WORKING WITH COMPETENCIES MANUAL

SERVICE PROVIDERS
Community Living disABILITY Services
MANITOBA FAMILY SERVICES AND CONSUMER AFFAIRS

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I.   <u>WORKING WITH COMPETENCIES</u>

About this Manual

The greatest resource of any organization is its employees. Helping employees develop towards and attain the required skills, values and behaviours that are key to their jobs can contribute greatly to their performance on the job. Ensuring that recruiting efforts focus on the necessary skills, values and competencies is also a critical piece of building a high performing organization.

This manual is part of a "tool kit" being made available to agencies. It is designed to help leaders and staff become more familiar with competencies. This manual is also designed to help leaders and staff understand how competencies can be used to support more effective recruitment and selection strategies. Over time, selecting for and developing these competencies in staff members will also help foster superior performance – the real goal behind the use of competencies.

The manual consists of two main sections.

The *first* section of the manual is designed to provide an **introduction to Working with Competencies.** The key questions that this section seeks to answer include the following:

- What are competencies?

- What are the specific behaviours or competencies that contribute to superior performance in the kinds of jobs we see in the agencies?

- Why is the introduction of competencies important for ongoing success at all levels within an agency?

- How can competencies can be used on more of a "day to day" basis within an agency? How can the information in this manual be applied in a practical way?

The *second* section of this manual consists of a **Competency Dictionary** – a "hands on" tool to help you begin working with the competencies in greater detail. The Competency Dictionary can be considered as a reference tool. It lays open the definitions of the competencies and related terms that have been designed for use by the agencies.

The behavioural competencies described in this manual were developed through a variety of processes, and have been designed with the agencies in mind. The information in the Competency Dictionary is based on a variety of sources, including:

- A review of the job profiles developed by the Staffing Stabilization Committee's Human Resource Sub-Committee;

- Input from an Expert Panel, consisting of a cross section of approximately twenty representatives from day, residential and supported employment agencies from both rural and urban settings; and

- Accessing Hay Group's experience and database of competency models.

What is a "Competency"?

> **A competency is any observable and/or measurable knowledge, skill, ability, attitude or behaviour or other personal characteristic that:**
>
> - **Is essential to perform the job; or**
> - **Contributes to successful performance on the job and differentiates solid from superior performance.**

When we are describing a competency, there are two major components to consider:

- The overall **definition** of the competency or behaviour that is considered to be critical to successful performance on the job. The definition explains what the competency means in general terms. The definition also helps to provide a common way of looking at a particular behaviour – and will help everyone in an agency understand the term in the same way.

- Each competency can be divided into a series of levels of proficiency – this is known as a **competency scale**. The levels describe the noticeable differences in performance that can be observed and measured for a particular competency.

For example, when we consider direct service workers and others who work in the agencies, we know that the ability to "build relationships" is a particular characteristic that can make a difference in how successfully an agency supports the individuals it serves. While each of us may have a general idea of what this term means, it is important to define "Building Relationships" in a way that makes sense to all agencies – and in a way that can be consistently understood by staff within the agencies. We might therefore, consider a **definition** of Building Relationships as "the ability to establish and build effective working relationships and networks with individuals and a variety of internal and external stakeholders".

As we consider the variety of jobs found in a given agency, it is also clear that different jobs will have different requirements for building relationships. In order for a direct service worker to be successful in this role, he or she must get to know the community and services available in order to make the necessary "connections" that will provide opportunities for individuals to actively participate in their community. If we consider the role of an Executive Director, it might be more critical for the incumbent to seek out and establish strategic relationships and partnerships that assist with enhancing the agency's image in the community and that facilitate advocacy efforts.
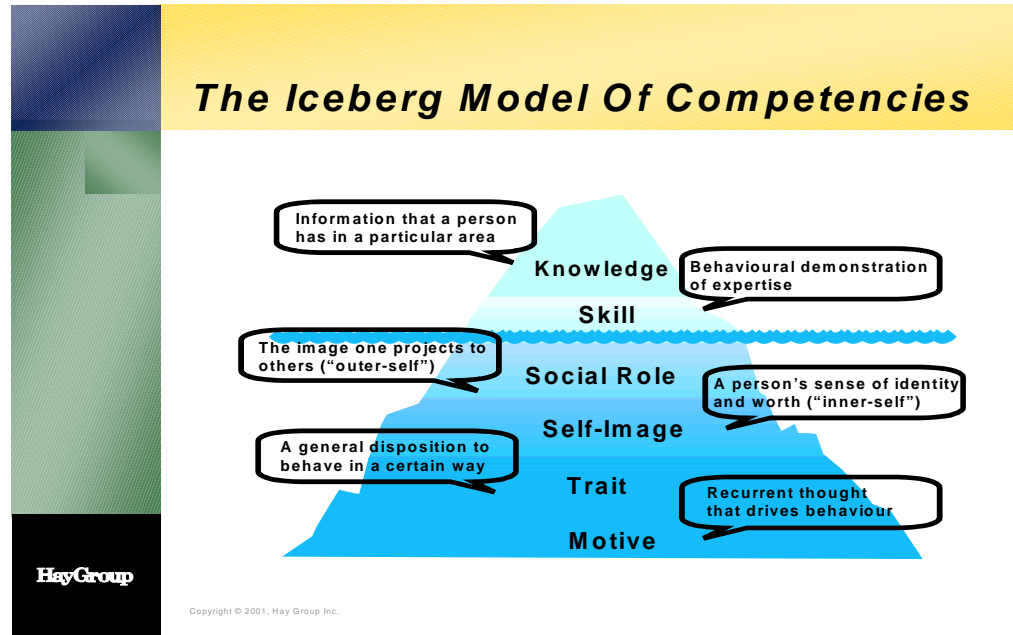
While the majority of staff members in agency roles will need to demonstrate some ability to build relationships, there may be varying degrees of this behaviour required when we consider different jobs. That is why the **competency scale** is a necessary part of the framework. It defines each level of a particular competency – and each level is noticeably different than each of the others.

Why Are Competencies Important?

In every job, some people perform more effectively than others. Thirty years of research conducted by Hay McBer have shown that exceptional performers use a variety of approaches and behaviours to get the job done. What the research also shows is that exceptional performers use a *different* variety of approaches and behaviours than those individuals who perform at the expected level.

Think of the "best' teacher or doctor in your life experience. Chances are, that teacher or doctor demonstrated not only sound technical knowledge and skills, but also a variety of behaviours that made your experience with that professional an exceptional one.

Competencies can be likened to an iceberg. Only a small percentage of an iceberg sits above the waterline and is visible. The majority of the iceberg lies under the water, as the illustration below shows. We can think of "competencies" as lying both above and below the waterline, as well. Competencies that appear above the waterline are those that are most easily observed – technical knowledge and skills. However, the research shows that it is the competencies that lie below the waterline that differentiate average form superior performers. While technical competencies can be acquired through training, those competencies that lie below the water line or behavioural competencies are more difficult to develop.

