Enhancing the lives of the people we support

INTRODUCTION TO COMPETENCIES
WORKSHOP

FACILITATOR’S GUIDE

NOVEMBER 2010
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How to Use This Guide

You will be facilitating the Introduction to Core Competencies workshop for all employees. It is designed as a half-day session, approximately 3.5 hours. This Facilitator’s Guide will support you in preparing for and delivering this workshop.

The Facilitator’s Guide is divided into sections. Each section covers a segment of the training session. The heading for each section indicates the topic that will be covered. On the right-hand side of the page below the heading is the approximate number of minutes required to complete the topic.

A graphic of each slide to be discussed appears at the top of the page. Underneath are the information and instructions to be conveyed to participants.

NOTE: While you want to respect the content outlined, try to convey the messages in your own words as much as possible. This will provide a more enjoyable and meaningful session for the participants.
Following is a list of the materials to be used in this workshop. All of the documents are included on the CD provided.

**Facilitator’s Materials:**
- Facilitator’s Guide (this document)
- Workshop slides on disk/computer
- Matching Game Materials:
  - Matching Game “slides” on disk
  - A pair of dice
  - Noisemakers for each team (one per person)
  - Prizes (e.g., box of candy/treats for the winning team, and a consolation prize for the other teams)
- Tent cards (1 for each participant)
- Masking tape
- Markers

**Participant Materials/Handouts:**
- Provide participants with the following materials – these can be assembled into a binder or pocket folder:
  - Competency Backgrounder (send out as pre-work but keep extra copies on hand)
  - Core Competency Dictionary (send out as pre-work but have extra copies on hand)
  - Copies of the slides – these can be printed 1 slide per page in Notes page format to give participants room to write notes, or two slides per page.
  - Core Competency Assessment Questionnaire (CAQ) (Note: There is a CAQ customized to each role/position – ensure you have the appropriate versions on hand based on the roles of participants).
- Matching Game Worksheet
- Workshop Evaluation

**Flipcharts (these are to be prepared prior to the session):**
- Objectives (write the objectives from slide 2 on a piece of flipchart paper so that you can post them and keep them top of mind throughout the session)
- Workshop Expectations (put this title at the top of a piece of flipchart paper)
- Parking Lot (put this title at the top of a piece of flipchart paper and post it in the training room so that you or participants can capture questions or issues to be covered at a later point in the session)
EQUIPMENT AND FACILITIES

Following is a list of the equipment and facilities you will need to deliver the training program:

- LCD projector
- Screen
- Flipchart stands and flipchart paper (a minimum of two; ideally one per group of 4-5 participants)

Here are some recommendations for the facilities and how to set them up:

You will need a meeting room:

- Set up the main meeting room to accommodate the number of participants – ideally no more than 16-20 per session.
- Write out the workshop objectives on a flipchart, in advance of the session, so that you can post it when you discuss the objectives. The objectives should be visible throughout the training.
- Post the prepared flipcharts on the walls.
- Ensure you have space (if possible, beside the LCD projector) for your facilitator notes. In addition, have a table set up at the side for supplies. At the front of the room, have a screen and ideally two flipcharts.
- In addition, have at least one flipchart per 4-5 participants, or paper if flipchart stands and paper are not available.

Here are some recommendations for pre-setting the computer for the slides and games:

- Prior to the starting the session, open the two computer files you will need for the session: the slides for the session and the Matching Game.
- Do not minimize any of the files, but just build them one on-top of the other with the actual program slides as the last to open.
- Set the program slides on slide show.
- As you are about to switch to the Matching Game, there are instructions on how to make a smooth transition.
Prior to attending the session, have participants read the following:

- Competency Backgrounder
- Core Competencies Dictionary

Ensure you send participants these materials at least one to two weeks prior to the session to give them ample time to complete the pre-work.
<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
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</thead>
<tbody>
<tr>
<td>0:00</td>
<td>Welcome, Introductions, Objectives, Agenda and Expectations</td>
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<tr>
<td>0:20</td>
<td>Introduction to Competencies</td>
</tr>
<tr>
<td>0:45</td>
<td>Core Competencies for the Developmental Services Sector Positions</td>
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<tr>
<td>1:45</td>
<td>BREAK</td>
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<tr>
<td>2:00</td>
<td>Activity: Matching Game</td>
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<tr>
<td>3:00</td>
<td>Completing a Competency Self-Assessment</td>
</tr>
<tr>
<td>3:25</td>
<td>Summary and Wrap-up</td>
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<td>3:30</td>
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SHOW OH1 (Introduction to Competencies)

Welcome participants to the session and introduce yourself:

- Hi, I’m (Name) from (Department/Agency). Today I’m going to introduce you to competencies, and help you become familiar with the core competencies that have been identified for success for positions in our sector.

SHOW OH2 (Welcome)

Ask participants to introduce themselves to the large group by sharing the following (adjust as you see fit based on the group, e.g., if participants all know each other, it will not be necessary to have them state their name and role):

- Name
- Role and tenure/time with the organization
- Expectations for the session
- Who is the most inspirational person you know or have met?

Option: If you are working with a large group, you can have participants complete the opening exercise in small groups, and then have one person from each group report out on behalf of the group, selecting one of the most inspirational people to share with the large group.

When sharing the most inspirational person, ask participants why they selected that person – what is it that this person says or does that makes them inspirational – this will get at the person’s behaviours, i.e., their competencies.

Facilitator Note: While participants are sharing their expectations for the session, flipchart their responses and post them on a wall in the training room.
**SHOW OH3 (Objectives)**

**Review** the objectives for the training session.

**Facilitator Note:** Write the session objectives on a flipchart prior to the session and post it on the wall so that the objectives remain visible throughout the session.

Link the objectives to participant expectations.

Ask the group if they have any other expectations/learning goals for the session.
**SHOW OH4 (Agenda)**

**Review** the agenda for the workshop with participants.

- We’ll start by introducing you to competencies – what a competency is and the key components of a competency.
- Then, we’ll take a close look at the core competencies that have been identified for roles in the Developmental Services sector.
- We’ll then give you some practice identifying competencies.
- You’ll have an opportunity to complete an assessment of your competencies to determine your competency strengths and areas for personal growth.
- Finally, we’ll introduce you to a couple of development planning tools and review next steps in the implementation of competencies.

**Facilitator Notes:**

- Let participants know about the **Parking Lot** flipchart – explain that the Parking Lot flipchart will be used to capture any related issues or unanswered questions that will be followed-up at the end of the workshop (or at a relevant point in the session).
- **Walk** participants through their participant materials. Explain that a copy of the slides is included and they can take notes directly on the slides if they wish. Remind participants of the two documents they received as pre-work – the Competency Backgrounder and the Core Competency Dictionary. Explain that these documents contain much of the information that will be covered in the work, and that they should keep them on hand for references purposes as they become familiar and learn to work with competencies.
SHOW OH5 (Introduction to competencies)

**Explain** that the objective for this section is to provide an overview of competencies and an introduction to the Core Competencies and Competency Models for each role.

