DEVELOPMENTAL SERVICES
HUMAN RESOURCE STRATEGY

Enhancing the lives of the people we support
Welcome

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

- Identify the key characteristics of a competency
- Become familiar with the Core Competency Models for roles in the Developmental Services sector
- Identify behaviours and link them to competencies
- Complete a competency self-assessment to determine your current performance level and where your development opportunities lie
Agenda

- Welcome, objectives and agenda
- Introduction to competencies
- Core competencies
- BREAK
- Identifying competencies in action
- Completing a competency self-assessment
- ADJOURN
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.
The performance equation

The goals or end results identified for the job + The activities and competencies that enable successful achievement of goals/results = Successful Performance
The “competency curve”
A focus on competencies will help shift the curve
Two types of competencies

- **Technical competencies**
  - The knowledge and skills required to do the job – WHAT a person needs to know or know how to do

- **Behavioural competencies**
  - The behaviours a person demonstrates in performing the job – they are HOW an individual approaches his/her work
Competencies can be thought of in terms of an iceberg

Knowledge, Skills and Abilities

Technical Competencies
(e.g., Computer skills, knowledge of first aid)

Personal Characteristics
- Values
- Self-image
- Traits
- Motives

Behavioural Competencies
(e.g., Caring, creativity, initiative)

Our Focus

Necessary for top performance but not sufficient; easiest to develop, but least differentiating

Differentiating behaviours stem from factors below the water line; tend to drive people’s long-term behaviour and lead to longer-term success
What does a competency look like? Example: COLLABORATION

Collaboration is about communicating with others both within one’s team as well as with individuals, agencies and organizations outside one’s immediate work area or span of control (e.g., with community partners and stakeholders) to create alignment within and across groups. It is not only encouraging but expecting collaborative efforts and information sharing across agency/organizational lines toward shared outcomes.

1. **Collaborates/does own share of work.**
   - Willingly accepts and quickly adapts to an assigned role as a member of a large or small team.
   - Shares information with team members about actions or proposed changes that will affect them.

2. **Values others and solicits input.**

3. **Encourages others.**

4. **Works to build team commitment and spirit.**

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1. **Definition** – what the competency means
2. **Scale** – behaviours are arranged in increasing order of sophistication
3. **Level titles** – describes the intent of the level
4. **Behavioural indicators** – discrete “packets” of behaviours or characteristics
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
  - Direct Support Supervisor
  - Specialized Support Workers
  - Clinical Specialists
  - Managers/Directors
  - Executive Directors
How the models were developed

- 1. Gather data to understand organizational and strategic context
- 2. Documentation review (including job descriptions)
- 3. Draft preliminary competency dictionary
- 4. Conduct focus groups across nine regions
- 5. Draft core competency models for all roles
- 6. Customize competency dictionary
Core competencies

- Advocating for Others
- Collaboration
- Creative Problem Solving & Decision Making
- Developing Others
- Fostering Independence in Others
- Holding People Accountable
- Initiative
- Interpersonal Relations & Respect
- Leading Others
- Managing Change
- Relationship/Network Building
- Resilience
- Resource Management
- Self-Development
- Strategic Thinking

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Direct Support Professionals

- Advocating for Others
- Collaboration
- Creative Problem Solving & Decision Making
- Fostering Independence in Others
- Initiative
- Interpersonal Relations & Respect
- Resilience
Direct Support Supervisors

- Advocating for Others
- Collaboration
- Creative Problem Solving & Decision Making
- Developing Others
- Holding People Accountable
- Leading Others
Specialized Support Workers

- Advocating for Others
- Fostering Independence in Others
- Collaboration
- Initiative
- Creative Problem Solving & Decision Making
- Interpersonal Relations & Respect
- Resilience
Clinical Specialists

- Advocating for Others
- Fostering Independence in Others
- Initiative
- Interpersonal Relations & Respect
- Resilience
- Self-Development

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Managers and Directors

- Advocating for Others
- Creative Problem Solving & Decision Making
- Developing Others
- Holding People Accountable
- Leading Others
- Managing Change
- Relationship/Network Building
- Resource Management
- Strategic Thinking
Executive Director competencies

