”, Demetrios Sampson^{1, 2}, Demetrios Fytros

4.1 The Role (Job) of the “Community Engagement Manager” & the Occupational Framework⁴

Based on this lifecycle, we are outlining the desired profile of the role of the CE Manager, by identifying the corresponding knowledge, general and technical skills, abilities and experience, necessary to perform accordingly, to provide with community engagement action research activities and especially facilitate and offer those opportunities for the social (re-)engagement of the hard-to-reach people in the communities, by performing “mediation” and engaging them through the action learning practice and social innovation. In order to proceed with the identification of the Competence Framework, we have also considered the good practice valorised with the IGUANA⁵ project, which deals with the Emotional and Organizational Intelligence as a holistic way of looking at, and the facilitation and mediation and engaging with the social environment. It sees emotional intelligence as a continuous process of self-awareness and self-development. To be more specific, Emotional Intelligence consists in:

- intra-personal competences – helping individuals to assess their emotional intelligence;
- inter-personal competences – helping individuals to recognize diversity (with “the other”) and to apply their intra-personal competences to develop a positive relationship with the external world and with other people;
- adaptability – helping an individual to respond effectively to changing situations; and
- affective competences – helping individuals assess their mood and how they manage their mood in relation to behaviours and relationships.

³ “Competence Models in Technology-enhanced Competence-based Learning”, Demetrios Sampson^{1, 2}, Demetrios Fytros

⁴ <https://www.usability.gov/how-to-and-tools/methods/personas.html>

⁵ <http://www.iguana-project.eu/emotional-intelligence-self-assessment-tool-areas>

While at the same time the Organization Intelligence, which is considered to serve as the proxy of the Organizational Innovation Capacity, for engaging people at the community level and for overcoming “stuckness” in community centers, CSOs and tertiary education institutions, comprises the following:

- (Positive) Holding environment, as the “space” in which a combination of factors working together to allow people, especially those with cultural and other diversities, to feel confident and operate effectively in their designated roles;
- Groupishness, the state when people getting together in a group, are becoming capable of acting outside their “normal” patterns of behaviour;
- Organizational well-being, expressed in how people behave, especially when they are working in teams, or as part of a wider system;
- Systems orientation, placing the organization within this broader context, seeing it as part of a map or many different maps, and recognizing that “journeys” and “explorations” are essential to fulfilling its purpose, to its survival and progression;
- Normalization, being about how the CSO, the tertiary education institute and the community centre or the community itself imposes rules; and its capacity for thinking outside the box;
- Evaluation, being used to help organizations to learn how to do things better, thus constituting a very powerful tool to support change and innovation; and the
- Learning Organization, which cultivates a community where individual and collective learning is encouraged and sustained, by promoting the kind of culture that enables and even accelerates knowledge and skills development, with members committed and capable of continuously transforming themselves.

The analysis of both the Emotional and the Organizational Intelligence dimensions of the Occupational Framework of the CE Manager enhances the contextualization capacity of the “tool”, in order to support the competence development of the staff in CSOs and of other individuals working within the community, under varying conditions. And, eventually, the Competence Framework could provide solutions with the capacity building of those stakeholders and of other bodies active in the field of

Community Engagement. In our analysis we have also considered the mature Occupation Profile of the Social & Community Service Manager (“SCSM”), which provides with strong similarities with the one of the CE Manager. The specific Occupation Profile also comprises a sub-set of the O*Net Skills typology, especially those skills necessary to sufficiently deliver on the job, which can be grouped into six “Competence Areas”, as follows:

Ability to recognize diversity & Adaptability Competence (encompassing “Adaptability” and “Inter-personal Skills”),

Management & Coordination Competence (encompassing “Ability to navigate Community Mngmnt Tools” and “Organization & Project Management”),

Analysis & Insight Competence (encompassing “Market Research skills” and “Analytical ability”),

Learning Competence (encompassing “Domain Knowledge”),

Guidance and Leadership (encompassing “Advanced Communication skills” and “Community Engagement” - networking and advocating),

Alignment to the Scope–Mission (encompassing “Strong appreciation to the Scope–Mission”)

The afore-mentioned sets of competences, including those identifying the emotional and organization intelligence, have hereby been deployed in an integrated way, in order to define a flexible and evolutionary **Competence Framework Model (Guide)**, which could be occasionally customised, thus becoming “fit-to-purpose”, meeting varying needs of the HECSOs Project’ s target groups, either being the staff of the CSOs and the community service centres or the faculty members of tertiary education institutions, who should become capable to contribute to the transformative process of community engagement, bridging especially the hard-to-reach people within their community environments, through the development of their action learning capacity, in order to become creative agents of change and social innovation.