**Remind** participants that as part of their pre-work they were given a Competency Backgrounder to review – much of what will be covered in this section of the workshop is included in the Competency Backgrounder.
What is a competency?

A competency is any skill, knowledge, behaviour or other personal characteristic that drives superior performance in a job role.

Competencies are what outstanding performers do more often, in more situations, and with better results than typical performers.

SHOW OH6 (What is a competency?)

Review the definition of a competency.

Explain that competencies:

- Allow you to identify what really makes a difference on the job – they are the characteristics that drive performance
- Provide a consistent framework for you to identify more clearly what is expected of you so you can do your job better
- Help managers to be more objective when assessing performance, and provide more focused coaching to help their direct reports develop
SHOW OH7 (The performance equation)

Explain that it’s helpful to think of performance as an equation:

- **WHAT** refers to … the end results identified for a job
- **HOW** refers to … the behaviours that are needed to achieve the end results
- **TOGETHER**, they deliver successful performance

- Successful performance results from a combination of not just what we do, but how we do it – the competencies we apply on the job.
- If you think about two people in the same role/job, one a top/superior performer and the other average, the behaviours that distinguish the two are competencies.
- Competency-based performance links the “what” with the “how”.

Q  **So why are competencies important to us in the Developmental Services sector?**

Solicit responses from the large group.

- Competencies will help to professionalize our sector and position Developmental Services as a preferred choice
- Ultimately, it’s about enhancing the lives of the people we support.
SHOW OH8 (The “competency curve”)

Explain the competency/bell curve by addressing the following:

- What the bell curve shows is the normal distribution of performers:
  
  - Typical/Solid performers make up the majority of all performers, and fall in the middle of the curve (68%).
  
  - Outstanding performers, which represent 16% of all performers, fall at the far right end of the curve.
  
  - New Employees or those not yet performing at the desired level usually account for another 16% and fall at the far left end of the curve.

- If you think about the people in your agency, you can probably easily determine where they fall on the competency/bell curve.
SHOW OH9 (A focus on competencies will help shift the curve)

Review how we shift the curve by focusing on people development:

- Our focus on competencies is all about shifting the curve, thereby enhancing overall performance.
- Competencies will help us shift the bell curve by providing us with a template of the behaviours required to achieve superior performance, i.e., the differentiating behaviours that separate superior performance from average performance. If we all move up one notch, we will succeed in shifting the curve.

Q Why do we want to shift the curve – why are competencies being implemented in the Developmental Services sector?

- To face the challenges of today and be prepared for the future.
- To position the Developmental Services sector as a viable career choice.
- Again, it’s all about enhancing the lives of those we support.
**Q** So, what’s in it for you personally (WIIFM)? What other benefits are there?

Typical responses include:

- Provide greater direction in terms of performance expectations
- Increase morale and job satisfaction
- Help to focus career development
- Decrease turnover
SHOW OH10 (Two types of competencies)

**Explain** that there are two types of competencies:

- There are two types of competencies – *technical* and *behavioural*.
  - *Technical competencies* are the skills and knowledge required to do the job – they are WHAT you need to know or know how to do – the qualifications for a position. For example, understanding the various policies and procedures that apply to your role, role-specific credentials that may be required (e.g., DSW), administering first aid, etc.
  - *Behavioural competencies* are the behaviours a person demonstrates in performing the job – they are HOW an individual approaches his/her work.
SHOW OH11 (Competencies can be thought of in terms of an iceberg)

- Performance is driven by a number of factors in people. One of the easiest ways to describe these factors is by using the analogy of an iceberg.

- What we see above the water line are skills and knowledge – the technical competencies.
  - *Skills* are the things a person knows how to do well, for example, medication administration.
  - *Knowledge* is what a person knows about a particular substantive area, e.g., basic principles related to the safe management and prevention of aggressive behaviours.

- Skills and knowledge are easy to see/identify, easier to develop, and essential to perform the job, but they rarely predict or drive outstanding performance. They are often what one can see on a résumé.

- Below the water line are the other factors related to performance – the key drivers of behaviour/performance.
  - They are not readily apparent and harder to see in someone; however, they are critically important as they tend to drive people’s long-term behaviour and, thus, their long-term performance.
  - They help determine whether someone is well matched with his or her job or role; the better the match, the more effective and satisfied a person will be in carrying out what the job or role requires.
  - In addition, competencies can be developed.
Introduction to Competencies, continued

Review the factors below the water line:

- **Values** – what a person believes is important. For example, if a person has an attitude or value that supporting people is important, that person may be driven to provide better support more often than someone else who doesn’t feel the same way.

- **Self-Image** – the way a person sees himself or herself, “the inner self,” e.g., seeing oneself as a teacher or a leader. For example, some doctors may see themselves as experts, and focus on how much they know about a particular specialty or how much skill they have in a particular area. Others may see themselves as helpers, focusing on what they can do for others.

- **Traits** – relatively enduring characteristics of a person’s behaviour, e.g., caring, being a good listener, resilient. For example, someone may demonstrate the trait of self-control consistently when confronted. Someone else may show a consistent concern for detail. A person’s traits may be very helpful in a job, especially when the job calls for the kind of traits a person has.

- **Motives** – the non-conscious things a person consistently thinks about or wants that causes them to take action – they are what naturally energizes a person and are formed early in life. For example, a person may be highly achievement-oriented and this may drive their performance on the job – always striving to improve performance and achieve results. Or a person may be motivated by affiliation or friendship and this may drive their performance because the job involves dealing collaboratively with many people.

- Technical competencies are very important. As mentioned earlier, they are critical to simply getting in the door for an interview. However, core or behavioural competencies – our focus – make the biggest difference in performance.

Q Can you train and develop for below the waterline competencies?

- The answer is yes.

- All competencies can be learned and developed over time. Because it’s typically easier to develop those skills and knowledge that are above the water line, it’s critical to focus on behavioural competencies during the recruitment and selection process. Again, while the technical competencies are critical to “get in the door,” it is the core/behavioural competencies that will lead to success once in the position.
SHOW OH12 (What does a competency look like? Example: Collaboration)

Explain the components of a competency, using the Collaboration competency as an example. Refer participants to the Core Competency Dictionary to the Collaboration competency on page 5 (a copy of the Core Competency Dictionary was provided as part of their pre-work, but have copies available in case participants/employees did not bring it with them).

- Each core competency includes the following key components:
  
  A definition of what it means – the definition captures the essence of the competency and ensures everyone has a consistent understanding of what the competency means.
  
  - This competency is about teamwork. Whether working with others within one’s own team, cross-functionally, or in the community with community partners, the demonstrated willingness to collaborate effectively with others is critical to creating alignment within and across groups, and to providing high levels of service to those we support.

