Introduction to Administrative Competencies

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
Introduction to competencies
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.
The performance equation

What
The goals or end results identified for the job

How
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
Overview of Core Competencies

Technical – WHAT a person needs to know

Behavioural (Core) – HOW an individual approaches his or her job

Skills
Knowledge

Social Role
Self-Image
Traits
Motives

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 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:

**Core Competencies developed in 2009 by the Hay Group**

- Direct Support Professional
- Direct Support Supervisor
- Specialized Support Workers
- Clinical Specialists
- Managers/Directors
- Executive Directors

**Core Competencies for administrative positions – developed by the Core Competencies Implementation Committee in 2014**

- Receptionists
- IT/Finance Coordinators
- Coordinators
- Administrative Assistants
- Executive Assistants
- Volunteer and Special Events Coordinators
How the Administrative Competencies 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
5. Draft core competency models for all roles
6. Customize competency dictionary

Begin

End
Core competencies for all Positions

Advocating for Others
Fostering Independence in Others
Leading Others
Resource Management

Collaboration
Holding People Accountable
Managing Change
Self-Development

Creative Problem Solving & Decision Making
Initiative
Relationship/Network Building
Strategic Thinking

Developing Others
Interpersonal Relations & Respect
Resilience
Planning and Organizing

Strategic Thinking
Planning and Organizing
Receptionists

- Collaboration
- Creative Problem Solving & Decision Making
- Initiative
- Interpersonal Relations & Respect
- Planning and Organizing
Administrative Assistants

- Collaboration
- Initiative
- Creative Problem Solving & Decision Making
- Interpersonal Relations & Respect
- Planning and Organizing
Executive Assistants/Coordinators

- Collaboration
- Initiative
- Planning and Organizing
- Creative Problem Solving & Decision Making
- Interpersonal Relations & Respect
Volunteer and Special Events Coordinators

- Collaboration
- Creative Problem Solving & Decision Making
- Initiative
- Leading Others
- Planning and Organizing
- Relationship/Network Building
IT/Finance Coordinators

- Collaboration
- Initiative
- Planning and Organizing
- Creative Problem Solving & Decision Making
- Interpersonal Relations & Respect
- Self-Development
Fitting Administration Positions into Competency Models

- Various administrative roles could fit into the different identified administrative positions
- Titles may be the same but roles and expectations can vary agency to agency
- Think about what makes a top performer for that role
- Look at the role itself and not the person currently in the role
- If you had to hire for that role tomorrow, what would the position require for the person to be successful?
Fitting Administration Positions into Competency Models

Possible Considerations

• What are the duties/expectations for this role?

• When reviewing job descriptions/expectations, where does this position best fit under the Administrative Competency models? Think of the role and what is required for a top performer.

• Does this role require any supervision of others or holding people accountable? Should it be under the management competency instead?
Core competencies
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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**Legend**

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<th>Specialized Support Worker</th>
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<tbody>
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<td>Executive Assistants/Coordinators</td>
<td>Volunteer and Special Events Coordinator</td>
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<td>Administrative Assistant</td>
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Creative Problem Solving and Decision Making

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

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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)

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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

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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 | Volunteer and Special Events Coordinators | Manager | Director |
Planning and Organizing

Establishes an efficient course of action to ensure accomplishment of specific objectives and workplans. It involves being able to set time-lines, by judging the level of difficulty of tasks and projects.

1. Responds to day-to-day position responsibilities
2. Adapts to changing priorities and needs
3. Anticipates potential issues
4. Plan processes to reduce potential issues

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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 cooperatively 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 | Volunteer and Special Events Coordinator | Director |
Self-Development

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  IT/Finance Coordinators
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
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
Activity: Competency Assessment Questionnaire (CAQ)

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*
• *Planning and Organizing not in the Development Resource Guide*
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