The Iceberg Model Of Competencies

Information that a person has in a particular area

Knowledge

Behavioural demonstration of expertise

Skill

The image one projects to others ("outer-self")

Social Role

A person's sense of identity and worth ("inner-self")

Self-Image

A general disposition to behave in a certain way

Trait

Recurrent thought that drives behaviour

Motive

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Understanding those behaviours that contribute to superior performance is the first step towards laying the foundation for future success – and a higher performing organization. These competencies can then be integrated into recruiting and selection strategies. Over time, these competencies can be the focus of developmental and performance management efforts.

Competencies – There are Two Types

When we speak about competencies, they can generally be divided into two main categories. These are described below:

1. ***Core Competencies*** are based on the organization's mandate, key values, and goals. They describe those behaviors that are necessary for successful performance <u>in **all** jobs</u> throughout the agency. In other words, these core competencies are necessary for the agency to meet its strategic goals and priorities. They are found in every job, but to varying degrees.

   The core competencies for all roles are:
   - Building Relationships
   - Developing Others
   - Integrity
   - Listening, Understanding and Responding
   - Advocacy
   - Quality of Service

   These terms are defined in greater detail elsewhere in the manual. But, what is important here is to understand that these competencies will help agency staff to more effectively meet the needs of the individuals that are served by the agencies.   For example, by engaging in *advocacy* and *building community relations*, accessibility and community education will be strengthened.   As leaders help staff to grow and *develop*, staff members can better assist individuals to grow and develop. A strong *service orientation* helps everyone stay focused on who we serve and allows us to adapt to changing expectations and needs. A strong ability to *listen and understand* underlies all that we are trying to accomplish in being person-centered and respectful. Over time, a path for superior performance is laid.

2. ***Job-Specific Competencies*** refer to the key interpersonal and personal skills and abilities that are necessary to **<u>specific</u>** types of jobs within the agencies. The job specific behavioural competencies are:
   - Professional Excellence
   - Flexibility
   - Information Gathering and Analysis
   - Opportunity Seeking
   - Self-Control
   - Strategic Thinking
   - Team Leadership
   - Teamwork

   It is important to note that these competencies are defined at different levels for different jobs.   At the same time, it is important to keep in mind that we need to *think* through issues and concerns, *solve problems* and stay aware of our environment. We need to work as a *team* and support each other. As issues change, we must remain *flexible*, but never lose sight of what the *agency is trying to accomplish*. We must focus on *achieving results* and taking *initiative* to help support the individuals we serve, and to allow them to participate fully in the community.

Putting the Competencies Together – A Working Model

Once the core and job specific competencies have been identified in general terms, it then becomes necessary to understand how they relate to a particular job. This next section provides the answers to the following questions:

- **How do we "translate" the list of competencies so that they make sense for the variety of jobs we typically find in an agency?**

  The competencies are developed into a model or framework, which we highlight on the next page. You will see that the model includes both core *and* job specifc competencies. The model consists of two parts – one that highlights the specific competency and another that indicates the level at which that competency should be demonstrated.

  We would expect to see all jobs having some requirement for a "core competency". However, not all the same "job specific' competencies will be applied to all jobs.

  Keep in mind, that the list of competencies that appear in the model have been developed with the agencies in mind. They are not the competencies we might expect to see used in the world of banking. Nor are they the competencies we would expect to see in a manufacturing plant. They represent those behaviours that are seen as being critical for success in effectively supporting individuals in becoming active participants in the community.
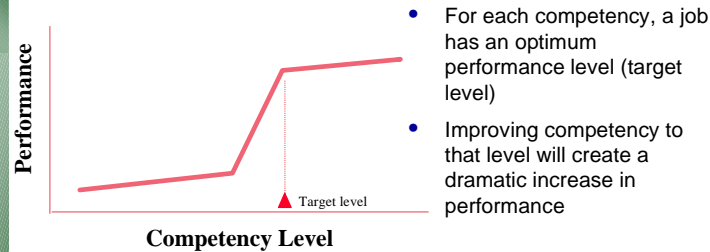
- **If these competencies are found in each job, but to varying degrees, how will we know what is the "right" level at which a competency should be demonstrated for any one job?**

  This is where the competency scale comes into play. Remember that the competency scale defines the various levels of performance for that competency. A target level of performance is set out for each competency, for each job. The target describes "what the behaviour "looks like" when we think of superior performance in a particular competency *and* in a particular type of job in an agency.

  It is important to understand that not all staff members are expected to be performing at the target level at any given time. The "target level" really sets the "bar" for superior performance and what that might "look like". Training and development opportunities can be identified to help an existing staff member attain this defined target level over time. The target level, then, is a level of demonstrated competence that an incumbent can "shoot for".

  In the case of recruiting and selection, job candidates can be better screened for those competencies that have been defined for the position for which they are being considered. The competencies provide a framework for understanding how much of this competency the candidate has demonstrated in previous job situations.

Target Levels for Performance

- For each competency, a job has an optimum performance level (target level)
- Improving competency to that level will create a dramatic increase in performance

(Chart axes: Performance (vertical), Competency Level (horizontal), with "Target level" marker)

Target levels tell:

- Where an individual should be performing
- Where to focus developmental efforts, for the greatest improvement in performance

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- **Is there a competency model for every job that exists in all agencies?**

  Although there are numerous positions in each and every agency – and variations across the agencies themselves - feedback from the expert panel process suggested that five competency models could work well across the system.

  Competency models have been developed for the following types of positions:

  - Executive Directors
  - Program Coordinators (Residential and Day)
  - Supervisors (Residential Front Line Supervisor/House Manager/Team Leader and Day Services Program Supervisor)
  - Direct Service Workers (Residential Support Worker and Facility Based/Individualized Support Worker/Job Coach/Vocational Support Worker)
  - Employment Consultant

  As a matter of interest, we point out that initially, Residential and Day workers were treated as distinctly different types of jobs. However, the analysis conducted by Hay Group suggested there are very few differences in the type of competencies that are required to successfully perform each of the roles.

- **What do the competency models look like?**

There are two tables on the following page that lay out the core and job specific competencies and the target levels for the jobs listed above. At first glance, the tables may appear a bit cryptic – just a list of competencies, codes and numbers. Keep in mind that there is a section in this manual that defines each of the competencies, and describes what each of the target levels "looks like".

For the purpose of understanding these tables, you should know that:

- The numbers highlighted in the matrix are related to the target level of competence for a particular competency.

- If a box is shaded gray and contains "ND", this indicates that this competency is "not differentiating" or "not critical" for superior performance in that job. The competency may still be required for the job - in fact, it may be a prerequisite. However, it just was not identified as a factor that helped understand the difference between a *superior* versus a solid performance. Someone in that job position would therefore want to focus on some of the other competencies in order to achieve superior performance.