  A scale of behaviours, which describes the various levels of behaviour associated with the competency – what the competency “looks like” at each level. The scales range in terms of the number of levels. There are typically 4-6 levels in a scale. The levels increase in complexity and sophistication in terms of the behaviours required at each level, moving from less complex behaviours at level 1 to more complex behaviours as you move up the scale.

  Each level on the scale starts with a bolded statement or title that describes the underlying intent of the level.
INTRODUCTION TO COMPETENCIES, CONTINUED

- Within each level are a series of *illustrative behaviours* that describe what that particular level of performance looks like. These are not exhaustive as they vary depending on the nature and circumstances of the position. The behavioural indicators are provided only to help you better understand what each level in the scale is about.

- For each position, there is a desired level of proficiency for effective performance. So if we look at the Collaboration competency:
  - At Level 1, it’s about being a good team player – sharing information with others, doing one’s share of the work, helping others when necessary to get the job done, and treating people with respect.
  - At Level 2, it’s about soliciting and valuing the input of others, building on others’ ideas, sharing expertise and building positive relationships with team members.
  - At Level 3, it’s about encouraging others, crediting others as appropriate, and recognizing their contributions.
  - At Level 4, the highest level, it’s about working to build team spirit and commitment, working to resolve conflicts, working across teams, and creating synergies.

Ask the group if they have any questions before moving on.
What is a competency model?

- Different positions require different competencies – the set of core competencies for a position is called a *competency model*.
  - The competencies in each model are those that drive superior performance in the role.
- Core competency models have been developed for the following positions:
  - Direct Support Professional - Clinical Specialists
  - Direct Support Supervisor - Managers
  - Specialized Support Workers - Directors

*SHOW OH13 (Different positions require different competencies)*

**Explain** that different positions require different competencies:

- The set of competencies for a position or role is referred to as a *competency model*.
- In terms of core competencies, what drives success or effective performance varies from position to position. Therefore, the competencies for a position/role are those that have been identified as the drivers of superior performance in that role.
- Core competency models have been developed for the following six positions in the Developmental Services sector:
  - Direct Support Professional
  - Direct Support Supervisor
  - Specialized Support Workers
  - Clinical Specialists
  - Managers
  - Directors
- In addition, a competency model has been developed for Executive Directors, but our focus today is on the six key positions.
SHOW OH14 (How the models were developed)

Review the key steps in developing the core competency models for the Developmental Services sector positions:

- Hay Group, who the Provincial Network Human Resources Strategy Committee hired to help develop the core competencies, applied a comprehensive methodology/approach to the development of the core competency models for the Developmental Services positions. The Core Competencies Committee played a significant role in the oversight of the methodology to ensure the adequate representation of various perspectives from across the nine regions.

1. A critical first step in the development of the models involved gaining an understanding of the organizational and strategic context to ensure alignment of the models to this context. In this step:
   - Strategic interviews were conducted with a panel of senior leaders within the sector to better understand both the current and anticipated future environment.
   - In addition, a Policy Manager with the Ministry of Community and Social Services was interviewed to better understand the implications of the pending legislative changes.
   - Finally, a strategic component focusing upon sector challenges and context was included in each of the 10 behavioural event interviews conducted with a diverse group of Executive Directors from across the province.
2. Hay Group then reviewed job descriptions for all positions within the sector to gain insights about the roles.

3. Based on this understanding, Hay Group then prepared a preliminary Competency Dictionary – a compilation of competencies considered to be relevant to the roles and sector. The preliminary Competency Dictionary consisted of 30 competencies, and included competencies relevant to both direct support and management positions.

4. Then, a series of focus groups were conducted with employees from each of the positions across the nine regions of the sector to gather data to build the core competency models for each position. In total, 15 focus groups were conducted involving 188 employees.

5. Based on the input from all of the focus groups, as well as the documentation review and an understanding of the strategic context, the draft core competency models were finalized.

6. Finally, the competencies were customized to reflect the language of our sector.
   - The final set of core competencies are truly our competencies, supportive of our goals and values and reflective of the behaviours of our best performers.
   - We’re now going to take a look at the final set of core competencies that were identified. We’ll then take a closer look at each competency and which positions each applies to.
SHOW OH15 (Core competencies)

Review – very briefly – the 15 core/behavioural competencies identified for the positions within the Developmental Services sector. (There is no need to go into too much detail as each competency will be presented and described in more detail in the next section of the training.)

- These are the set of 15 core competencies – we’ll go through each in more detail in a few moments.
- Again, a subset of these have been identified as critical to effective performance for each of the positions – the competency model for the position.
- Let’s take a brief look at the competencies in each of the core competency models.

Point out that page 2 of the Core Competency Dictionary lists the competencies and target levels that apply to each position.
SHOW OH16 (Direct Support Professionals) and OH17 (Direct Support Supervisors)

Briefly review the competencies in each of these core competency models.
SHOW OH18 (Specialized Support Workers) and OH19 (Clinical Specialists)

Briefly review the competencies in each of these core competency models.
SHOW OH20 (Managers and Directors)

Briefly review the competencies in each of these core competency models.

Point out that while the competencies are the same for both roles, the target levels identified for successful performance are different for most competencies (with the exception of Leading Others and Resource Management, which have the same target level).
SHOW OH21 (Executive Director competencies)

Review – very briefly – the 10 competencies identified for success in an Executive Director role.

- These are the set of 10 Executive Director competencies – the ED competency model.
- We will not be going through each of these in detail, but wanted you to get a sense of the competencies for the ED role.
- You will notice that some competencies are the same as the core competencies (i.e., Creative Problem Solving and Decision Making, Developing Others, Leading Others and Strategic Thinking), while others are different (i.e., Building and Leveraging Collaborative Networks, Integrity, Leading Change, Organizational Awareness/Political Acuity, Organizational Sensitivity, and Planning, Coordination and Execution)
CORE COMPETENCIES

SHOW OH22 (Core competencies)
Refer participants once again to the Core Competency Dictionary for this section of the training.
Explain that the objective for this section is to:

- Review each of the core competencies in more detail.
- Discuss what each competency might look like in action back on-the-job and share/discuss examples of colleagues who exemplify each competency.
SHOW OH23 (Advocating for Others) and ask the following:

**Q** What is this competency about? Why is it important?

Solicit responses.

SHOW OH24 (Advocating for Others)

Let participants know that this competency can be found on page 4 of their Core Competency Dictionary.

- This competency is about giving voice to others – in particular, to the people we serve. A core aspect of all roles is the demonstration of behaviours associated with advocating with impact – to champion a cause or issue, to speak up and draw the attention of others, and to direct decision makers towards a solution.

- Whether advocating in a direct support role, which is focused on “giving voice to others,” to individuals who cannot speak for themselves, or in a more senior leadership role, which is focused on advocating for the agency or the sector, demonstrating behaviours associated with this competency is critical.

**Review** the competency and behavioural target levels with participants.

**Q** Can you think of someone who exemplifies this competency? How so?

Solicit responses.

Ask participants if they have any questions about this competency.
SHOW OH25 (Collaboration)

- We took a look at this competency earlier in the workshop.