- Building and Leveraging Collaborative Networks
- Creative Problem Solving & Decision Making
- Developing Others
- Integrity
- Leading Change
- Leading Others
- Organizational Awareness/Political Acuity
- Organizational Sensitivity
- Planning, Coordination & Execution
- Strategic Thinking
02

Core competencies
Advocating for Others
Advocating for Others

Individuals demonstrating the competency “Advocating for Others” show through their behaviours an inclination to champion a cause or issue and try to get others to support it (i.e., trying to win the support of others).

1. States facts to persuade or motivate
2. Takes multiple actions to encourage
3. **Calculates impact of actions or words**
4. **Uses indirect influence**
5. Uses complex influence strategies

**LEGEND**

| Direct Support Professional | Direct Support Supervisor | Specialized Support Worker | Clinical Specialist | Manager | Director |
Collaboration is about communicating with others both within one’s team as well as with individuals, agencies and organizations outside one’s immediate work area or span of control (e.g., with community partners and stakeholders) to create alignment within and across groups. It is not only encouraging but expecting collaborative efforts and information sharing across agency/organizational lines toward shared outcomes.

1. Collaborates/does own share of work
2. Values others and solicits input
3. **Encourages others**
4. Works to build team commitment and spirit

**LEGEND**

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<tr>
<th>Direct Support Professional</th>
<th>Direct Support Supervisor</th>
<th>Specialized Support Worker</th>
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Creative Problem Solving and Decision Making is the demonstration of behaviours that enable one to identify and solve problems by understanding the situation, seeking additional information, developing and weighing alternatives, and choosing the most appropriate course of action given the circumstances. Problems can be solved by breaking the issue into smaller pieces or by identifying patterns or connections between situations that are not obviously related. It involves the willingness to and demonstration of behaviours associated with taking a creative approach to problems or issues. It includes “thinking outside of the box” to go beyond the conventional, and to explore creative uses of resources.

1. Uses a common sense approach to solve problems
2. Is open to new ideas/solutions
3. Understands and acts on basic relationships
4. Identifies and considers options to solve a problem or issue
5. Solves complex problems

**LEGEND**

| Direct Support Professional | Direct Support Supervisor | Specialized Support Worker | Manager | Director |
Developing Others
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

**Legend**

<table>
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Fostering Independence in Others
Fostering Independence in Others is about enabling others to be self-sufficient and to nurture self-determination. It is also the sharing of responsibility with individuals and groups so that they have a deep sense of commitment and ownership.

1. Provides encouragement
2. Provides training and support
3. Delegates
4. Fully empowers others
5. Encourages individuals within the organization to empower others
Holding People Accountable
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

**LEGEND**

| Direct Support Supervisor | Manager | Director |
Initiative

Initiative is about taking action, proactively doing things and not simply thinking about future actions. The time frame of this scale moves from addressing current opportunities or problems (being reactive) to acting on future opportunities or problems (being proactive). People with this competency are action-oriented – they act in the present to create value in the future.

1. Addresses current opportunities or problems
2. Takes action under pressure
3. **Thinks and plans ahead**
4. Implements short-term plans
5. Implements longer-term comprehensive plan(s)

**LEGEND**

| Direct Support Professional | Specialized Support Worker | Clinical Specialist |
Interpersonal Relations and Respect
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

**LEGEND**

- Direct Support Professional
- Specialized Support Worker
- Clinical Specialist

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Leading Others
Leading Others is about taking on the role of leader of a team or other group. It involves providing inspiration, clarity and direction through a compelling vision of the future. This includes ensuring that those who are led work together and are provided with the required resources and motivational support. Leaders measure their success through the success of others.