In order to determine the required competencies and target levels for a given job, you would first find the appropriate column that relates to the job to which you want to refer. The numbers in the columns represent the target level for the associated competency. Keep in mind that these target levels are described in a subsequent section of this document – called the Competency Dictionary.

COMPETENCY MODELS CHARTS

CORE COMPETENCIES Target Levels					
Competency	**Executive Directors**	**Program Coordinators**	**Supervisors**	**DSW**	**Employment Consultant**
Building Relationships	4	4	3	2	3
Developing Others	4	3	3	3	3
Integrity	4	4	3	3	3
Listening, Understanding, Responding	3	3	4	4	4
Advocacy	4	3	3	2	3
Quality of Service	5	5	4	4	4

JOB SPECIFIC COMPETENCIES Target Levels					
Competency	**Executive Directors**	**Program Coordinators**	**Supervisors**	**DSW**	**Employment Consultant**
Professional Excellence	ND	ND	ND	4	4
Flexibility	4	3	3	ND	ND
Information Gathering & Analysis	ND	ND	3	2	3
Opportunity Seeking	ND	ND	ND	ND	3
Self-Control	ND	ND	3	3	3
Strategic Thinking	4	3	2	ND	ND
Team Leadership	5	4	4	ND	ND
Teamwork	ND	ND	ND	4	ND

The boxes with numbers in them identify competencies that are important for that position and the number reflects the target level to which someone should perform that role.
*ND" means "Not Differentiating". In other words, these competencies do not differentiate between a *superior* and a *solid* performer in this role.

For example, if we were to better understand the types of behaviours that a "high performing" or "superior" **Supervisor** might demonstrate, we would expect to see the following competencies at the following target levels:

In terms of <u>Core Competencies</u>:

• Building Relationships	–	Level 3
• Developing Others	–	Level 3
• Integrity	–	Level 3
• Listening, Understanding, Responding	–	Level 3
• Advocacy	–	Level 2
• Quality of Service	–	Level 5

In terms of <u>Job Specific Competencies</u>:

• Flexibility	–	Level 3
• Information Gathering & Analysis	–	Level 3
• Strategic Thinking	–	Level 2
• Team Leadership	–	Level 4

In order to more fully understand the target levels, it is important to reference the next section, the Competency Dictionary. This is where you will find the definitions of each of the competencies, descriptions of each of the levels and the target levels.

A Practical Guide to Using Competencies – Some Examples

These competency models are used in a variety of human resource management applications including:

- Recruiting and Selection
- Development/Training
- Career Planning

Examples now follow for each of these applications.

Example A: Using the Competency Model for *Recruiting and Selection*

Joe, the Executive Director of a residential agency, needs to hire a new Residential Support Worker. He consults the **job profile** to create a job posting, including the required education and then looks at the **competency mode**l to determine which competencies are critical for the job. He sees that there are 10 critical competencies for the position: Building Relationships, Developing Others, Integrity, Listening, Understanding, Responding, Advocacy, Service Orientation, Achievement Orientation, Information Gathering and Analysis, Self-Control and Teamwork. He lists these as part of the job posting.

Once the job is posted, Joe begins to prepare for how he (and anyone else he involves in the selection process) will screen resumes. This includes looking at the **job profiles** for what types of work experience he will consider relevant, what experiences he will look for and what education is required.

Once Joe has a short list of candidates, he puts together a list of interview questions to be used with the candidates. As he has already examined the resumes for relevant job experience and education, he will be concentrating on gathering competency evidence in the interviews. He looks at the **competency model** and the proficiency level required for each competency. He chooses what he considers to be the 5 most critical competencies and creates questions based on these. For example, if Teamwork is one of the competencies, Joe might ask the candidates "Tell me about a time you felt you worked very successfully as part of a team". Joe will then compare the answers he receives to the target levels for the competencies as described in the **competency dictionary**.

His final selection will be based on a combination of job experience, education and the demonstrated competencies.

Example B: Using the Competency Model for _Development and Training_

Susan is an Employment Consultant. She has been working in this role for about a year and feels she is doing well, but could be doing more. She has talked with her supervisor and she agrees that Susan should undertake some developmental activities.

Susan knows she has the technical skills required for the position and that is why she was hired. She decides to concentrate on her competencies. She examines the **competency dictionary** and carefully reads the description of each competency and the level she is supposed to be demonstrating on the job.

She realizes that she is on target (that is, she behaves in the expected manner) for many of the competencies, but below target for others. Her assessment is based on thinking about times she has demonstrated the competencies and coming up with specific behavioural example of those times. She creates a list for herself and to review with her supervisor, using the examples as evidence for her assessment.

Competency	Target	Demonstrated
Building Relationships	3	3
Developing Others	3	2
Integrity	3	3
Listening, Understanding, Responding	4	3
Advocacy	3	3
Quality of Service	4	2
Professional Excellence	4	2
Information Gathering and Analysis	3	3
Opportunity Seeking	3	2
Self-Control	3	3

In examining the list with her supervisor (who agrees with her assessment), Susan decides to initially target Opportunity Seeking as a developmental opportunity. She chooses this because it is very critical to the job, she is close to target level and she knows another employment consultant who is great at opportunity seeking who can assist her in reaching her goal.

Once the competency is decided upon, Susan consults the **Development Resource Guide (DRG).** She decides to read one of the books listed and to undertake to complete a couple of the activities listed.

Susan seeks feedback from her friend on how he creates opportunities for individuals and also gets feedback from her manager. As time goes by, Susan and her supervisor agree that she is beginning to demonstrate Level 3 behaviours and Susan considers concentrating on another competency for improvement.

Example C: Using the Competency Model for *Career Planning*

Diane is an Individualized Support Worker. She has been working in her agency for four years and is eager for a new challenge. She has talked to the supervisor she works with and thinks that is a position she might be interested in.

She talks to her executive director about this possibility and she agrees that it would be a good move for Diane. Together, they begin to plan what activities Diane will need to undertake to become a Program Coordinator.

To create a development plan, they first look at the **job profile** and see what, if any, gaps there are between the education that Diane has and that required of a Program Coordinator. Diane has previously evaluated herself on the competencies required for her position, but now she looks at the **competency model** to see what additional competencies she may require for Program Coordinator. She sees that there are several competencies that are different to be a successful program coordinator – Flexibility, Strategic Thinking, Team Leadership, and higher levels of the core competencies are also required. She knows that she has likely demonstrated some of these competencies in her current position, she just hasn't concentrated on them because they are not critical in her role.