**Q** What is this competency about? Why is it important?

Solicit responses.

SHOW OH26 (Collaboration)

Let participants know that this competency can be found on page 5 of their Core Competency Dictionary.

- As mentioned earlier, this competency is about teamwork. Whether working with others within one’s own team, cross-functionally, or in the community with community partners, the demonstrated willingness to collaborate effectively with others is critical to creating alignment within and across groups, and to providing high levels of service to those we support.

**Review** the competency and behavioural target levels with participants.

**Q** Can you think of someone who exemplifies this competency? How so?

Solicit responses.

Ask participants if they have any questions about this competency.
SHOW OH27 (Creative Problem Solving and Decision Making) and ask the following:

**Q** What is this competency about? Why is it important?  
Solicit responses.

**Q** Can you think of someone who exemplifies this competency? How so?  
Solicit responses.

SHOW OH28 (Creative Problem Solving and Decision Making)

Let participants know that this competency can be found on page 6 of their Core Competency Dictionary.

- This competency is about coming up with creative ways to solve problems. In this complex and rapidly transforming service environment, we need to be creative and innovative in solving problems and making decisions, for example, applying creative approaches to old problems, thinking about new and creative ways to deliver service as cost effectively as possible, etc.
- As the sector undergoes transformational change, it is increasingly important to be open to new approaches and ideas.

Review the competency and behavioural target levels with participants.

**Q** Can you think of someone who exemplifies this competency? How so?  
Solicit responses.

Ask participants if they have any questions about this competency.
Developing Others

Developing Others involves a genuine intent and passion to foster the long-term learning or development of others through encouraging, managing performance and coaching, in order to fulfill the current and future skill requirements of both individuals within the profession and the organization. Developing Others is not limited to formal positions of authority.

1. Shares task-related advice and expertise with others
2. Creates learning opportunities for others relative to technical skills acquisition
3. Coaches others and provides advice relative to competency acquisition
4. Provides in-depth coaching
5. Champions a supportive learning environment that facilitates employee growth and development

SHOW OH29 (Developing Others) and ask the following:

Q What is this competency about? Why is it important?
Solicit responses.

SHOW OH30 (Developing Others)

Let participants know that this competency can be found on page 7 of their Core Competency Dictionary.

- This competency is about coaching and supporting others in their development, and applies to roles that have direct reports (i.e., leadership roles).
- The Developmental Services sector faces significant human resource challenges affecting agencies’ ability to attract, train and retain qualified staff. Effective people development is essential for developing a qualified workforce in the sector. This competency, which is focused on both the short- and long-term learning and development of others, is critical to all manager/leadership roles within the sector.

Review the competency and behavioural target levels with participants.

Q Can you think of someone who exemplifies this competency? How so?
Solicit responses.

Ask participants if they have any questions about this competency.
SHOW OH31 (Fostering Independence in Others) and ask the following:

Q What is this competency about? Why is it important?

Solicit responses.

SHOW OH32 (Fostering Independence in Others)

• This competency is focused on empowering others – both staff and individuals whom we support – enabling them to be self-sufficient and nurturing self-determination. It is a critical competency both at the direct support level, in empowering individuals with developmental disabilities, and at the management level, in empowering employees to reach their potential.

Let participants know that this competency can be found on page 8 of their Core Competency Dictionary.

Review the competency and behavioural target levels with participants.

Q Can you think of someone who exemplifies this competency? How so?

Solicit responses.

Ask participants if they have any questions about this competency.
Holding People Accountable

Holding People Accountable is about communicating in a direct way what one wants or requires of others. It includes giving directions, setting limits, and holding people accountable for performance, insisting on high performance, confronting problem employees, and using appropriate positional authority to ensure performance with the long-term good of the organization in mind. It involves being firm and assertive, and stepping up to difficult decisions.

1. Gives directions
2. Sets limits
3. Insists on high performance
4. Holds people accountable for performance
5. Steps up to difficult decisions

SHOW OH33 (Holding People Accountable) and ask the following:

Q What is this competency about? Why is it important?
Solicit responses.

SHOW OH34 (Holding People Accountable)

- This competency is about holding people accountable for achieving the desired level of performance.
- To raise the bar on performance requires not only setting and communicating performance expectations, but also holding people accountable to high levels of performance, and confronting performance problems promptly. It is a critical competency for those who have direct reports – Direct Support Supervisors, Managers and Directors.

Let participants know that this competency can be found on page 9 of their Core Competency Dictionary.

Review the competency and behavioural target levels with participants.

Q Can you think of someone who exemplifies this competency? How so?
Solicit responses.
Ask participants if they have any questions about this competency.
SHOW OH35 (Initiative) and ask the following:

**Q** What is this competency about? Why is it important?

Solicit responses.

SHOW OH36 (Initiative)

- This competency is about being proactive – having a bias for action. Effective performance in direct support roles requires the ability to think and plan ahead, anticipate and prepare for problems versus reacting to them (i.e., “putting out fires”).

- At more senior levels, this is captured in the Strategic Thinking competency.

Let participants know that this competency can be found on page 10 of their Core Competency Dictionary.

**Review** the competency and behavioural target levels with participants.

**Q** Can you think of someone who exemplifies this competency? How so?

Solicit responses.

Ask participants if they have any questions about this competency.
Interpersonal Relations and Respect involves dealing with people in a respectful and sensitive manner. It implies truly listening, understanding, accepting and respecting the opinions, feelings, perspectives and motivations of others. It is also the demonstrated willingness to use this knowledge to shape one’s own responses and to show a concern for the welfare, dignity and feelings of others.

1. Listens respectfully to others
2. Actively seeks to understand and responds appropriately
3. Effectively uses empathy
4. Understands deep underlying issues/needs and adjusts behaviours accordingly

SHOW OH37 (Interpersonal Relations and Respect) and ask the following:

Q What is this competency about? Why is it important?
Solicit responses.

SHOW OH38 (Interpersonal Relations and Respect)
Let participants know that this competency can be found on page 11 of their Core Competency Dictionary.

- This competency is focused on interpersonal understanding – communicating effectively, demonstrating empathy, and gaining a deeper understanding of others and their behaviour.
- Whether interacting with colleagues or people with developmental disabilities and their families, demonstrating high levels of interpersonal understanding is critical to effective relationship building and collaboration, and providing high quality service and support.

Review the competency and behavioural target levels with participants.

Q Can you think of someone who exemplifies this competency? How so?
Solicit responses.

Ask participants if they have any questions about this competency.
SHOW OH39 (Leading Others) and ask the following:

Q What is this competency about? Why is it important?

Solicit responses.

SHOW OH40 (Leading Others)

Let participants know that this competency can be found on page 12 of their Core Competency Dictionary.

- This competency is about providing leadership to others. It is an essential competency for all manager/leadership roles (i.e., roles with direct reports).

- The primary responsibility of managers/leaders is to lead their people in a manner that enables them to understand and buy into the agency’s and sector’s vision and agenda, and to move forward in accordance with established goals.