1. Facilitates the team function
2. Promotes team effectiveness
3. **Obtains resources/takes care of the team**
4. Positions self as leader
5. **Builds commitment to a compelling vision**

**LEGEND**

| Direct Support Supervisor | Manager | Director |
Managing Change

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

**LEGEND**

Manager | Director
Relationship/Network Building
Relationship/Network Building is about building and maintaining effective and constructive working relationships, partnerships or networks of contacts with people who are, or might someday be, instrumental in achieving work-related goals. It is the desire to work co-operatively with all stakeholders to meet mutual goals. It includes demonstrating strong interpersonal relations where one interacts with others in ways that advance the work of the agency/sector by developing respect, trust and mutual understanding, and productive working relationships. It involves awareness that a relationship based on trust is the foundation for success in delivering results.

1. Maintains current relationships
2. Solidifies working relationships
3. **Proactively establishes planned networks to address specific issues**
4. **Networks to enhance strategic influence opportunities**

**LEGEND**

- Manager
- Director
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**
Resource Management
Resource Management

Resource Management is understanding and effectively managing resources (e.g., people, materials, funds). This is demonstrated through measurement, planning and control of resources to maximize results. People who demonstrate this competency treat the agency’s/sector’s financial resources as if they were their own. It requires a balance of qualitative (e.g., human resources) and quantitative (e.g., financial resources) measures.

1. Understands resource issues
2. Pursues resource effectiveness
3. Advocates effective utilization
4. Benefits the agency

**LEGEND**

Manager  Director
Self-Development involves proactively taking actions to improve personal capability. It also involves being willing to assess one’s own level of development or expertise relative to one’s current job, or as part of focused career planning.

1. Updates job knowledge/skills
2. Initiates self-development
3. Actively seeks feedback for performance enhancement
4. **Takes responsibility for personal career development**

**LEGEND**

Clinical Specialist
Strategic Thinking is linking long-range visions and concepts to daily work, ranging from a simple understanding to a sophisticated awareness of the impact of the world at large on strategies and on choices.

1. Demonstrates personal work alignment
2. Promotes team alignment
3. **Aligns program/operational goals and plans**
4. Influences strategic direction
5. Develops vision

**LEGEND**

- Manager
- Director
Threshold competencies

- Baseline competencies to be used for recruitment purposes
- Reflect the essential competencies to perform the job at a minimally effective level
- Do not distinguish superior from average performance
- Based on organizational values and represent a minimum requirement to be considered for a job role in the sector

Four threshold competencies identified include:
- Flexibility
- Self-Control
- Service Orientation
- Values and Ethics
Identifying competencies

Action and Intent
Identifying competencies in action
Activity: Matching Game

Transition to Matching Game...
Identifying competencies

**Actions**
- What people do or say while performing

**Intent**
- What people think or feel at the time

**Familiarity**
- Understanding the competencies
Completing a competency self-assessment
Principles of competency assessment

- Base your assessment on actual behaviour
- Consider your *intent* at the time of behaviour
- Base your rating on consistent behavioural patterns, not one-time examples
- Gather data/behavioural examples from a variety of sources
Considerations for your self-assessment

- Do you...
  - Have an opportunity to demonstrate these behaviours on a regular basis?
  - Demonstrate these behaviours consistently (most of the time when the opportunity arises)?
  - Get good results when you demonstrate these behaviours?

- Can you think of several examples when you demonstrated these behaviours in the last 12 months?
Assessment do’s and don’ts

Do…
- Think of actual incidents that occurred in the past
- Think of your intent/feelings at the time of the incidents
- Think of your own role and behaviour in situations
- Assess your own consistent behaviour patterns

Don’t…
- Assess on hypotheticals – what you *would* do in a given situation
- Assess on how you feel now about a past incident
- Assess on a team or group basis
- Base assessments on “one-off” events
To complete the questionnaire:

1. Read the behavioural indicators for each competency and determine your level of performance relative to each competency.

2. Provide behavioural-based evidence to support the level of performance you indicated.

3. Identify where possible developmental opportunities may lie.
Next steps

**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
Planning tools for personal growth

- **Competencies Discussion Planner**
  - A template to help you prepare for a discussion with your manager around your competency strengths and opportunities for personal growth

- **Development Resource Guide**
  - A compendium of development activities, books and videos to support you in your development planning, organized by competency
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