She works with her manager to determine how she can find opportunities in her current role to demonstrate these competencies and arranges to take some courses to meet the formal educational requirements. Using the **Development Resource Guide (DRG)**, Diane also watches some films to get a better idea of what the competencies look like in action so she can begin to find ways to demonstrate them in her job. As she progresses, she further uses the DRG to help her design on the job activities to practice using those competencies.
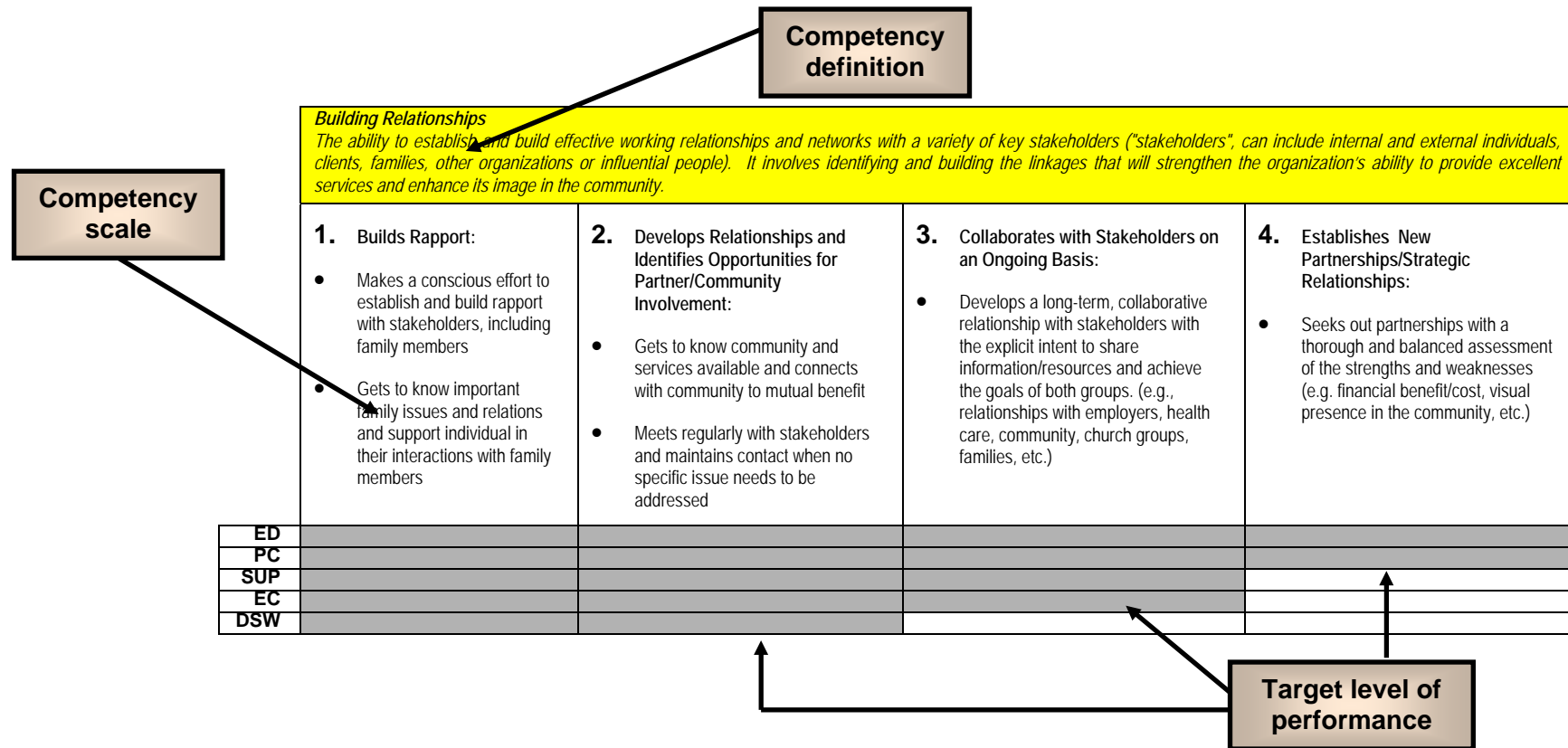
II. THE COMPETENCY DICTIONARY

This part of the manual is called the Competency Dictionary. It is a reference tool that contains information on all of the competencies and target levels for the various types of jobs found in the majority of agencies.

The Competency Dictionary is your reference for identifying:

- Competency definitions – for both Core and Job Specific Competencies
- The various levels of performance for each competency – the Competency Scale
- Targeted level of performance or competency for the types of jobs found in the agencies

Each page in the Competency Dictionary is set up in the same way:

Competency definition

Competency scale

Building Relationships
The ability to establish and build effective working relationships and networks with a variety of key stakeholders ("stakeholders", can include internal and external individuals, clients, families, other organizations or influential people). It involves identifying and building the linkages that will strengthen the organization's ability to provide excellent services and enhance its image in the community.

1. Builds Rapport:	2. Develops Relationships and Identifies Opportunities for Partner/Community Involvement:	3. Collaborates with Stakeholders on an Ongoing Basis:	4. Establishes New Partnerships/Strategic Relationships:
• Makes a conscious effort to establish and build rapport with stakeholders, including family members • Gets to know important family issues and relations and support individual in their interactions with family members	• Gets to know community and services available and connects with community to mutual benefit • Meets regularly with stakeholders and maintains contact when no specific issue needs to be addressed	• Develops a long-term, collaborative relationship with stakeholders with the explicit intent to share information/resources and achieve the goals of both groups. (e.g., relationships with employers, health care, community, church groups, families, etc.)	• Seeks out partnerships with a thorough and balanced assessment of the strengths and weaknesses (e.g. financial benefit/cost, visual presence in the community, etc.)
ED			
PC			
SUP			
EC			
DSW			

Target level of performance

In order to familiarize yourself with the information in the Dictionary, begin by reviewing the definition and the scale for each competency. It is important to read the entire definition to make sure you understand it in its intended context. For example, we may all have a general understanding of what is meant by the term "Teamwork". However, there may be important information in the definition that will help you understand what teamwork "looks like" in the context of an agency setting.

The competency scale consists of the levels of observable behaviour and typically includes either three or four levels. The scale provides you with a sense of what varying levels of performance "looks like" for a particular competency – and also includes a target level of performance for each of the jobs.

The target level of performance is highlighted along the bottom of each page in a series of shaded boxes. Take a look at the competency called "Building Relationships". Along the bottom of the page are the shaded boxes, along with reference to the position referred to. You will need to refer to the following "key" as a guide:

- ED – Executive Director
- PC – Program Coordinator
- Sup – Supervisor
- EC – Employment Consultant
- DSW – Direct Service Worker

These shaded areas tell us that for an Executive Director, the target level under "Building Relationships" is a Level 4 – and refers to the requirement to establish new partnerships and strategic relationships. The information contained within this column provides additional descriptive information as what this Level 4 consists of and what the target level behaviour "looks like". It is important to keep in mind that an existing incumbent may not be performing at the target level. This should not be alarming, if this is the case. Rather, this information can be used to reflect on developmental opportunities and needs – so that over time, an incumbent may grow in the role so as to be demonstrating the target level of behaviour.