Review the competency and behavioural target levels with participants.

Q Can you think of someone who exemplifies this competency? How so?

Solicit responses.

Ask participants if they have any questions about this competency.
Managing Change is about supporting a change initiative that has been mandated within the agency and/or sector. It involves helping employees and individuals and their families understand what the change means to them. People with this competency willingly embrace and champion change.

1. Speaks out for change
2. Links change to work processes
3. Makes changes real for individuals
4. Follows through on change initiative
5. Manages the change process

SHOW OH41 (Managing Change) and ask the following:

Q What is this competency about? Why is it important?
Solicit responses.

SHOW OH42 (Managing Change)
Let participants know that this competency can be found on page 13 of their Core Competency Dictionary.

- This competency is about identifying, implementing and helping others adapt to change.
- The significant transformation that the sector is undergoing will require individuals in manager/leadership roles to effectively manage change in order for those they lead to accept the changes and align behind the vision.

Review the competency and behavioural target levels with participants.

Q Can you think of someone who exemplifies this competency? How so?
Solicit responses.

Ask participants if they have any questions about this competency.
CORE COMPETENCIES, CONTINUED

SHOW OH43 (Relationship/Network Building) and ask the following:

Q What is this competency about? Why is it important?

Solicit responses.

SHOW OH44 (Relationship/Network Building)

Let participants know that this competency can be found on page 14 of their Core Competency Dictionary.

- This competency is about establishing and maintaining relationships with those who can support us in doing our jobs, for example, it’s important to have good relationships with our community partners.
- The nature of the work done by this sector can only be achieved with a strong network of stakeholders both within and outside of the organization.
- This competency is critical particularly for those in manager/leadership roles.

Review the competency and behavioural target levels with participants.

Q Can you think of someone who exemplifies this competency? How so?

Solicit responses.

Ask participants if they have any questions about this competency.
CORE COMPETENCIES, CONTINUED

Resilience

Resilience involves maintaining stamina and performance under continuing stress, and to act effectively under pressure. It includes bouncing back from disappointments or confrontations, not letting them negatively influence ongoing performance. Resilient people consistently display determination, self-discipline and commitment in spite of setbacks or lack of support, and a willingness to take a stand when appropriate.

1. Tries to maintain consistency of performance
2. Performs well under normal pressure
3. Overcomes obstacles and/or distractions in specific situations (short to medium term)
4. Delivers results with a high level of consistency over a long period of time

SHOW OH45 (Resilience) and ask the following:

Q What is this competency about? Why is it important?
Solicit responses.

SHOW OH46 (Resilience)
Let participants know that this competency can be found on page 15 of their Core Competency Dictionary.

- This competency is about being resilient, being able to work effectively over the long-term despite continuing stress and pressure.
- Those roles that provide service and support to people with developmental disabilities (i.e., Direct Support roles, Specialized Support Workers and Clinical Specialists) may experience significant work-related stress. For this reason, it’s critical to be able to continue to consistently demonstrate high levels of performance – providing high quality service and support – to the people we support and their families.

Review the competency and behavioural target levels with participants.

Q Can you think of someone who exemplifies this competency? How so?
Solicit responses.
Ask participants if they have any questions about this competency.
show oh47 (resource management) and ask the following:

q what is this competency about? why is it important?
solicit responses.

show oh48 (resource management)
let participants know that this competency can be found on page 16 of their core competency dictionary.

- this competency is about effectively managing the resources that we have, using them wisely to maximize results.
- given the ongoing need for improved efficiency, the ability to effectively manage resources is key in the developmental services sector.
- this competency is critical for those at the manager and director levels.

review the competency and behavioural target levels with participants.

q can you think of someone who exemplifies this competency? how so?
solicit responses.

ask participants if they have any questions about this competency.
SHOW OH49 (Self-Development) and ask the following:

Q What is this competency about? Why is it important?

Solicit responses.

SHOW OH50 (Self-Development)

Let participants know that this competency can be found on page 17 of their Core Competency Dictionary.

- This competency is about taking responsibility for your own growth, learning and development.
- Success requires that everyone is able to stretch within and beyond the boundaries of their job, taking on challenges, updating skills, and learning new approaches.
- Particularly in the Clinical Specialist role, superior performers are those who take responsibility for their learning, and strive to update their skills and abilities to sustain high levels of performance.

Review the competency and behavioural target levels with participants.

Q Can you think of someone who exemplifies this competency? How so?

Solicit responses.

Ask participants if they have any questions about this competency.
SHOW OH51 (Strategic Thinking) and ask the following:

Q What is this competency about? Why is it important?

Solicit responses.

SHOW OH52 (Strategic Thinking)

Let participants know that this competency can be found on page 18 of their Core Competency Dictionary.

- This competency is about being proactive, anticipating future changes, opportunities and problems and taking current action that will provide longer term benefits. It is a critical competency for leadership roles.

Review the competency and behavioural target levels with participants.

Q Can you think of someone who exemplifies this competency? How so?

Solicit responses.

Ask participants if they have any questions about this competency.
SHOW OH53 (Threshold competencies)

- Four threshold competencies have been identified – threshold competencies are those that, while they do not differentiate superior from average performance, they are base or minimum requirements to be considered for a position in the Developmental Services sector.

- For this reason, we will look at these competencies when recruiting individuals.

- There are four threshold competencies:
  
  - **Flexibility** (page 19) – Given the rapidly changing environment in which the sector finds itself, as well as the day-to-day challenges we face, the ability to be adaptable, to be open to others’ points of view, to juggle tasks and priorities, and shift gears in response to changing needs is a baseline competency.

  - **Self-Control** (page 20) – This competency is about keeping negative emotions in check. Given the nature of the work we do in this sector – dealing regularly with challenging situations – this competency is, therefore, a critical baseline competency, particularly for direct support roles.
**CORE COMPETENCIES, CONTINUED**

Timing: 60 minutes

0:45 – 1:45

- **Service Orientation** (page 21) – This competency is about providing quality service to others. Success requires a consistent focus on providing service to high standards. To provide quality service and support requires an ability to go the extra mile, to take accountability to help resolve issues, to seek to understand the underlying needs of the people who receive support and provide the appropriate support and service, now and for the future.

- **Values and Ethics** (page 22) – This competency is about acting with integrity and demonstrating the values of the sector. Those working within this sector are ambassadors for the sector as a whole. As such their values and ethics can be construed as the values and ethics of the agency they represent. To maintain the respect accorded the sector it is essential that those working within it demonstrate high levels of integrity, and align one’s behaviour to support the agency’s and sector’s values and ethics. This is essential to all roles, and is, therefore, a critical baseline competency.