Table I: Mapping Competence Areas of Community Engagement Manager (“CEM”) against the “DigiComp2.0” Competency Areas

DigiComp Competency Areas	Information and data literacy	Communication and collaboration	Digital content creation	Safety	Problem Solving
(“SCSM”) CEM Competence Areas					
Guidance and Leadership	□	□	□	□	□
Learning Competence	□	□	□	□	□
Analysis and Insight Competence	□	□	□	□	□
Alignment to the Scope-Mission	□	□	□		
Management & Coordination Competence	□	□	□		
Adaptability	□	□			

Further on and in order to take into consideration the digital transition of the job contents across the board, we are also aligning the aforementioned Competence Areas to the “DigiComp 2.0” Competency Areas, as in the Table I.

In Table I above, the Competence Areas, ie. the clusters of Skills and Knowledge of the Social and Community Service Manager (according to the O*Net Classification), are presented in the left column, with increasing levels of seniority (& experience) for the job, from the bottom to the top. With the thick horizontal line separating the competences below this line, which are considered to be the ones necessary, required as the minimum capacity level in order for someone to perform in this job/role. Additionally, the more the job-specific Competence Area is considered demanding – from the “Adaptability” to the “Guidance and Leadership” –, the more significant the acquisition of the higher-level digital competences proves to be – when moving from the left (“Information & Data Literacy”) to the right (“Problem Solving”).

The Table I provides with the guidance, regarding the requirements for the up-skilling of those involved in community engagement work, in order to sufficiently perform upon the tasks of the CE Manager. While, it also offers a consistent approximation framework to work upon competence benchmarks for building corresponding programs (courses), in order to facilitate the upgrading of skills for the members of the CSOs and of the community service centres as well as the staff of the tertiary education institutions.

In this respect, the driving challenges for the effective, wide adoption of the community engagement paradigm, as the means to address community priorities and sustain social cohesion, through action learning and social innovation lie, from the one hand, upon the capacity building of the civil society organizations and other community-based actors, jointly with the tertiary education institutions, and, from the other, upon the consistent adoption of effective continuous professional development practice.

In this context, it seems that the HECSOs Project is hereby providing with an insightful analysis of the working practice and it is contributing to the professionalization in the community engagement field by adopting an integrated approach, which is comprising a Competence Framework Model/Guide (PR2/I) and the (exemplar) Competence (professional) Development (training) Programs.

In the following part of this document we are identifying the basis for the contextualized definition of the critical **Functions** and of the **Functional Competences**, which are considered relevant and sufficient in order to successfully perform the tasks (“duties”) of the CE Manager.

4.2 Community Engagement Manager: Functions & Functional Competences

The structure of the **Competence Framework** of the CE Manager is function-specific, with the perceived critical **Functions** of the role/job hereby described and encompassing sets of competencies (knowledge & skills) for the corresponding tasks (functions), as in the following set from 1 to 7:

- 1) Enhancing open access especially for marginalized people in institutions and settings, providing information for community issues, including lifeworld reflection analysis experiences**
 - a. Service Orientation — actively looking for ways to help people develop their capacities to reflect upon and get engaged
 - b. Human Rights – knowledge of principles and issues relevant to human rights and emphasis on those of marginalised groups
 - c. Social Perceptiveness — being aware of others’ reactions and understanding why they react as they do within a given context
- 2) Building collaboratively with the community members their self-esteem and confidence**
 - a. Active (Group) Listening — giving full attention to what other people are saying and expect, taking time to understand the points being made, asking questions as appropriate and not interrupting at inappropriate times
 - b. Networking – being able to develop intra-group and inter-group networks with the local community and other local groups
 - c. Group methods and dynamics – group methods, techniques and dynamics, used in different settings and with various groups and individuals, especially concerning methods of coming up with social intervention tactics and working in community settings

- 3) Building resilience, such as the ability to deal with (cultural & other) diversities and with the ups & downs of life and other life changes**
 - a. Social Perceptiveness — being aware of others’ reactions and understanding why they react as they do within a given context
 - b. Judgment and Decision Making — considering the relative costs and benefits of potential actions to choose the most appropriate one collaboratively with the community members
 - c. Critical Thinking — using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems and solve disorienting dilemmas
- 4) Supporting people - especially (hard-to-reach) groups of different backgrounds - to make informed choices and decisions**
 - a. Service Orientation — actively looking for ways to help people develop their capacities to intervene
 - b. Psychology - knowledge of human behaviour and performance; individual differences in ability, personality, and interests; learning and motivation; research methods
 - c. Judgment and Decision Making — considering the relative costs and benefits of potential actions to choose the most appropriate one collaboratively with the group members
 - d. Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions

