Introduction to Competencies

Click HERE to begin
Welcome to Core Competencies Online Training

This training will take you about 30 minutes to complete.
You will use your mouse to click through the training and respond to questions asked.

**Note these Navigation Buttons**

- **Back** button: click it to return to the previous screen
- **Next** button: click it to go to the next screen
- **Home** button: click it to return to the very first screen

Click the “NEXT” button now to proceed to the next screen.
Pre-Work

Before you continue with this e-Learning, make sure you have reviewed the following documents:

1. The Intention of Core Competencies
2. The Competency Backgrounder
3. The Competency Dictionary

After reviewing these documents, you should be able to:

- Explain how you will benefit from learning about Core Competencies
- Use the Competency Dictionary to identify the target competency level for your position
Learning Objectives

By the end of this online training, you will be able to:

- Explain what a Core Competency is and how it will help you in your career
- Compare the differing levels of behaviours demonstrated in each of the 15 Core Competencies and 4 Threshold Competencies

After completing this online training, you will meet with your Manager to review Core Competencies and you will have the opportunity to ask questions.

Let’s get started!

(click “NEXT”)
A Competency is any skill, knowledge, behaviour or other personal characteristic that drives superior performance in a job role.

Click on the ‘True’ button if you think the above statement is True.
Click on the ‘False’ button if you think it’s False.
Competencies are what outstanding performers do more often, in more situations, and with better results than typical performers.
What is a Competency?

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

Actually, it’s True
There are 2 types of Competencies:

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

2. Behavioural competencies
   - The behaviours a person demonstrates in performing the job – they are HOW an individual approaches his/her work

*Is using email a Technical or a Behavioural Competency?*
There are 2 types of Competencies:

That’s Right! Being able to read and respond to emails is a Technical Competency.

Knowing when it’s best to use email instead of face-to-face communication & knowing how to phrase your email are both examples of Behavioural Competencies.
There are 2 types of Competencies:

You’ve got a point… knowing when it’s best to use email instead of face-to-face communication & knowing how to phrase your email are both examples of Behavioural Competencies.

Being able to read and respond to emails is a Technical Competency.
Successful Performance

What
The goals or end results identified for the job

+ 

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

= 

Successful Performance
Competencies can be compared to an iceberg …

*Only the tip of the iceberg can be seen at first, there’s a lot more below the surface of the water!*  

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*  

Needed for top performance but not enough; easiest to develop  

What makes you excel are behaviours below the water line; drive long-term behaviour and lead to longer-term success  

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What does a competency look like?

Let’s take a look at the different parts that make up a competency.

We’ll use the competency “COLLABORATION” as an example.
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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A. **Definition** – what the competency means

B. **Level titles** – describes the intent of the level

C. **Scale** – behaviours are arranged in increasing order of sophistication

D. **Behavioural indicators** – discrete “packets” of behaviours or characteristics

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Competencies are made up of:

**Definition:** A description of what the competency means.

**Level Titles:** Each competency is broken down into 3-5 different levels of performance. Each level has a title describing it.

**Scale:** As the levels increase, the complexity of the performance increase: Level 1 requires the most simple, straight-forward behaviours and each higher level requires a more advanced level of performance.

- Staff are aiming to perform the competency at different levels, depending on their position.
- E.g. a Direct Support Professional (Support Worker) is aiming for a lower level of the competency Collaboration (Level 3: Encourages Others) than the Supervisor who is expected to demonstrate a higher level (Level 4: Works to build team commitment and Spirit).

**Behavioural Indicators:** Below each level title are a list of behaviours describing details of performance at that level.
What does a competency look like?
Example: COLLABORATION

Now it’s your turn to describe the parts of a competency...

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.

Is this statement TRUE or FALSE?

All staff, from Direct Support Professionals to Directors, are expected to display all 4 numbered behaviours listed in any given competency.

True  False
That statement was FALSE:

• All staff do not display all behaviours listed in any given competency

• 4 - 5 Levels of behaviours are listed and different positions require different levels of each competency

You’re Right!
Actually, that statement was FALSE

- All staff do not display all behaviours listed in any given competency
- 4 - 5 Levels of behaviours are listed and different positions require different levels of each competency

Confused? Click to go back and review how competencies are structured
How do Competencies differ between positions?

- Different positions require different competencies
- Targeted competencies have been developed for the following positions:
  - Direct Support Professional (e.g. Support Workers I, II & III)
  - Direct Support Supervisor
  - Specialized Support Workers (e.g. APSW, Resource Teacher)
  - Clinical Specialists (e.g. Home Management & ECE Consultants)
  - Managers
  - Directors
Threshold Competencies

For each position, minimum competency requirements have been identified – these are the competencies that someone must possess before starting in that role.

These are called “Threshold Competencies”: what you must have before walking-in-the-door to start your job.

The following are Threshold Competencies for all of the positions:

- Flexibility
- Self-Control
- Service Orientation
- Values & Ethics
Threshold Competencies are…

- Baseline competencies to be used for recruitment
- 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
Core Competencies

In addition to Threshold (i.e. minimum) Competencies; each position has its own group of Core Competencies that drive superior performance.