**Ask** participants if they have any questions about threshold competencies before moving on.
SHOW OH54 (Identifying competencies)

**Explain** the following:

- We’ve now taken a look at all of the core competencies, and talked about some of the behaviours different people demonstrate in doing their job. We can define *behaviour* as what a person says or does.
- Identifying behaviours and linking them to competencies is a fundamental skill that underlies the rest of what is to follow in this workshop.
- It requires observation, however, actions don’t always tell the whole story; you need to be able to interpret what you see and hear.

**Q** How would we really know what competency an individual is demonstrating — what is driving them to behave in a certain way?

- By asking him/her.
CORE COMPETENCIES, CONTINUED

Timing: 60 minutes
0:45 – 1:45

Explain:

Q For example, think about a waitress who very quickly brings the order to her customer. What competency is she demonstrating?

- It depends on why she is bringing the order so quickly. To find out why she is demonstrating that behaviour, you need to ask her. For example:
  - If she says she is bringing the order quickly because she wants to seat another customer so that she can sell more food and beverages, she is probably demonstrating a competency related to achieving results.
  - If she says she is bringing the order quickly because she felt they were upset, had read their body language, and they looked to be in a rush, then she may be demonstrating Interpersonal Relations and Respect.
  - If she says she is bringing the order quickly because she has served this customer on several occasions and knows that she has a short lunch break, then she is likely demonstrating a competency related to customer service.

- To summarize, it’s not enough to just focus on the actions of an individual, but you also need to consider their intent – the reasons behind their actions. This is done by asking the individual what their thinking was at the time of the action. Probing for intent in this manner will help you identify which competency the individual is demonstrating, and at which level.

Facilitator Note:
Introduce a 15-minute break. During the break, prepare for the Matching Game.

BREAK
(15 minutes)
Activity: Matching Game
The Matching Game provides participants with the opportunity to practice linking or matching behaviours to competencies.

Following are the instructions for conducting the Matching Game. Answers can be found on pages 52-56.

TO SETUP THE ELECTRONIC MATCHING GAME
1. Go out of Slide Show.
2. Click open the “Matching Game”.
3. Click on “Slide Show” to enlarge the display.
4. Click the “Start Game” button in the bottom right-hand corner of the screen. The “PowerPoint Jeopardy Setup” pop-up window will appear on the screen.
5. Set Daily Double values to “None” and click “OK.”
6. You are now in the game.
SHOW OH55 (Identifying competencies in action)
- As I mentioned before the break, identifying behaviours and linking them to competencies is the fundamental skill that underlies the rest of what is to follow.

SHOW OH56 (Activity: Matching Game – Transition to Game)
- We’re now going to play the Matching Game, which will give you an opportunity to practice matching behaviours to competencies.

Activity: Matching Game
For this game, split participants into teams of approximately 3-5 people per team.
- The goal of the Matching Game is to match the correct competency to each situation/behavioural example. You can refer to the Core Competency Dictionary to help you. As well, you’ll find a Matching Game worksheet in your materials.
- For this game, I’ll show you a series of examples, one-by-one on the screen, and your job will be to correctly identify the competency and behavioural level for each example. Each correct answer is worth a specified dollar amount for the team.
- Each team will take turns having the opportunity to respond first. The team will be asked a question and will have 30 seconds to come up with their answer. Teams can discuss their answers.
- If they are wrong, the other teams will have an opportunity to respond – whichever team hits their buzzer first will have the first crack at responding. If they are also wrong, then no one earns the money.
- Teams are responsible for keeping a record of their “earnings” on a flipchart.
- **Hand out** a noisemaker/buzzer to each team. If the group who answered first answers incorrectly, the first of the remaining teams to hit their buzzer will get the next chance to answer.
**Activity: The Matching Game, Continued**

Timing: 60 minutes
2:00 – 3:00

To run the Matching Game:

1. To select which team goes first, have each team roll their pair of dice. Highest roll goes first.
2. Ask the teams to keep track of their “earnings” on their flip chart.
3. Click the dollar amount of the first question.
4. The team can collaborate on the answer.
5. Any member of their team can provide the answer.
6. Hit the page down button to get the answer.
7. Hit the “return to game board” to return to the questions.
8. Go to the next team.
9. Click on the dollar amount of the next question.
10. Continue as outlined above until all questions have been answered.
11. If a team answers incorrectly, direct the question to the first team that hits their buzzer.
12. At the conclusion of the game, ask each team how much they earned and determine a winner. Give prizes out to the winning team, and smaller “condolence” prizes to the non-winning teams.
13. Hit Esc to leave the Matching Game.
14. Bring your slide show back up to **OH55 (Identifying competencies)**.
MATCHING GAME – QUESTIONS AND ANSWERS

Timing: 60 minutes
2:00 – 3:00

Each question is worth a certain dollar value.

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<tr>
<th>COLUMN</th>
<th>QUESTION</th>
<th>ANSWER</th>
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| 1      | “She was new in the role, and there was a lot to learn. I sensed she was feeling a bit overwhelmed. She had to deal with a challenging situation with a family, and asked for my input as she wanted to make sure she handled the situation appropriately. She told me how she planned to approach the situation and that she was very nervous. I gave her some pointers from my own experience, and reassured her that she would do a good job.” This scenario is an example of:  
   a) Fostering Independence in Others – Level 3  
   b) Holding People Accountable – Level 2  
   c) Collaboration – Level 3 | c) Collaboration  
   Level 3 – Encourages others |
| 2      | “We were lobbying the government to initiate a new program. I decided to call Barbara, one of my key contacts in the Ministry as she has a lot of knowledge in this area, is respected, and is the one person I knew could help us get key stakeholders on board. I briefed her on what we were trying to accomplish, the key players, and the obstacles we were facing. She asked me to give her a few days to see what she could find out. Her ” This scenario is an example of:  
   a) Relationship/Network Building – Level 3  
   b) Advocating for Others – Level 4  
   c) Creative Problem Solving and Decision Making – Level 4 | b) Advocating for Others  
   Level 4 – Uses indirect influence |
| 3      | “One of our group home individuals who receives support, who had been in our care for many years, passed away quite suddenly. Peter, a Direct Support Professional who had worked closely with this person over the years, was extremely upset. I made a point of speaking with Peter, as well as the other staff who worked with the individual. They were all quite distraught, so we sat down as a group and I got them to express their feelings. I shared a similar situation I had been through so they knew I understood what they were experiencing. We also decided that we would do something special to commemorate the individual.” This scenario is an example of:  
   a) Collaboration – Level 2  
   b) Interpersonal Relations and Respect – Level 3  
   c) Leading Others – Level 3 | b) Interpersonal Relations & Respect  
   Level 3 – Effectively uses empathy |
### Matching Game – Questions and Answers, Continued

