

Developmental Services Human Resource Strategy

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Introduction to Administrative Competencies

DEVELOPMENTAL SERVICES HUMAN RESOURCE STRATEGY

Enhancing the lives of the people we support

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WELCOME

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

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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

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01

Introduction to competencies

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WHAT IS A COMPETENCY?

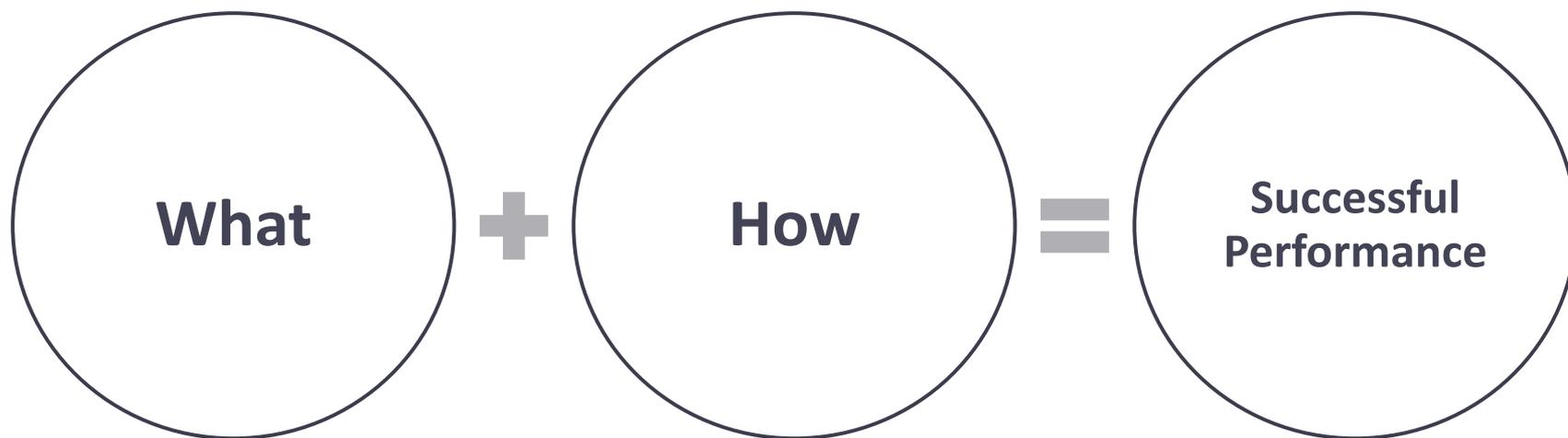
A competency is any skill, knowledge, behaviour or other personal characteristic that **that drives superior performance in a job role.**