As a number of previous examples also show, this Dictionary can also be used for recruiting and selection efforts. To the degree that a candidate can highlight other experiences that "match" this target level of behaviour, there is a greater likelihood that you will be selecting for the behaviour or behaviours that will contribute to superior performance.

Keep in mind, if a position is not identified in this shaded area, it simply means that the particular competency is not a factor or a differentiating factor in contributing to superior performance.

A. Core Competencies

Core Competencies: Are based on the organization's mandate, key values and goals. They describe the behaviours that are necessary for successful performance in **all jobs** throughout the agency. These competencies are found in every job, but to varying degrees.

Building Relationships

The ability to establish and build effective working relationships and networks with a variety of key stakeholders. "Stakeholders" can include internal and external individuals, clients, families, other organizations or influential people. It involves identifying and building the linkages that will strengthen the organization's ability to provide excellent services and enhance its image in the community.

1. Builds Rapport:	2. Develops Relationships and Identifies Opportunities for Partner/Community Involvement:	3. Collaborates with Stakeholders on an Ongoing Basis:	4. Establishes New Partnerships/ Strategic Relationships:
• Makes a conscious effort to establish and build rapport with stakeholders, including family members • Gets to know important family issues and relations and supports individual in their interactions with family members • Meets the neighbours and talks to them regularly • Initiates relationship with community members in a way that connects the individual to the community member immediately and does not make them (the employee) a focal point	• Gets to know community and services available and connects with community to mutual benefit • Meets regularly with stakeholders and maintains contact when no specific issue needs to be addressed • Initiates activities to improve the longer-term working relationship with the stakeholder • Informally educates the community • Ensures individual has opportunities to interact in the community by using own relationships or creating them (e.g. taking the individual to the same hairdresser, going to the same place for coffee) • Takes personal interest in family events, initiates family contact	• Develops a long-term, collaborative relationship with stakeholders with the explicit intent to share information/resources and achieve the goals of both groups. (e.g., relationships with employers, health care, community, church groups, families, etc.) • Calls on relationships in times of need but also responds promptly to requests of others • Gets to know the business of the community and seeks for ways to use this knowledge to the benefit of all • Formally educates the community (e.g. presentations, newsletter articles)	• Seeks out partnerships with a thorough and balanced assessment of the strengths and weaknesses (e.g. financial benefit/cost, visual presence in the community, etc.) • Matches the strengths/needs of an agency/individual with business needs of a partner (e.g. with an employer) • Sets a formal plan for forming specific partnerships within the community • Stays in touch politically, knows the political agenda and adapts partnerships accordingly
ED			
PC			
Sup			
EC			
DSW			

Developing Others

The ability to foster the learning and development of others (individuals, staff, and peers) through coaching, mentoring and empowering so that people have a deep sense of commitment and ownership. It includes promoting an environment of continuous learning and self-development that contributes to ongoing success. Developing Others is applied to all roles and is not limited to formal positions of authority.

1. Expresses Positive Expectations	2. Gives Reasons and Other Support	3. Gives Feedback to Encourage Ongoing Development	4. Provides In-Depth Mentoring, Coaching, or Training
• Makes positive comments and gives helpful suggestions regarding others' development, current and expected future abilities, and/or potential to learn • Celebrates successes and encourages others in developmental initiatives • Believes others want to and can learn, trusts their judgement and shows respect for others' intelligence	• Gives direction and provides explanation as a learning strategy when coaching regarding routine tasks • Provides practical support or assistance to foster learning (i.e., volunteers additional resources, tools, information, expert advice, etc.) or arranges for formal learning opportunities • Lets the individual or employee accomplish the tasks on their own • Asks questions or uses other methods to check that others have understood explanation or directions	• Gives specific feedback in a constructive way to maintain the person's dignity for developmental purposes • Reassures others after a setback and provides ongoing feedback in behavioural rather than personal terms • Demonstrates trust in their ability to achieve high goals and expresses positive expectations for future performance by giving individualized suggestions for improvement • Assists others in identifying where they are at and what activities are required to reach their goals. Finds solutions to assist them in reaching the goal	• Fosters a person's learning and development by ensuring that the necessary time is provided and arranging appropriate and helpful assignments, formal training, or other experiences • Delegates full authority and responsibility to individuals/employees, giving them the latitude to perform tasks in their own way (is open to new ways of approaching a task or issue) • Acts as a formal mentor to staff over the long term. Establishes training or developmental plans and ensures the required programs or materials are in place
ED			
PC			
Sup			
EC			
DSW			

Integrity

Acting in a way that is consistent with what one says; is important; that is, one's behavior is consistent with one's values. Values may come from business, society, or personal moral codes.

1. Acts Consistently, in the Workplace, according to Basic Values of Openness and Honesty	2. Acts Consistent with Values and Beliefs	3. Acts on Values Despite Emotional Risk to Self	4. Acts on Values Despite Significant Cost or Risk
• Expresses ideas, beliefs and information that "fits" with the agency and person's code of values in order to promote client individuality, health care, safety and welfare • Shares information, insights, or comments about the work when it would be easier to refrain from being open about the situation	• Takes pride in being trustworthy • Is honest in relationships. Recognizes that staff members are a guest in the individual's home • Willingly instigates program evaluation and acts on recommendations • Makes decisions and stands behind them • Treats all equally	• Admits to having made a mistake and works to rectify the situation • Speaks out, when needed, in order to promote the individual's care, health, safety and welfare. Willing to speak out even when it may hurt a relationship with a colleague, but is in the best interest of the individual • Willingly engages in debate, accepts scrutiny and having ideas challenged • Willing to speak up if an individual's plan is in question	• Willing to address or intervene on sensitive issues in order to support or protect the individual, while maintaining the work relationship • Knows limitations of when to report and when to act regarding uncertain ethical issues • Challenges powerful persons to act on understood code of values ("walk the talk")
ED			
PC			
Sup			
EC			
DSW			

Listening, Understanding and Responding
The ability to accurately listen and understand, and then respond appropriately when interacting with individuals and groups.