**Timing:** 60 minutes  
**2:00 – 3:00**

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| 1, cont’d | “I decided to take a long-standing individual who receives support to his first Leaf’s hockey game. He was a ‘brittle’ diabetic so I was nervous as it was a long drive to the game. I thought about the trip and decided to bring some supplies along in the event that something went wrong. His blood sugar went out of whack part way through our drive so I gave him some juice. I then drove to the nearest health centre so they could take a look at him. Eventually he stabilized and we carried on to the game. He had the best time.”  
This scenario is an example of:  
1. Initiative – Level 3  
2. Creative Problem Solving and Decision Making – Level 1  
3. Resilience – Level 3 | a) Initiative  
Level 3 – Thinks and plans ahead |
| 2 | “An ongoing challenge for the agency has been identifying new ways to raise funds. I got the group together and we brainstormed some fundraiser ideas. After brainstorming, we discussed the pros and cons of each idea. I took the top two ideas and did some further research to see which idea would be most viable, and then put a plan together for how we could realistically implement it.”  
This scenario is an example of:  
1. Creative Problem Solving and Decision Making – Level 4  
2. Collaboration – Level 3  
3. Managing Change – Level 4 | a) Creative Problem Solving and Decision Making  
Level 4 – Identifies and considers to solve a problem or issue |
| 2 | “I wanted to offer a new program, but knew it was something that really needed the involvement of several agencies. Over the past several months, I regularly made contact with key individuals from other agencies who I knew were interested in new programs of this type. I thought about my contacts in the other agencies to determine who would be able to help me drive this forward, and invited them to a meeting to share my ideas and how this would need to be a concerted effort.”  
This scenario is an example of:  
1. Advocating for Others – Level 2  
2. Managing Change – Level 3  
3. Relationship/Network Building – Level 3 | c) Relationship/Network Building  
Level 3 – Proactively establishes planned networks to address specific issues |
**Matching Game – Questions and Answers, continued**

Timing: 60 minutes  
2:00 – 3:00

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<th>COLUMN</th>
<th>QUESTION</th>
<th>ANSWER</th>
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| 2      | “I pointed out that if they expected my team to provide those services, we would need additional resources. I explained how we had reorganized to improve the current services, but that it was unfair to expect more from my team without some help. My plan called for two additional employees. I said we had a good team of very capable people, but it was unreasonable to expect them to deliver without extra help.” This scenario is an example of:  
   a) Advocating for Others – Level 2  
   b) Resource Management – Level 3  
   c) Leading Others – Level 3 | c) Leading Others  
Level 3 – Obtains resources/takes care of the team |
|        | “I told him his performance just wasn’t up to par. Then I reviewed the specific areas where he had fallen down and how it affected the others in the group. I told him we would meet this afternoon to discuss how to best address the issue and go forward.”  
This scenario is an example of:  
   a) Holding People Accountable – Level 4  
   b) Leading Others – Level 3  
   c) Resource Management – Level 4 | a) Holding People Accountable  
Level 4 – Holds people accountable for performance |
|        | “A position became available in my department. While it was a lateral move for me, I thought it would expand my knowledge of that role. I eventually want to become a manager of this department and thought that knowledge of each of the roles would be critical to my success.”  
This scenario is an example of:  
   a) Developing Others – Level 3  
   b) Self-Development – Level 4  
   c) Strategic Thinking – Level 1 | b) Self-Development  
Level 4 – Takes responsibility for personal career development |
|        | “The past several weeks have been quite challenging – I’ve had to work a lot of overtime or extra shifts in the group home. A lot of my colleagues have come down with the flu, so we’ve been short staffed. I know how critical it is to maintain a high level of care for the individuals in the home, so while I’ve been exhausted, I’ve managed to keep going without sacrificing the care we provide, knowing in the back of my mind that this is just temporary and that things will get better.”  
This scenario is an example of:  
   a) Resilience – Level 3  
   b) Initiative – Level 2  
   c) Collaboration – Level 1 | a) Resilience  
Level 3 – Overcomes obstacles and/or distractions in specific situations (short- to medium-term) |
### Matching Game – Questions and Answers, continued

**Timing:** 60 minutes  
**2:00 – 3:00**

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<th>ANSWER</th>
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| 3      | “In developing my strategy, I considered the change we were facing in the sector and where we were going as an agency. I had some innovative ideas, but was constrained from a resource perspective. Our people were already stretched, so I decided to approach the colleges to see if there was a way to recruit students in the DSW program to volunteer their time. I considered where they would be best put to use to help us achieve our goals, and at the same time, they would gain some very valuable experience.”  
This scenario is an example of:  
a) Developing Others – Level 3  
b) Leading Others – Level 3  
c) Resource Management – Level 4 | c) **Resource Management**  
Level 4 – Benefits the agency |
| 3      | “Based on the challenges we are facing as a sector, we needed to think and operate differently. When I was putting together the plan for my department, I made sure that the goals I established were in alignment with the overall strategy that the Executive Director had developed. I thought about the obstacles and opportunities, and developed plans to address these. Once I had my plan in place, I sat down with my managers and shared my thinking in putting the plan together, what it would mean for each of them, how it was consistent with the overall strategic direction of the agency. I also connected with the other directors to ensure we were all in alignment.”  
This scenario is an example of:  
a) Creative Problem Solving and Decision Making – Level 4  
b) Strategic Thinking – Level 4  
c) Leading Others – Level 5 | b) **Strategic Thinking**  
Level 4 – Influences strategic direction |
| 3      | “One of the individual’s we support who has Down’s Syndrome loved helping out in the kitchen. So I first showed him how to set the table, and let him try it. When he was able to do that well, I then taught him how to make his favourite sandwich. First I had him watch me, and then I had him make one himself while I watched. He was thrilled with this accomplishment. I gave him the responsibility of making sandwiches for everyone in the home on Fridays. He took great pride in this responsibility.”  
This scenario is an example of:  
a) Developing Others – Level 3  
b) Fostering Independence in Others – Level 3  
c) Collaboration – Level 4 | b) **Fostering Independence in Others**  
Level 3 – Delegates |
**MATCHING GAME – QUESTIONS AND ANSWERS, CONTINUED**

Timing: 60 minutes  
2:00 – 3:00

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<th>COLUMN</th>
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<th>ANSWER</th>
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| 3, cont’d. | “I decided to take extra steps to make the new process real for staff. Based on their input, I created a timetable showing the work to be completed, when it was to be completed by, who was responsible, and progress to date. I stored it on the system so that everyone could access it to keep it updated on an ongoing basis so that we would all be aware of the status of each piece of work. At the next team meeting, I acknowledged the three people who had started using it right away. I expressed that while it would take getting used to, and that it would feel like more work in the beginning, they would soon all see the value of the new process.”  
This scenario is an example of:  
a) Managing Change – Level 4  
b) Leading Others – Level 4  
c) Collaboration – Level 2 | a) Managing Change  
Level 4 – Follows through on change initiative |
| “I knew that she wanted to grow into a Supervisor role. While she enjoyed her current role, I knew she was ready to take on a challenge – she was capable of much more responsibility. I thought she definitely had leadership potential and would enjoy the challenge of supervising a small team. So when one of the Supervisors had to take a two-month leave of absence, I decided to offer her the chance to take over those responsibilities. We agreed this was a growth opportunity, and as such, I would be there to support her, but at the same time, I wanted her to know that struggling through a bit was a good thing. She needed to hold herself accountable. She ended up doing a great job, and I will definitely promote her the next time a Supervisor role becomes available.”  
This scenario is an example of:  
a) Managing Change – Level 4  
b) Leading Others – Level 4  
c) Developing Others – Level 2 | c) Developing Others  
Level 4 – Provides in-depth coaching |
SHOW OH57 (Identifying competencies)

Wrap-up the game and this segment of the workshop by reminding participants of the following:

• You need to always understand the intent behind the action in order to arrive at the correct competency and level.
• By asking the person about his/her intent or by asking others (with whom this person has interacted) will help us know for sure which competency is being demonstrated.