5) Developing the personal and professional capacity of CSOs & Tertiary Education staff (mentoring role)

- a. Education and Training - Knowledge of principles and various methods for the development of learning environment including the use of arts, music etc.
- b. Networking - being able to develop intra group and intergroup networks with the local community and other local groups
- c. Service Orientation - Actively looking for ways to help people develop their capacities to intervene
- d. Technological Skills - familiarization with technology and basic knowledge

6) Encouraging & developing the hard-to-reach people's personal and professional capacity through group working processes and learning

- a. Group methods and dynamics - group methods, techniques and dynamics used in different settings and with various groups and individuals, especially concerning methods of developing social intervention tactics and working in community settings
- b. Education and Training - knowledge of principles and various methods for configuring learning environments, including the use of arts, music etc.
- c. Networking - being able to develop intra group and intergroup networks with the local community and other local groups
- d. Technological Skills - Familiarization with technology and basic knowledge

- e. Apply group learning strategies and methods - employ various approaches, learning styles, and channels to develop group learning and intervention strategies

7) Evaluating individual and group expectations and needs and developing activities and action learning programs that address these needs

- a. Active Group Listening - giving full attention to what other people are saying and expect, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times
- b. Group development - being able to work with groups, understand roles and dynamics and develop collaborative relationships
- c. Apply group-learning strategies and methods - employ various approaches, learning styles, and channels to develop group learning and intervention strategies
- d. Social intervention - being able to design, develop and apply programme of social intervention according to the local context and the broader perspectives

We have thus structured a **Competence Framework (Guide/Model)** which is

- identifying the role of the CE Manager through set of critical functions and the relevant (functional) competences,
- providing with a set of relationships between the (core-functional) competences and other job-specific ones, as being identified according to the legacy in the field (“SCSM”), being linked to activities and their (performance) competency levels, and eventually
- the Competence Framework is being accompanied by corresponding performance benchmarks, anchored to competency levels using the digital communication and collaboration means (DigiComp2.0) – often being the prevailing (or preferred) communication and expression means of those hard-to-reach people in the communities.

In this framework, as in Table II below (next page), we are also considering and relating to the Emotional Intelligence capacity of those interested in undertaking the CE Manager’s role, being either already engaged community working professionals or staff and faculty members of Tertiary education institutions. We are also relating to the Organizational Innovation capacity of the CSOs and the other community service centres and the corresponding teams/units in the tertiary education institutions as well.

Due diligence needs to be taken on board, when using the hereby presented approach and the Table II, in order to come up with those processes and solutions adopted for the assessment of available competences and prior learning – when recruiting people –, and for the instructional design of the courses (training) and accompanying service and the assessment of learning achievements.

In the last part (Part 5) of this document, we are suggesting a way to come up with a consistent assessment framework and the family of (assessment) Tools, which could provide with reliability and rewarding guidance, offered to those interested in working in the field of community engagement, in order for them, the CSOs and the other community stakeholders and tertiary education institutions, to deliver upon the tasks of the Community Engagement Manager.

And last, but not least, we have considered the further consolidation of the **Functional Competences**, adopted in the hereby **Competence Framework Guide**, by benchmarking their **relevance towards the set of “Responsibilities”** – duties/tasks –, which have been presented in a rather comprehensive **job vacancy** publication for the post of the so-named “Community Engagement Specialist”, as in the Annex. There, one can easily align the functional competences of the CE Manager to each one of the seven (7) Responsibilities of the Job described.

Table II: [HECSOs] COMPETENCE (MODEL) FRAMEWORK: Modular Schemes for CE Manager' s Competence building