1. Listen Actively:	2. Listen Responsively:	3. Effectively Uses Empathy:	4. Accurately Assesses Human Behaviour:
• Actively listens to others individually or in groups or listens when approached by others • Picks up on others' non-verbal cues, such as feelings and emotions • May ask questions to confirm understanding of the speaker	• Actively seeks to understand others by getting the facts and pertinent information and reiterating this information to check understanding before drawing conclusions • Goes out of the way with others to invite conversations that help to understand the speaker; makes self available to others • Responds in ways that communicates clear understanding and respect (e.g. repeats back, allows time for an individual to put together their response) • Clearly understands and uses non verbal cues to aid in understanding the individual • Assists others in communicating (e.g., mediates between two parties)	• Demonstrates the ability to see things from another's perspective; open to others' feelings and new ideas; is able to 'walk in their shoes' • Interprets information beyond what is said, especially where thoughts, concerns or feelings are not clearly expressed by others • Understands the meaning behind what is said • Knows when to 'step in' to assist an individual in communicating and when to 'stay back' • Uses understanding to predict and prepare for others' reactions (often in order to influence, develop, help or lead). Understands how decisions and actions will impact others	• Accurately assesses root causes of individual/group behaviours ("they're behaving this way because; knowing how a change in family situation might impact an individual's life (work, home etc.) • Demonstrates sensitivity to subtle, underlying causes of behaviour and acts to help resolve personal issues/problems • Understands the longer-term reasons for behaviour; how different individuals respond to different situations • Makes an assessment of specific strengths and weaknesses based on a deeper understanding of the individual • Assists others in understanding individuals (e.g. creating dictionaries that explain the non-verbal language of an individual) or evaluates fit between individual's social preferences and environment
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1. Identifies a Problem or Issue:	2. Takes Action With the Individual:	3. Is Proactive With the Individual:	4. Advocates Politically:
• Identifies a problem or an issue (e.g. identifies a concern about lack of community involvement or health-related needs) • Demonstrates a basic awareness of advocacy by bringing forward issues and potential concerns with co-workers and supervisors • Sees the need to discuss certain issues that may impact on individual's overall well being	• Ensures individual has an active role in the community (e.g. assist with teaching Sunday school, ensuring they receive the same training as other employees on the job site) • Communicates with stakeholders about individual's involvement and uses persuasion to foster inclusion (e.g. attending family event, getting a church member to provide transportation, involvement in coffee breaks) • Successfully promotes expectations regarding individuals (e.g. plant the seeds regarding an individual's capability) • Ensures individuals are recognized for their contribution (e.g. getting paid, included and involved, thanked or other appropriate forms of recognition) • Creates opportunities for individuals to recognize others (e.g. buying gift certificate to thank a neighbour for shoveling snow) and participating reciprocally in the community	• Removes barriers, resolves issues on behalf of individual (e.g. with employer getting access to services/benefits previously denied; gaining access to a service and treating as a precedent for future access issues) • Involves community members/partners in integration (e.g. involving co-workers in career planning) • Uses a variety of persuasive techniques to encourage inclusion (e.g. uses multiple methods of presenting information that are tailored to the audience to gain buy-in) • Recognizes when policy changes may have wider impact and communicates this effectively (e.g. Medications no longer covered by Social Services that may impact other individuals)	• Recognizes when regulations/policies may need to be changed and advocates for changes at a political level • Adapts a presentation or discussion to appeal to the interest and level of others with the aim of creating positive change • Anticipates the effect of one's own action or behaviour and gears actions accordingly for a particular effect (e.g., may take a well thought-out dramatic or unusual action in order to have a specific impact) • Anticipates and prepares for others' reactions and plans to negotiate and comes to consensus on the issues, seeking win-win solutions over time, is able to make concessions • Uses indirect influence tactics when appropriate (e.g. uses others in network to become change agents by inspiring them about the change)
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1. Maintains Clear Communication	2. Takes Personal Responsibility for Correcting Problems	3. Acts to Improve Quality of Service for the Individual or Stakeholder	4. Addresses Underlying Needs of Individual or Stakeholder	5. Uses a Long-Term Perspective/Acts as a Trusted Advisor
• Maintains clear communication with individual or stakeholder regarding mutual expectations • Monitors client satisfaction • Distributes helpful information to individuals families and/or other stakeholders • Gives friendly, cheerful service	• Takes personal responsibility for correcting service problems • Corrects problems promptly and non defensively, even if extra time and effort is involved	• Makes self fully available, especially when individual or stakeholder is going through a critical period (e.g., spends extra time when needed) • Ensures person-centered plan is in place and ensures the plan meets the individual's needs. Understands how the individual feels and holds others accountable for taking action to achieve the plan • Takes action beyond normal expectations, but within the context of the role	• Seeks information about the real underlying needs of the individual, beyond those expressed initially (e.g. researches the history of the individual to understand how he or she may react to given situations) • Provides individual with "true" choices. (e.g. finds ways to help them communicate their choice and waits for a response) • Is on top of situations in services/programs; understands how changes in one service can impact individuals in another • Identifies gaps in service delivery and takes action to close the gap • Matches underlying needs of individual or stakeholder to products or services	• Looks for long-term benefits to the individual/stakeholder and adjusts approach accordingly. (e.g. looks for creative solutions to match individual with community) • Acts as a trusted advisor. • Looks at the longer term and the complete picture when engaging in planning • Becomes involved in decision-making processes and understand fully how to empower each individual. • Engages in contingency planning that goes beyond the basic. Willing to take "calculated" risks if it will allow for a safe and enriching experience for the individual

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B. Job Specific Competencies

Job Specific Competencies: Are those key interpersonal skills, abilities and behaviours that are necessary for **specific types of jobs** within an agency. They do not apply equally to all jobs.

Professional Excellence

Professional Excellence is a concern for working towards a standard of excellence. The standard may be one's own past performance, an objective measure, the performance of others, a challenging (a definite stretch, but not unrealistic or impossible) goal one has set or a "benchmark" that may have been set by others.

1. Wants to Do Job Well; Expresses Affect or Feeling about Performance	2. Creates Own Measures of Excellence	3. Improves Performance	4. Sets and Works to Meet Challenging Goals
• Tries to do the job well or right and expresses a desire to do better • May express frustration at waste or inefficiency	• Keeps track of and measures outcomes against a standard of excellence • Knows that one has to "move" to make things happen and feels ownership for getting results • May focus on new or more precise ways of meeting goals set by management • Initiates proactive follow up/review of person-centered plan. Follows through from previous program, planning information • When creating goals, understands the needs of others involved and does not get caught up in unimportant details • Works to achieve/ensure consistency in program development and delivery	• Will actively suggest ideas for improving processes. Makes specific changes in the system or in own work methods to improve performance • Is prepared for meetings, contributes recommendations and anticipates barriers to implementing these recommendations. Is persistent in finding better ways to do things • Examples may include suggestions that will improve a number of programs; or doing something better, faster, at lower cost, more efficiently; or improves quality, without setting any specific goal • Will enthusiastically volunteer to take on additional tasks	• Refers to specific measures of baseline performance compared with better performance at a later point in time (e.g., "finding not just any job for individual but one that matches their skills, hopes and dreams") • Setting out to achieve a unique standard (e.g., "No one had ever done it before") • Recognizes when to change approach to reach end goal (e.g. when a job is not working out and it is time for individual to change)
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1. Accepts Need for Flexibility	2. Applies Rules Flexibly	3. Adapts Approach	4. Adapts Organization's/ Own Strategy
• Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence • Understands other people's points of view	• Alters normal procedures to fit a specific situation to get a job done and/or meet agency/individual goals • Accepts alternatives ways of doing things, lets others act on ideas • Interprets policy to "make sense" in daily situation	• Decides *how* to do something based on the situation • Is willing to set aside own agenda, change behaviour and move forward with change • While maintaining the same overall plan or strategy, changes how to accomplish the plan; adapts programs to better support strategic/individual plan • Acts to fit the situation or the person, tries a variety of methods/activities to meet plan	• Changes the overall plan, goal, or project (i.e., what you're trying to accomplish) to fit the situation • Makes small or temporary organizational changes to meet the needs of a specific situation
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Information Gathering and Analysis

The drive to search for answers, to gather information, to help formulate ideas and then the ability to use the information to make connections and to identify key or underlying issues in complex situations.