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

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The performance equation



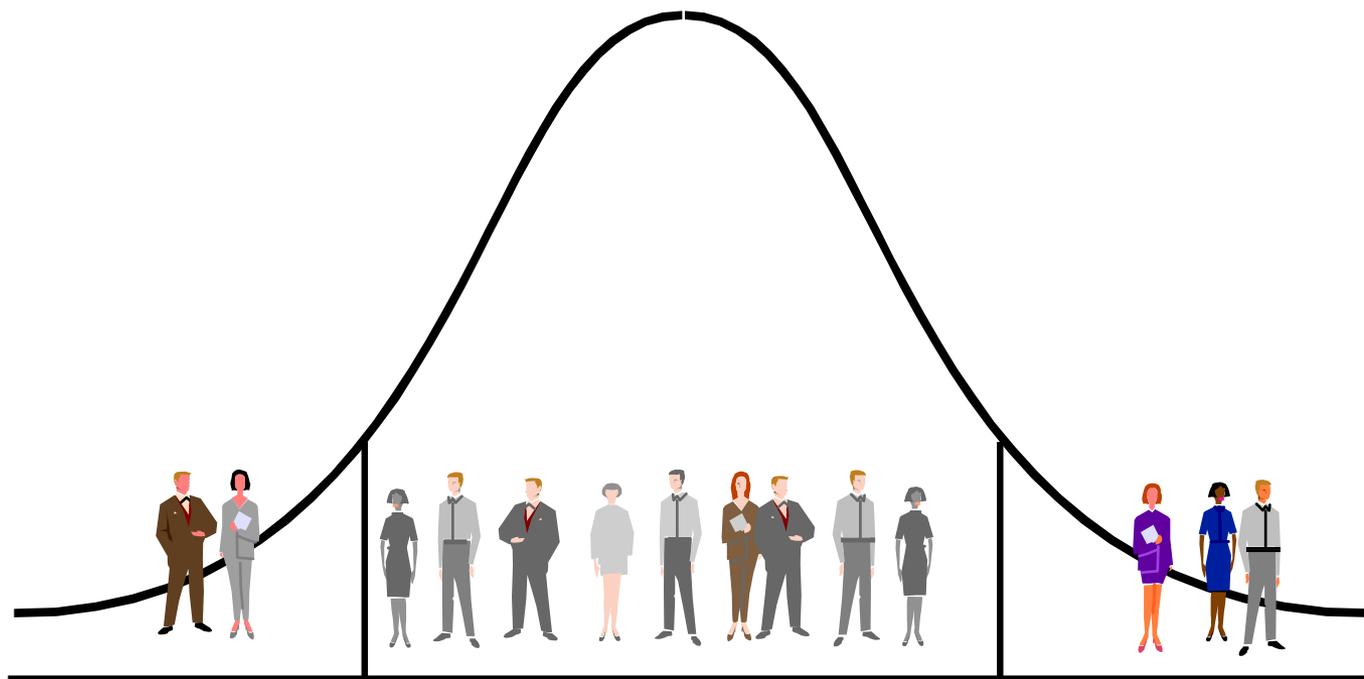
**The goals or end results
identified for the job**

**The activities and competencies
that enable successful
achievement of goals/results**

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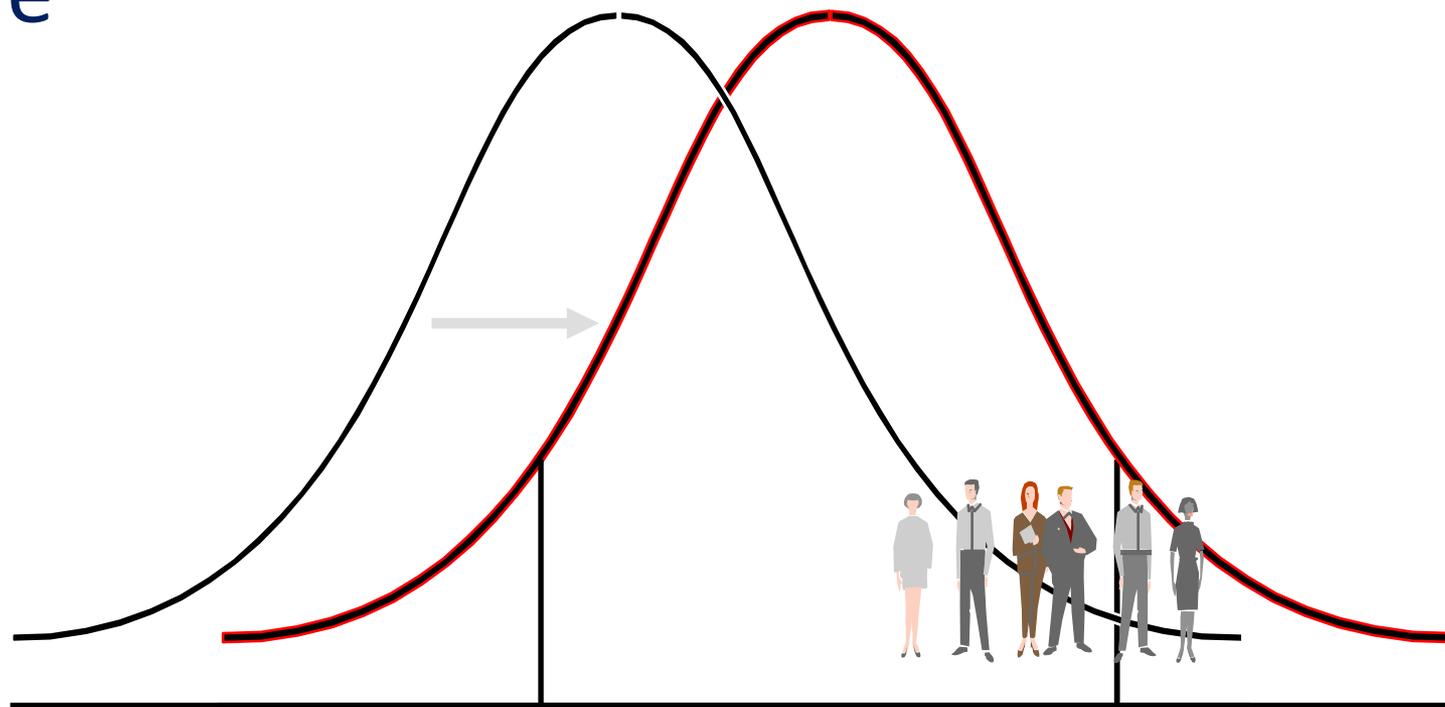
The “competency curve”