<i>CE Manager Functions</i> <i>Competence Areas</i>	Enhancing open access especially for marginalized people in institutions and settings, providing information for community issues...	Building collaboratively with the community members their self-esteem & confidence	Building resilience, such as the ability to deal with (cultural & other) diversities and the ups & downs of life and other life changes	Supporting people - especially (hard-to-reach) groups with different backgrounds - to make informed choices and decisions	Developing the personal and professional capacity of CSOs & Tertiary Education staff	Encouraging & developing the hard-to-reach people' s personal and professional capacity through group processes and learning	Evaluating individual and group expectations and needs and developing activities and action learning programs that address these needs	<i>Emotional Intelligence Competence Areas (EI)</i>
<i>Guidance and Leadership</i>								AFFECTIVE COMPETENCES - help an individual assess their mood and how they manage their mood in relation to behaviours and relationships
<i>Learning Competence</i>								ADAPTABILITY - helps an individual to respond effectively to changing situations
<i>Analysis and Insight Competence</i>								
<i>Alignment to the Scope-Mission</i>								INTER-PERSONAL COMPETENCES - applying intra-personal competences to develop a positive relationship with other people
<i>Management & Coordination Competence</i>								
<i>Ability to recognize diversity & Adaptability</i>								INTRA-PERSONAL COMPETENCES - helping an individual to assess his/her emotional intelligence
ORGANIZATION INNOVATION CAPACITY (OI)								
	<i>Positive Holding Environment</i>	<i>Groupishness</i>	<i>Organizational well-being</i>	<i>Systems orientation</i>	<i>Normalization</i>	<i>Evaluation</i>	<i>Learning Organization</i>	
<i>Max Level</i>								
<i>Sufficient Level</i>								
<i>Not enough</i>								

5. Assessment Tools

By using the previously identified set of (critical) functions and the corresponding (functional) competences, as with the **Competence Framework (Guide)**, presented in Part 4, we are hereby suggesting a **Competence (level) Assessment scheme**, in the following table, which can serve as the basis for the interested stakeholders, namely the CSOs and other Community agents as well as the relevant staff of tertiary education institutions, to come up with a “family” of **Assessment Tools**, which could support a number of Community Engagement Manager capacity and human capital building processes, such as:

the **assessment of prior learning and experience**, to serve recruiting purposes and or for joining training activities (programs),

the following up **assessment of learning achievements, in terms of competency development**, after the participation to training courses, and

the **assessment of competence development**, with the latter considered to be a catalytic performance indicator for these types of community engagement projects and initiatives, and for the organizations themselves, which are running the corresponding community engagement activities.

COMPETENCY LEVEL	MINIMUM	MIDDLE	MAXIMUM
Enhancing open access especially for marginalized people in institutions and settings, providing information for community issues, including lifeworld reflection analysis experiences			
1a. Service Orientation <i>Looking for ways to help people develop their capacities</i>	Provides neither individual nor small group counselling to meet hard-to-reach people's needs, within the scope of the social integration, by not making any referrals to experts or social structures in the field for intensive services, as would be needed.	Provides minimal individual or small group counselling to meet hard-to-reach people's needs, within the scope of the social integration, by making referrals to experts or social structures in the field for intensive services as needed.	Provides sufficient individual or small group counselling to meet hard-to-reach people's needs, within the scope of the social integration, by making referrals to experts or social structures in the field for intensive services as needed.
1b. Human Rights <i>Knowledge of principles and issues relevant to human rights</i>	Mediocre knowledge of human rights. Inability to transmit the spirit	Good knowledge of human rights. Just reference them.	Very good knowledge of human rights. Transmitting their importance and the spirit of their claim.
1c. Social Perceptiveness <i>Empathy</i>	Unaware of others' feelings and what causes them	Recognizes expressed feelings of others and what causes them	Recognizes unexpressed feelings and what causes them
Building collaboratively with the community members their self-esteem & confidence			
2a. Active (Group) Listening <i>Body Position/Eyes</i>	Not looking at the speaker/head, turned away, seems tired and sometimes bored	Look alert most of the time, facing the speaker most of the time	Facing/making eye contact with speaker, sitting straight at the speaker
<i>Summarize what the speaker is saying</i>	Doesn't provide a paraphrase; or paraphrases inaccurately more than 50% of the message; analyses or evaluates speaker; gives advice.	Paraphrases accurately, but adds extraneous information	Paraphrases accurately and succinctly accurately identifies and empathizes emotion of speaker.
<i>Ask Questions</i>	Asks inappropriate questions; asks too many questions; doesn't ask questions when they would be appropriate.	Asks questions, but some are unnecessary or irrelevant	Asks relevant and appropriate questions.
2b. Networking	Is not self-confident to develop intra-group and inter-group networks with the local community and other local groups	Being capable to develop intra-group and inter-group networks with the local community and other local groups without networking activities	Being capable to develop intra-group and inter-group networks with the local community and other local groups and implement networking activities.
2c. Group methods and dynamics <i>Foster bonds between team members</i>	The <i>CE Manager</i> merely maintains peaceful and peer-friendly participation of members in the discussions	The <i>CE Manager</i> maintains peaceful and peer-friendly participation of members in the discussions, strengthening the members' bonds	The <i>CE Manager</i> fosters a sense of trust among team members and help team members realize the dynamics of teamwork
<i>Develop group-based social intervention</i>	The <i>CE Manager</i> is not a social mediator and does not have knowledge of ways of social contribution	The <i>CE Manager</i> is a social mediator and presents chances of social contribution	The <i>CE Manager</i> is an active social mediator and encourages the desire for social contribution