1. Ask Questions	2. Investigates and Sees Patterns	3. Researches and Applies Complex Concepts	4. Clarifies Complex Concepts and Scans the Environment
• Asks direct questions of the people who are supposed to answer questions about the situation, such as people who are directly involved. Knows what questions to ask and who to ask. • Draws on own or others' past experience to assess a problem or situation, identifying similarities and differences	• Notices when a current situation is similar or dissimilar to a past situation, and identifies the similarities and/or differences • Investigates the situation beyond routine questioning, expands the network of people/possible answers. May include observing workplaces, the individual, community members to better understand how to assist the individual in integrating • When looking at information, steps back from the detail and sees patterns, trends, or missing pieces • Researches and applies/modifies complex learned concepts or methods appropriately	• Makes a systematic effort over a limited period of time to obtain needed data or feedback through in-depth investigation from unusual sources or commissioning others to do formal research • Expands network by going to new resources • Uses knowledge of theory or of different past trends or situations to look at current situations (e.g. researches and applies different theories of adult learning to help an individual overcome problem) • Identifies root problem and develops possible solutions • Translates a complex set of ideas, issues and observations into a clear and useful explanation	• Establishes ongoing systems or habits to get information; (e.g. joining online discussion groups; scanning certain publications) • Takes intricate data and puts it into lay terms (including using vivid analogies/diagrams/other means to make the complex appear simple)
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Opportunity Seeking

The ability to identify a problem, obstacle or opportunity and take action and/or proactively create opportunities to resolve or prevent problems. It is an orientation towards actively seeking out opportunities for the individual that will assist in enhancing involvement within his or her community.

1. Shows Persistence:	2. Addresses Current Opportunities or Problems:	3. Proactively Anticipates Short-Term Opportunities:	4. Anticipates Long-Term Opportunities:
• Persists and tries more than once to overcome obstacles • Persists when things do not go smoothly • Does not procrastinate	• Addresses problems as they arise, resolving them quickly • Recognizes and acts upon present opportunities in one's job (e.g. seeing when changes made to the team are not working and creating solutions to address this.) • Recognizes key actors, decision makers to get ideas moved forward or to arrange employment opportunities for an individual	• Identifies problems before others and takes action to avoid (e.g. identifying potential safety concerns and ensuring that setting is structured so as to avoid) • Plans ahead to meet deadlines or job demands • Has a system to identify short term opportunities and address these, always looking for new or different opportunities for individuals (includes examining work culture and environment of employers and assessing suitability)	• Takes action to create an opportunity with a longer term view (e.g. assisting individuals in creating their own business, having an entrepreneurial focus) • Thinks ahead, year-to-year, and plans for contingencies and avoids crises • Thinks long term about possibilities for individuals, career paths and employer relations • Lays out development path for individual and matches their needs to community based opportunities

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Self-Control

The ability to keep one's emotions under control and restrain negative actions when provoked, when faced with opposition or hostility from others, or when working under conditions of stress. It also includes the ability to maintain stamina under continuing stress.

1. Restrains Emotional Impulses	2. Responds Calmly	3. Manages Stress Effectively
• Feels an impulse to do something inappropriate and resists it • Feels strong emotions (such as anger, extreme frustration, or high stress) and holds them back • May leave room or otherwise remove self from the source of the emotions	• Feels strong emotions, (such as anger, extreme frustration, or high stress); holds the emotions back, and continues to act calmly to make things better • Ignores angering actions and continues a conversation or task. May leave temporarily to withhold emotions, then return immediately to continue	• Withholds effects of strong emotions or stress over time • Keeps functioning or responds constructively despite ongoing stress • May apply special techniques or plan activities ahead of time to manage emotions or stress
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Strategic Thinking

The ability to understand the business/service implications of decisions on one's role and links organizational strategy and mission to daily work. At the lowest level, it includes simple understanding of strategies; at the highest level it is a sophisticated awareness of the impact of the service delivery system and the political climate at large on strategies, and how in turn that affects choices.

1. Aligns Current Actions with Strategic Goals of the Organization:	2. Integrates Goals with Plans and Approaches:	3. Integrates Goals with Operations:	4. Understands External Impact on Internal Strategy:
• Prioritizes work in alignment with the agency goals • Acts in accordance with strategies, objectives, or goals set by agency • Understands organizational goals and strategies developed by others but has not been personally involved in developing an organizational strategy	• Develops and implements long-term objectives, strategies, and goals for one's own area • Orients more to longer-term than day-to-day activities • Determines long-term issues, problems or opportunities • Develops and establishes broad scale, longer-term objectives, goals, or projects affecting a department, or several departments	• Assesses and links short-term, day-to-day tasks in the context of long-term agency strategies or a long-term perspective • Considers whether short-term goals will meet long-term objectives/outcome measures • Reviews own and team's actions against the organization's strategic plan • Considers the big picture when considering possible opportunities or projects or thinks about long-term applications of current activities	• Is aware of the projected directions of trends in the industry, government and the community at large and how changes might impact service delivery and related fiscal management • Considers how present policies, processes, and methods (not current actions, but on-going issues) might be affected by future developments and trends • Sees the bigger picture • Ensures a framework to review policies and procedures in view of the 'big picture' • Considers the need for advocacy and regulation change when creating policy and procedures
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Team Leadership

The intention to take a role as leader of a team or other group. It implies a desire to lead others. Team Leadership is generally, but certainly not always, shown from a position of formal authority. The "team" here should be understood broadly as any group in which the person takes on a leadership role, including the agency as a whole.