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A focus on competencies will help shift the curve



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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

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Overview of Core Competencies

Technical – WHAT
a person needs to
know

**Skills
Knowledge**

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

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

**Social Role
Self-Image
Traits
Motives**

**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

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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
- Volunteer and Special Events Coordinators
- Administrative Assistants
- Executive Assistants

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How the Administrative Competencies models were developed

Begin

1. Gather data to understand organizational and strategic context

2. Documentation review (including job descriptions)

3. Draft preliminary competency dictionary

6. Customize competency dictionary

5. Draft core competency models for all roles

4. Conduct focus groups

End

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Core competencies for all Positions

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	Planning and Organizing

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Receptionists



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Administrative Assistants

Collaboration

Creative
Problem Solving
& Decision
Making

Initiative

Interpersonal
Relations &
Respect

Planning and
Organizing

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Executive Assistants/Coordinators

Collaboration

Creative
Problem Solving
& Decision
Making

Initiative

Interpersonal
Relations &
Respect

Planning and
Organizing

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Volunteer and Special Events Coordinators



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IT/Finance Coordinators

Collaboration

Creative
Problem Solving
& Decision
Making

Initiative

Interpersonal
Relations &
Respect

Planning and
Organizing

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?

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02

Core competencies

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What does a competency look like? Example: COLLABORATION

1 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.

2 { 1. **Collaborates/does own share of work.**

3

4 {

- 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.**

- 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

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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
2. **Values others and solicits input**
3. Encourages others
4. Works to build team commitment and spirit

LEGEND

Direct Support Professional	Direct Support Supervisor	Specialized Support Worker	Receptionist
Executive Assistants/ Coordinators	Volunteer and Special Events Coordinator	IT/Finance Coordinators	Administrative Assistant

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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

LEGEND

Direct Support Supervisors	Executive Assistants/ Coordinators	Volunteer and Special Events Coordinator	IT/Finance Coordinators	Managers	Specialized Support Worker
Receptionists	Direct Support Professional	Administrative Assistant	Director		

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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)

LEGEND

Receptionists	Specialized Support Worker	Clinical Specialist	Direct Support Professional	Administrative Assistants
Volunteer and Special Events Coordinator	IT/Finance Coordinators	Executive Assistants/ Coordinators		

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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

LEGEND

Direct Support Professional	Receptionists	Administrative Assistants	IT/Finance Coordinators
Executive Assistants/ Coordinators	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	Volunteer and Special Events Coordinators	Manager	Director
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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

LEGEND

Receptionists	Administrative Assistants	Executive Assistants/ Coordinators	Volunteer and Special Events Coordinators	IT/Finance Coordinators
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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 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

Volunteer and Special
Events Coordinator

Director

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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

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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

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Identifying competencies

Action and

Intent



03

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?

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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

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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*

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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

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Questions