Building resilience, such as the ability to deal with (cultural & other) diversities and the ups & downs of life and other life changes

3a. Social Perceptiveness <i>Empathy</i>	Unaware of others' feelings and what causes them	Recognizes expressed feelings of others and what causes them	Recognizes unexpressed feelings and what causes them
3b. Judgment and Decision Making <i>Preparation and use of relevant information</i>	Repeats information provided without question or dismisses evidence without adequate justification. Does not distinguish among fact, opinion, and value judgments. Sources are not on topic or are inappropriate. No evidence of search, selection or source evaluation skills.	Use of evidence is qualified and selective, though perhaps unintentional. Discerns fact from opinion and may recognize bias in evidence though attribution is spotty, inappropriate, or exaggerated. Sources selected adequately meet the information need, though little evidence of more than routine exploration. Demonstrates adequate skill in searching, selecting, and evaluating sources to meet the information need.	Examines the evidence and source of evidence; questions its accuracy, precision, relevance, completeness. Information need is clearly defined and is related to assignment, course or personal interests. Evidence of search, selection, and source evaluation skills; notable identification of uniquely salient resources
<i>Consideration of alternatives and decision-making</i>	Deals only with a single perspective and fails to discuss other possible perspectives,	Begins to relate alternative views to qualify analysis. Rough integration of	Addresses additional diverse perspectives drawn from outside information to qualify
	especially those held by others. If more than one idea is advanced, alternatives are disjointed or bolted together. Adopts single idea(s)/decision(s) with little question.	multiple viewpoints and comparison of ideas or perspectives. Ideas are investigated, if in a limited way, and integrated, if unevenly. Is able to come up with a decision but may dismiss alternative views too hastily.	analysis. Fully integrated ideas and perspectives from variety of sources. Analogies may be used effectively. Integrates own and others' ideas through a complex process of judgment and justification. Can clearly present/justify own view, decision or hypothesis while respecting other views.
3c. Critical Thinking <i>Evaluates assumptions</i>	Fails to identify and evaluate any of the important assumptions behind the claims and recommendations made.	Identifies some of the most important assumptions, but does not evaluate them for plausibility or clarity.	Identifies and evaluates all the important assumptions, but not the ones deeper in the background – the more abstract ones.
<i>Evaluates implications, conclusions and consequences</i>	Fails to identify implications, conclusions, and consequences of the issue, (OR) the key relationships between the other elements of the problem, such as context, assumptions, or data and evidence.	Suggests some implications, conclusions, and consequences, but without clear reference to context, assumptions, data, and evidence	Identifies and briefly discusses implications, conclusions, and consequences considering most but not all the relevant assumptions, contexts, data, and evidence.