Point out that in order to become more adept in identifying competencies, it’s important for each of us to become familiar with the each of the core competencies.

Transition to the final segment of the workshop, which is about completing a competency assessment.
COMPLETING A COMPETENCY SELF-ASSESSMENT

Timing: 25 minutes
3:00 – 3:25

SHOW OH58 (Completing a capability self-assessment)
Explain that the objectives of this final component of the workshop are to:

- Review the principles of competency assessment and development
- Review how to complete a competency assessment
- Complete a paper-based self-assessment to determine your level of performance relative to each competency and identify where developmental opportunities might lie
SHOW OH59 (Principles of competency assessment)

- In a moment, we’ll take a closer look at the Competency Assessment Questionnaire (the CAQ). We’re now going to spend a few moments talking about the principles of assessment, whether completing a self-assessment, or for those who have direct reports, completing an assessment of others’ competencies.
- The assessment must be based on actual performance that occurred in the past (not on what you might do in the future).
- Think about your intent at the time the behaviour took place.
- To identify a behaviour pattern, you must have demonstrated/observed the behaviour on a consistent basis (one-time, isolated examples are not adequate).
- Typically, validity is increased when the data is gathered from a variety of sources (i.e., data from a manager, a compilation of assessment data from direct reports and a self-assessment is most valid). It’s also critical to get the input of others as sometimes you will not have had the opportunity to observe an individual’s behaviour on a daily basis.
SHOW OH60 (Considerations for your self-assessment)

Review the following with participants:

Q What are some of the things to consider when you are assessing yourself against competencies?

- Some of the things you should consider when completing a CAQ are:
  - Do you have an opportunity to demonstrate these behaviours on a regular basis?
  - Do you demonstrate the behaviours consistently (most of the time, when the opportunity arises)?
  - Do you get good results when you demonstrate these behaviours?
  - Can you think of several examples when you demonstrated these behaviours in the last 12 months?

- An assessment of behaviour must be based on actual performance that occurred some time in the past (not on what you or the individual you are assessing might do in the future). To identify a behaviour pattern, you must have demonstrated or observed the behaviour on a consistent basis – one-time, isolated examples are not adequate.
### Completing a Competency Self-Assessment, Continued

**Timing:** 25 minutes  
**3:00 – 3:25**

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<tr>
<td>Think of actual incidents that occurred in the past</td>
<td>Assess on hypotheticals – what you <em>would</em> do in a given situation</td>
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<tr>
<td>Think of your intent/feelings at the time of the incidents</td>
<td>Assess on how you feel now about a past incident</td>
</tr>
<tr>
<td>Think of your <em>own</em> role and behaviour in situations</td>
<td>Assess on a team or group basis</td>
</tr>
<tr>
<td>Assess your own consistent behaviour patterns</td>
<td>Base assessments on “one-off” events</td>
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**SHOW OH61 (Assessment do’s and don’ts)**

**Review** the assessment do’s and don’ts with participants.
SHOW OH62 (Activity: Competency Assessment Questionnaire (CAQ))

Review the instructions for completing their CAQ:

- You are now going to have an opportunity to complete a competency self-assessment.
- As you complete your CAQ and identify your ratings (i.e., determine your level of performance), keep the following in mind:
  - Think about actual performance that occurred some time in the past (not on what you might do in the future).
  - Rate at the highest level that you demonstrate consistently and on an ongoing basis.
  - Rate the “rule” rather than the exception to the rule.
  - The highest competency level for a competency is not necessarily the level expected for successful performance – target levels are based on the nature of the job.
- Complete as many competencies as you can. If you aren’t able to complete the entire assessment, please take the time to finish it after the session.

Debrief:

Ask participants if they have any concerns about completing the CAQ. Remind them that this kind of assessment takes practice; like any new skill, it will take time to develop a comfort level using this new tool.
**NEXT STEPS**

Timing: 25 minutes
3:00 – 3:25

Following this session:

1. Complete your competency self-assessment using the CAQ (if you have not yet completed it)
2. Prepare a personal growth plan (you may want to review it with your manager)
3. Implement your plan

SHOW OH63 (Next steps)

**Review** the next steps in the roll-out of competencies:

1. If you have not already completed your competency self-assessment, please take the time to complete it in the near future. In addition, your manager will complete an assessment of your competencies using the CAQ.
2. You will then need to arrange a time to meet with your manager to discuss the results of your assessment and come to agreement on your competency strengths and areas for development.
3. The next step is to then prepare a plan to develop your competencies, focusing on a maximum of 2-3 competencies. In a moment, we’ll introduce you to a couple of development planning tools. Once you have prepared your development plan, arrange to sit down with your manager to review the plan and gain his/her agreement.
4. The final step is to implement your plan, with coaching and support from your manager.
SHOW OH64 (Planning tools for personal growth)

- Two tools have been developed to support you in your personal growth planning:
  - The first tool – the Competencies Discussion Planner – is a planner which you will use down the road to help you prepare for an initial meeting with your manager to agree on your competency strengths and opportunities for personal growth. This planner will take you through the steps to prepare for this meeting, and also includes a development plan template to document your development plan. You will not need to use this tool right now (unless you wish to meet with your manager to discuss your competencies), but will be used in a few months’ time once managers have received training in coaching for competencies (this is expected to take place in the early summer).
  - The second tool – the Core Competency Development Resource Guide (or DRG) is a resource of developmental advice that includes, for each core competency, a list of:
    - On-the-job development activities/tips
    - Books/readings
    - DVDs/movies to watch

- The DRG is a valuable resource to support you in your development planning. Note, however, that you and your manager may come up with other development activities, so do not feel like you have to limit yourself to what is in the DRG.
In summary

*We all want to enhance the lives of the people we support.*

Moving forward your role is to:

- Be familiar with the competencies for your role and the CAQ process
- Keep a record of your own behavioural examples as they relate to competency development
- Take responsibility for your own development
- Initiate coaching discussions with your supervisor/manager
- Be open to feedback and monitor your own performance

Questions

**Q** Does anyone have any questions?

**Answer** any questions participants may have.

**Thank** everyone for their participation and hard work.

**Hand out** a workshop evaluation and ask participants to complete the evaluation prior to leaving.

**Remind** managers/leaders that they will be also be attending the Coaching for Competencies session.