Let’s look at the Core Competencies for different positions…
Core Competencies for Direct Support Professionals:

All Support Workers

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

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Core Competencies for Direct Support Professionals:

All Support Workers (SW I, SW II & part-time), are grouped together under “Direct Support Professionals”.

Many Direct Support Professionals are already working at a Level 1 or 2 and some may already be working at a level 3.
Core Competencies for Direct Support Supervisors:

Threshold Competencies:
- Fostering Independence in Others
- Initiative
- Interpersonal Relations & Respect
- Resilience

Supervisor

Advocating for Others

Collaboration

Creative Problem Solving & Decision Making

Developing Others

Leading Others

Holding People Accountable
We do not have any Specialized Support Workers in our agency, some of the larger agencies do and core competencies were developed for the sector as a whole.
Core Competencies for Clinical Specialists:

We do not have Clinical Specialists in our agency

Advocating for Others

Fostering Independence in Others

Initiative

Interpersonal Relations & Respect

Resilience

Self-Development
Core Competencies for Managers and Directors:

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

- 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

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There are 15 Core Competencies:

1. Advocating for Others
2. Collaboration
3. Creative Problem Solving and Decision Making
4. Developing Others
5. Fostering Independence in Others
6. Holding People Accountable
7. Initiative
8. Interpersonal Relations and Respect
9. Leading Others
10. Managing Change
11. Relationship Network Building
12. Resilience
13. Resource Management
14. Self Development
15. Strategic Thinking

For each position, target levels were identified for the Core Competencies. We do not have all of the listed positions in our agency, but it is important for you to be aware of them.

The following descriptions of each of the 15 Core Competencies will review each competency and show, using a legend, the target level for that position.
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 |
Advocating for Others

It's your turn, take a look at the legend and colour-coding...

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LEGEND

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Click the number that represents the level that both Direct Support Professionals & Supervisors are aiming to reach for this competency

1 2 3 4 5

Click here for a Hint
Great Job!

Level 3: Calculate impact of actions or words is the level of “Advocating Others” that both Direct Support Professionals and Supervisors are striving to perform at.

Looking at the Legend, we see that Direct Support Professionals & Supervisors are coded Green, since level 3 is Green, this is the level they would be aiming to perform at.

Important: To perform at a given level, you must also display behaviours listed at earlier levels; so someone performing at a Level 3 is displaying behaviours associated with Levels 1, 2 and 3.

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 |
It’s actually Level 3, Calculate impact of actions or words, that both Direct Support Professionals & Supervisors are striving to perform at for the Advocating Others competency.

Looking at the Legend, we see that Direct Support Professionals & Supervisors are coded Green, since level 3 is Green, this is the level they would be aiming to perform at.

Important: To perform at a given level, you must also display behaviours listed at earlier levels; so someone performing at a Level 3 is displaying behaviours associated with Levels 1, 2 and 3.

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Legend
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
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 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**

| Direct Support Supervisor | Manager | Director |
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
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.

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

LEGEND

Direct Support Professional | Specialized Support Worker | Clinical Specialist | Manager | Director

Click the number that represents the level that Directors are aiming to reach for this competency
Yes! You’ve got it!

**Level 5, Encourages individuals within the organization to empower others**, is the level of “Fostering Independence in Others” that Directors are striving to perform at.

Looking at the Legend, we see that Directors are coded Purple, since Level 5 is **Purple**, this is the level they would be aiming to perform at.

**Important:** To perform at a given level, you must also display behaviours listed at earlier levels; so someone performing at a Level 5 is displaying behaviours associated with Levels 1, 2, 3, 4 and 5.
Actually, Level 5, Encourages individuals within the organization to empower others, is the level of “Fostering Independence in Others” that Directors are striving to perform at.

Looking at the Legend, we see that Directors are coded Purple, since Level 5 is Purple, this is the level they would be aiming to perform at.

Important: To perform at a given level, you must also display behaviours listed at earlier levels; so someone performing at a Level 5 is displaying behaviours associated with Levels 1, 2, 3, 4 and 5.
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, addressing performance issues, 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
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)
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**
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**

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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

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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  Director
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 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

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

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1. Advocating for Others
2. Collaboration
3. Creative Problem Solving and Decision Making
4. Developing Others
5. Fostering Independence in Others
6. Holding People Accountable
7. Initiative
8. Interpersonal Relations and Respect
9. Leading Others
10. Managing Change
11. Relationship Network Building
12. Resilience
13. Resource Management
14. Self Development
15. Strategic Thinking
Next Steps

- Now you know what the Core Competencies are and what the goal level of performance is for each position.
- Your next step will be to attend a Review Session with your Manager and ask any questions you may have.

- At the end of this Review Session, you will:
  - Receive a Competency Assessment Questionnaire (CAQ) – a self-assessment to evaluate your own level for each competency in private
  - Find out how to access the Development Resource Guide: a tool to support you in planning your on-the-job development
  - Have the option to schedule additional time with your Manager to review your CAQ
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
- Be open to feedback and monitor your own performance

Thank you for completing this eLearning training!