Supporting people - especially (hard-to-reach) groups of with different backgrounds - to make informed choices and decisions			
4a. Service Orientation <i>Looking for ways to help people develop their capacities</i>	Provides neither individual nor small group counselling to meet hard-to-reach people's needs, within the scope of the social integration, by not making any referrals to experts or social structures in the field for intensive services, as would be needed.	Provides minimal individual or small group counselling to meet hard-to-reach people's needs, within the scope of the social integration, by making referrals to experts or social structures in the field for intensive services as needed.	Provides sufficient individual or small group counselling to meet hard-to-reach people's needs, within the scope of the social integration, by making referrals to experts or social structures in the field for intensive services as needed.
4b. Psychology <i>Demonstrates skills in understanding marginalized youth feelings and way of thinking (empathy)</i>	The <i>CE Manager</i> understands and is able to interpret only the feelings and experiences shared with the community members (people) and other community agents.	The <i>CE Manager</i> has inductive thinking and does only understand the feelings and experiences shared by hard-to-reach people in the community.	The <i>CE Manager</i> has a high empathy and deeply analyses the feelings and experiences shared by hard-to-reach people in the community.
<i>Establishes goals for enhancing hard-to-reach people's self-esteem and confidence</i>	Goals for empowering are rudimentary and partially suitable for group needs	Goals for empowering are clear and appropriate for group needs	Goals for the empowering program are highly appropriate for group needs
<i>Planning interventions to empower hard-to-reach people's self-esteem</i>	Plans for hard-to-reach community members are partially suitable for them or are sporadically aligned with identified needs	Plans for hard-to-reach community members are suitable for them and are aligned with identified needs	Comprehensive plans for hard-to-reach community members, finding ways to creatively meet hard-to-reach people's needs
4c. Judgment and Decision Making <i>Preparation and use of relevant information</i>	Repeats information provided without question or dismisses evidence without adequate justification. Does not distinguish among fact, opinion, and value judgments. Sources are not on topic or are inappropriate. No evidence of search, selection or source evaluation skills.	Use of evidence is qualified and selective, though perhaps unintentional. Discerns fact from opinion and may recognize bias in attribution is spotty, inappropriate, or exaggerated. Sources selected adequately meet the information need, though little evidence of more than routine exploration. Demonstrates adequate skill in searching, selecting, and evaluating sources to meet the information need.	Examines the evidence and source of evidence; questions its accuracy, precision, relevance, completeness. Information need is clearly defined and is related to assignment, course or personal interests. Evidence of search, selection, and source evaluation skills; notable identification of uniquely salient resources
<i>Consideration of alternatives and decision-making</i>	Deals only with a single perspective and fails to discuss other possible perspectives, especially those held by others. If more than one idea is advanced, alternatives are disjointed or bolted together. Adopts single idea(s)/decision(s) with little question.	Begins to relate alternative views to qualify analysis. Rough integration of multiple viewpoints and comparison of ideas or perspectives. Ideas are investigated, if in a limited way, and integrated, if unevenly. Is able to come up with a decision but may dismiss alternative views too hastily.	Addresses additional diverse perspectives drawn from outside information to qualify analysis. Fully integrated ideas and perspectives from variety of sources. Analogies may be used effectively. Integrates own and others' ideas through a complex process of judgment and justification. Can clearly present/justify own view, decision or hypothesis while respecting other views.

4d. Complex Problem Solving <i>Identifying problem and main objective</i>	Does not attempt to or fails to identify and summarize the problem accurately.	Summary of issue is mostly accurate but some aspects are incorrect or confused; nuances and critical details are absent or glossed over.	Clearly identifies and summarizes main problem, question or issue. Identifies secondary or implicit issues. If applicable, notes relationships between factors in the situation and how they relate to each other.
<i>Developing a Plan to solve the problem</i>	Develops a marginal plan and does not follow it to conclusion.	Develops an adequate plan and follows it to conclusion.	Develops a clear and concise plan to solve the problem, with alternative strategies, and follows the plan to conclusion.
<i>Implement Solution</i>	Implements the solution in a manner that does not directly address the problem statement.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem

Developing the personal and professional capacity of CSOs & Tertiary Education staff			
5a. Education and Training	Basic Knowledge of principles and various methods for the building of an inclusive learning environment.	Good knowledge of principles and various methods for the building of an inclusive learning environment.	Implementation of educational methods for the building of learning environment including the use of arts, music etc.
5b. Networking	Is not self-confident to develop intra-group and inter-group networks with the local community and other local groups	Being capable to develop intra-group and inter-group networks with the local community and other local groups without networking activities	Being capable to develop intra-group and inter-group networks with the local community and other local groups and implement networking activities.
5c. Service Orientation <i>Looking for ways to help people develop their capacities</i>	Provides neither individual nor small group counselling to meet hard-to-reach people' s needs, within the scope of the social integration, by not making any referrals to experts or social structures in the field for intensive services, as would be needed.	Provides minimal individual or small group counselling to meet hard-to-reach people' s needs, within the scope of the social integration, by making referrals to experts or social structures in the field for intensive services as needed.	Provides sufficient individual or small group counselling to meet hard-to-reach people' s needs, within the scope of the social integration, by making referrals to experts or social structures in the field for intensive services as needed.
5d. Technological Skills <i>Internet Use</i>	The <i>CE Manager</i> exhibits limited Web search engine skills, and requires remediation to perform basic tasks.	Although the <i>CE Manager</i> performs basic web search tasks overall, he/she needs to improve in one or more skills areas.	<i>CE Manager</i> demonstrates competency in basic web search skills (explores Internet resources, conducts a detailed search for information on the assigned topic and downloads necessary files)
<i>Use of e-mail</i>	The <i>CE Manager</i> exhibits limited e-mail skills, an requires remediation to perform basic tasks.	Although the <i>CE Manager</i> performs basic e-mail tasks overall, he/she needs to improve in one or more skills areas.	The <i>CE Manager</i> demonstrates competency in basic e-mail skills (sends/receives written communications and transmits information via e-mail attachment).