1. Keeps People Informed	2. Promotes Team Effectiveness	3. Obtains Resources/Takes Care of the Team	4. Positions Self as the Leader	5. Commun-icates a Compelling Vision
• Makes sure the group has all the necessary information, communicates goals in a meaningful way • Explains the reasons for a decision; lets people affected by a decision know what is happening • Communicates, follows up and acts fairly when administering policies and procedures	• Takes specific actions with the intent of enabling the team to function optimally • Creates the conditions that enable the team to perform at its best (e.g., setting clear direction, providing appropriate structure, getting the right people) • Uses complex strategies, such as hiring and firing decisions, team assignments, cross-training, mediation, etc., to promote team morale and productivity • Gets others' input for purposes of promoting the effectiveness of the group or process • Listens and acts on concerns that are brought forward, stays in contact with those who provide direct service • Acts to build team spirit for purposes of promoting the effectiveness of the group or process	• Protects the group and its reputation vis-à-vis the larger agency/organization or the community at large • Obtains needed personnel, resources, information for the group • Provides or secures needed support and development for both the individuals and the leadership team as a group (e.g. coaching and educating the Board)	• Establishes norms for group behavior ("rules of engagement") and imposes sanctions on people who violate these norms • Sets a good example by personally modeling desired behavior, living the standard of excellence that others can model • Takes action to ensure that others buy into organization's mission, goals, agenda, climate, tone, policy	• Inspires confidence in the mission • Leads people through changes that support the mission and vision, involving all • Generates excitement, enthusiasm and commitment to the group mission
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Teamwork

Involves working co-operatively with others, being part of a team, working together, as opposed to working separately or competitively. These behaviours apply when one is a member of a group of people functioning as a team.

1. Co-operates with Team Members:	2. Expresses Positive Expectations of Team:	3. Solicits Input and Gives Support:	4. Encourages Others:	5. Builds Team Spirit:
• Participates willingly with others • Ensures all group members have relevant or useful information • Is a good team player; understands the value and importance of working well together and is prepared to contribute to that process • Helps out when others are busy	• Speaks positively about the team • Expresses positive expectations of team members (e.g., "You can do it!") • Credits contributions within the team • Knows the strengths and weaknesses of team members	• Solicit ideas and opinions from others to help form specific decisions or plans • Genuinely values others' input and expertise and is looking to learn from others • Gives input; provides helpful advice, shares information diplomatically • Consistently "there" and available to provides assistance or support to team members	• Publicly recognizes and acknowledges team members' expertise and contribution to the team • Encourages members of the group to contribute within their area of expertise • Assists new team members providing informal mentoring and support • Challenges peers and others to excel	• Acts to promote a friendly climate, good morale and co-operation within the team • Protects and promotes group reputation with others • Encourages or facilitates a beneficial resolution to conflict

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III. __GLOSSARY__

Quick definitions of some of the words or terms

Word or Term	Definition: What it means….	For further details see pages…
Behaviour	A behaviour is something that you can see a person 'do' or hear them 'say'.	
Classification System	A classification system is a framework that ties job requirements to pay. It is sometimes the same as a job family ladder.	
Competency	A competency is any observable and/or measurable knowledge, skill, ability, attitude or behaviour or other personal characteristic that: ♦ Is essential to do the job; or ♦ Contributes to successful performance on the job and differentiates solid from superior performance.	7
Competency Dictionary	The Competency Dictionary is a hands-on reference tool where you will find: ♦ the definitions for each of the core and job-specific competencies; ♦ the competency scale that describes the various levels of performance for each competency; and ♦ the target levels of performance for the jobs.	6, 18
Competency Scale	The competency scale describes the varying levels of proficiency or performance into which each competency can be divided. There are typically three or four levels of observable and measurable behaviour that describe the noticeable differences for a particular competency. The scale includes the target level of performance for each of the jobs.	7, 19
Core Competencies	Core competencies are those behaviours that are necessary for successful completion in <u>all</u> jobs throughout the agency. They are based on the organization's mandate, key values and goals and are necessary for the agency to meet its strategic goals and priorities. They are found in <u>every</u> job but to varying degrees.	9, 20
Development Resource Guide	The Development Resource Guide helps employees plan their personal development. Once a person has identified the competencies on which s/he would like to focus, the Development Resource Guide will help generate ideas and provide direction in the creation and implementation of their personal action plan. Development activities are available for all levels of all competencies in the Competency Dictionary. Managers may use the guide to help employees build their development plans.	See the Development Resource Guide

Word or Term	Definition: What it means….	For further details see pages….
Job Description or Job Profile	A job description or job profile identifies the tasks, roles and responsibilities for a position including, for example, the Executive Director, Program Coordinators, Supervisors, Direct Service Workers, and Employment Consultants. Some agencies may combine the responsibilities of more than one position. Job descriptions and job profiles may come in different formats including for example: ♦ the 'long format' which is typically quite detailed and includes several columns identifying the area of responsibility, the function, job details, as well as the knowledge, skills, and values and attitudes to do the job. This format is useful for human resource activities such as orientation, training or performance review. ♦ the 'short format' which summarizes the data of the long format in order to be more user-friendly for human resource activities such as advertising openings.	See job descriptions
Job Family Ladder	A job family ladder is a framework that represents jobs of different complexity in relation to pay.	
Job-Specific Competencies	Job-specific competencies are the key interpersonal and personal skills and abilities that are necessary for <u>specific</u> types of jobs within the agency. These competencies are defined at different levels for different jobs.	9, 27
Knowledge	Knowledge is information that a person has in a particular area. It is one component of the 'technical knowledge and skills' competencies or behaviours that are most easily observable and that are needed for an average performer. In the Hay/McBer Iceberg model it refers to the small percentage of competencies that are 'above the waterline'.	8
Non-Differentiating	"Non-differentiating (ND)" means that the person in the job does <u>not</u> need to focus on this specific competency in order to achieve superior performance in their job. It may mean that this particular competency is *assumed* as a prerequisite for the job and that the person already has this competency. Therefore it does not differentiate between 'superior' and 'solid' performance in that role.	12, 13, 14, 19
Skill	A skill is a behavioural demonstration of expertise. It is one component of the 'technical knowledge and skills' competencies or behaviours that are most easily observable and that are needed for an average performer. In the Hay/McBer Iceberg model it refers to the small percentage of competencies that can be observed above the waterline.	8
Solid Performer	A solid performer is an employee who demonstrates solid or sound technical knowledge and skills. 'Solid' or 'sound' performance may be 'average' performance.	12

Word or Term	Definition: What it means….	For further details see pages…
Superior Performer	A superior performer is an employee who demonstrates solid or sound performance in technical knowledge and skills but <u>also</u> demonstrates exceptional behavioural competencies. These typically include competencies that describe social role, self-image, a trait or motive.	8, 12
Target Level	The target level describes the optimum performance level for each competency for each job. It is the performance level that a person in a job should aim to achieve. It describes what the behaviour 'looks like' when we think of superior performance in a particular competency and in a particular type of job in an agency. Thus, it shows where to focus developmental efforts in order to obtain the greatest improvement in performance.	10, 11
Technical Knowledge and Skills	Technical knowledge and skills refers to those competencies or behaviours that are most easily observable and that are needed for an average performer. In the Hay/McBer Iceberg model it refers to the small percentage of competencies that can be observed above the waterline.	8