Encouraging & developing the hard-to-reach people' s personal and professional capacity through group working processes & learning			
6a. Group methods and dynamics <i>Foster bonds between team members</i>	The <i>CE Manager</i> merely maintains peaceful and peer-friendly participation of members in the discussions	The <i>CE Manager</i> maintains peaceful and peer-friendly participation of members in the discussions, strengthening the members' bonds	The <i>CE Manager</i> fosters a sense of trust among team members and help team members realize the dynamics of teamwork
<i>Develop group-based social intervention</i>	The <i>CE Manager</i> is not a social mediator and does not have knowledge of ways of social contribution	The <i>CE Manager</i> is a social mediator and presents chances of social contribution	The <i>CE Manager</i> is an active social mediator and encourages the desire for social contribution
6b. Education and Training	Basic Knowledge of principles and various methods for the development of an inclusive learning environment.	Good knowledge of principles and various methods for the development of an inclusive learning environment.	Implementation of educational methods for the development of learning environment including the use of arts, music etc.
6c. Networking	Is not self-confident to develop intra-group and inter-group networks with the local community and other local groups.	Being capable to develop intra-group and inter-group networks with the local community and other local groups without networking activities	Being capable to develop intra-group and inter-group networks with the local community and other local groups and carry out networking activities.
6d. Technological Skills <i>Internet Use</i>	The <i>CE Manager</i> exhibits limited web search skills, and requires remediation to perform basic tasks.	Although the <i>CE Manager</i> performs basic web search tasks overall, he/she needs to improve in one or more skills areas.	<i>CE Manager</i> demonstrates competency in basic web search skills (explores Internet resources, conducts detailed search for information on the assigned topic & downloads files).
<i>Use of e-mail</i>	The <i>CE Manager</i> exhibits limited e-mail skills and requires remediation to perform basic tasks.	Although the <i>CE Manager</i> performs basic e-mail tasks overall, he/she needs to improve in one or more skills areas.	The <i>CE Manager</i> demonstrates competency in basic e-mail skills (sends/receives messages, transmits information via attachment)
6e. Apply Group Learning strategies & methods	Fails or inadequately manages to identify activities for project-based and collaborative learning experiences	Manages to identify activities for project-based and collaborative learning experiences, inadequately coupled with self- and peer-assessment tools	Adequately manages to identify activities for project-based and collaborative learning experiences, sufficiently coupled with self- and peer-assessment tools

Evaluating individual and group expectations and needs and developing activities and action learning programs that address these needs

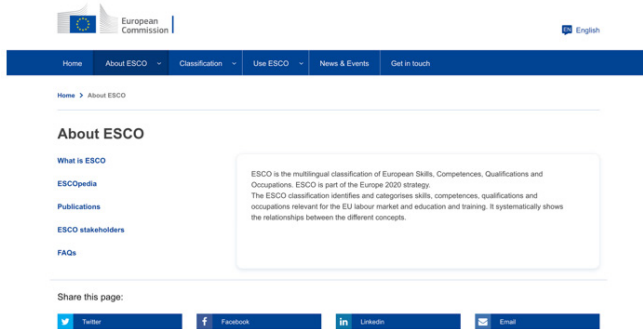
7a. Active (Group) Listening <i>Body Position/Eyes</i>	Not looking at the speaker/head, turned away, seems tired and sometimes bored	Look alert most of the time, facing the speaker most of the time	Facing/making eye contact with speaker, sitting straight at the speaker
<i>Summarize what the speaker is saying</i>	Doesn't provide a paraphrase; or paraphrases inaccurately more than 50% of the message; analyses or evaluates speaker; gives advice.	Paraphrases accurately, but adds extraneous information	Paraphrases accurately and succinctly accurately identifies and empathizes emotion of speaker.
<i>Ask Questions</i>	Asks inappropriate questions; asks too many questions; doesn't ask questions when they would be appropriate.	Asks questions, but some are unnecessary or irrelevant	Asks relevant and appropriate questions.
7b. Group development	Requires significant assistance in leading and empowering group members in collaborative solutions resulting in group satisfaction	Is hesitant but able to lead and empower group members in collaborative solution resulting in group satisfaction	Leads and empowers group members towards collaborative solutions which maximize members' commitment to and satisfaction
7c. Apply Group Learning strategies & methods	Fails to or inadequately manages to identify activities for project-based and collaborative learning experiences	Manages to identify activities for project-based and collaborative learning experiences, inadequately coupled with self- and peer-assessment tools	Adequately manages to identify activities for project-based and collaborative learning experiences, sufficiently coupled with self- and peer-assessment tools
7d. Social intervention	Being able to design programme of social intervention according to the local context (guidance, arts etc.)	Being able to design, develop programme of social intervention according to the local context (guidance, arts etc.)	Being able to design, develop and apply programme of social intervention according to the local context (guidance, arts etc.)

Main References

1_ <https://www.onetonline.org/>



2_ <https://esco.ec.europa.eu/en/about-esco>



3_ Developing Competence Frameworks in UK Healthcare: lessons from practice, Mitchell, Lindsay & Boak, George, Journal of European Industrial Training, September 25, 2009.

Annex – Exemplar Job Description & Functional Competences

Job Description (Vacancy Publication)

The **Community Engagement Specialist** plays a critical role in fostering meaningful connections between organizations and the communities they serve. They are responsible for designing, implementing, and evaluating community engagement strategies and initiatives. The specialist collaborates with diverse stakeholders, including community members, organizations, and local leaders, to ensure that the needs and aspirations of the community are represented and addressed. They work towards building trust, enhancing community participation, and promoting inclusive decision-making processes.

Responsibilities

1. Develop and Implement Community Engagement Strategies – requiring competency in relation to functional competence “Guidance & Leadership”

- a. Design and execute community engagement plans and strategies to effectively involve community members in organizational initiatives and decision-making processes.
- b. Identify target audiences, assess community needs and interests, and develop tailored approaches to engage diverse populations.

2. Stakeholder Collaboration and Partnership Building – requiring competency in relation to functional competence “Alignment to the Scope-Mission”

- a. Identify and establish relationships with key stakeholders, including community organizations, leaders, local businesses, and government agencies.

- b. Collaborate with stakeholders to develop joint initiatives, coordinate resources, and foster partnerships that enhance community engagement efforts.

3. Facilitate Community Meetings and Workshops - requiring competency in relation to functional competence “Management & Coordination Competence”

- a. Plan and facilitate community meetings, workshops, and focus groups to gather input, feedback, and insights from community members.

- b. Create an inclusive and participatory environment that encourages active engagement and diverse perspectives.

4. Communication and Outreach - requiring competency in relation to functional competence “Management & Coordination Competence”

- a. Develop and implement communication strategies to effectively disseminate information and engage community members.

- b. Utilize various communication channels, including social media, newsletters, and public forums, to reach and connect with target audiences.

5. Empowerment and Capacity Building - requiring competency in relation to functional competence “Learning Competence”

- a. Provide training and resources to community members, empowering them to actively participate in decision-making processes and take leadership roles.

- b. Support the development of community-led initiatives by providing guidance, technical assistance, and access to relevant tools and resources.

6. Evaluation and Impact Assessment - requiring competency in relation to functional competence “Analysis and Insight Competence”

- a. Monitor and evaluate the effectiveness of community engagement activities, collecting feedback and data to measure impact and identify areas for improvement.

- b. Prepare reports and presentations to communicate outcomes and insights to stakeholders and organizational leadership.

7. Promote Diversity, Equity, and Inclusion - requiring competency in relation to functional competence “Ability to recognize diversity & Adaptability”

- a. Ensure that community engagement efforts prioritize diversity, equity, and inclusion principles, and address the needs of underrepresented and marginalized communities.

- b. Foster an inclusive and respectful environment that values diverse perspectives and experiences.

Qualifications and Skills

Bachelor's or Master's degree in a relevant field such as community development, social work, sociology, or a related discipline.

Proven experience in community engagement, including designing and implementing strategies and initiatives.

Strong interpersonal and communication skills with the ability to engage and connect with diverse audiences.

Knowledge of community development principles, participatory methodologies, and approaches to inclusive decision-making.

Familiarity with social and cultural dynamics in the community, and ability to navigate sensitivities and diverse viewpoints.

Excellent organizational skills, with the ability to manage multiple projects and deadlines effectively.

Proficiency in using technology and social media platforms for community engagement purposes.

Ability to work collaboratively with a wide range of stakeholders and build partnerships.

Strong analytical and problem-solving skills, with the ability to adapt strategies based on community feedback and changing circumstances.

Note: this job description works as an exemplar and can also serve as a template for similar job vacancy announcements in the field of Community Engagement, occasionally being customized to fit the specific requirements and context of a particular organization or position in a CSO or Community (service) Centre – or the corresponding unit in a tertiary education institution.