Competency Modeling in Performance Management

WORKFORCE SUMMIT
OCTOBER 24, 2018
Agenda

1. What are competencies?
2. Why do competencies matter?
3. How can competencies support performance improvement and performance management?
The Challenges

- Create flexible, systematic informal learning opportunities to encourage innovation and continual improvement
- Differentiate employee support to close learning gaps
- Communicate employee learning in a way that makes sense to employees, supervisors, and executive teams.
Workforce Trends
State Civil Service Annual Report 16-17
The data represented below indicates that at the close of FY16-17, 42 percent of classified employees had less than ten years of state service. Career service employees with more than twenty years of service comprised of approximately 23 percent of the workforce.
Generations In the Workforce

The Bridge: Generation X
46...Average age of Classified Employee

45...Average age of Unclassified Employee
Managing and Improving Performance

PERFORMANCE IMPROVEMENT
- Formal, informal, and on-the-job learning opportunities
- Performance discussions based on established behavioral expectations
- Reflective practices

PERFORMANCE MANAGEMENT
- Shared responsibility between the employee and the supervisor
- Documentation of performance improvement opportunities
- Documentation of reflective discussions
State Civil Service Competency Model
State Civil Service Competency Model

*Two color squares indicate Supervisory Competencies.
State Civil Service Competency Model
STATEWIDE COMPETENCIES

CORE COMPETENCIES COMMON AMONG ALL EMPLOYEES WHO RECEIVED “EXCEPTIONAL” ON THEIR PERFORMANCE EVALUATION.
SUPERVISORY COMPETENCIES

CORE COMPETENCIES COMMON AMONG SUPERVISORS WHO RECEIVED “EXCEPTIONAL” ON THEIR PERFORMANCE EVALUATION.
POSITION COMPETENCIES

- CORE COMPETENCIES OF A POSITION

- BASED ON A 360° COMPETENCY SORT WHICH FOCUSES ON THE JOB REQUIREMENTS, NOT A PERSON.
COMPETENCIES RELATED TO SPECIFIC JOB REQUIREMENTS

TECHNICAL COMPETENCIES

COMPETENCIES RELATED TO SPECIFIC JOB REQUIREMENTS
DEVELOPMENT WHEEL

REPRESENTS ALL COMPETENCIES REQUIRED FOR EACH POSITION.
The average age of a Classified Employee is 46

The average age of an Unclassified Employee is 45
What Can Competencies Do for You?

- Achieve alignment
- Preserve Intellectual Knowledge
- Develop leadership competencies to attract and retain talent
- Align business goals with talent development efforts
Preserve Knowledge!

- Competencies
- Job Tasks
- Processes
Position Competencies
Competencies Simplify Processes

Buy new Talent

Reorganize employees

Train existing employee

*Reorganization shall be in accordance with State Civil Service rules. Example is used to illustrate how competencies align organizational efforts.
DIRECTOR OF LEARNING AND EVALUATION
San Francisco ● San Francisco Bay Area
Posted 6 days ago

Qualifications and Competencies

Minimum Competencies
• Ability to think creatively and strategically, employing a sense of curiosity and commitment to continuous learning and growth
• Able to inspire others to get excited about potential strategic shifts

Preferred Competencies
• Ability to consolidate and clean data
• Experience visualizing data/and or developing dashboards, scorecards, reports, etc.
Interview Questions

• Give an example of a time when you went above and beyond the call of duty. What did you do and how did it affect your organization?

Selection Activities

• Present the candidate with a case study outlining an organizational problem. The candidate must explain how he/she would address the problem. If you wish to test presentation competency, have the candidate prepare and present a presentation. If you wish to test written competency, have the candidate write out his/her response.
Buy New Talent

Position Competencies

Selection

P R S T
Reorganize

Selection

New Employee

R
P
S

T&CTeamwork & Collaboration

Communication
Performance Management
Judgment
Competency-Based Performance Improvement and Management

- FLEXIBLE
- ALIGNS VOCABULARY & BEHAVIORAL EXPECTATIONS
- DUAL ASSESSMENT ENCOURAGES REFLECTIVE PRACTICES
- ENCOURAGE SHARED OWNERSHIP OF THE IMPROVEMENT PROCESS
The purpose of the description is to identify job duties and classify the position.

60% Course Facilitation:
Uses presentation and facilitation skills, and applies adult learning principles to deliver instructor-led training offered by the TWD statewide which will require frequent travel throughout the state and overnight stays. This position will coordinate with TWD staff pertaining to course scheduling, and work under the direction of the Facilitation Manager for direction on classroom training, delivery, evaluation, and further analysis of the effectiveness of the course. Seeks input from Training & Workforce Development Program Managers in their areas of concentration, i.e. HR training, NRS Rule training, coaching, tech development, etc. for assigned courses and assists other staff as necessary to ensure that TWD achieves the correct amount of course delivery during the fiscal year. Provides feedback to the Facilitation Manager on the effectiveness of the courses, resource needs, etc.

25% Instructional Design:
Using instructional design principles, analyzes current instructor-led courses offered by State Civil Service, and revises as needed. Under both the functional direction of the Training & Development Program Managers, and the direct management of the TWD Management, this position designs and develops training programs and courses. Takes an active part with other TWD staff to determine revised course curriculum and promotes the brand image of the Division and Department.

10% LMS/Course Information:
Uses the statewide Learning Management System (LMS) to create and maintain course information. Coordinates with TWD staff on the input and management of this information and provides suggestions on improvements, as needed.

5% Miscellaneous:
Incumbent may be required to perform other duties as assigned.
Library of Competencies for Performance Improvement and Performance Management
Job Description Rubric

- Working definitions
- Leveled behavioral standards
- Used as tool for dual assessment sessions
- Used to encourage coaching conversations

### Talent Development Program Manager

**Job Description Rubric**

**STATE “EXCEPTIONAL EMPLOYEE” COMPETENCIES**

<table>
<thead>
<tr>
<th>Competencies</th>
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<th>Progressing (2)</th>
<th>Accomplished (3)</th>
<th>Distinguished (4)</th>
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<tbody>
<tr>
<td>Initiative</td>
<td>The ability to act first or on one’s own to come up with a new or improved process, product, service, or solution that helps the organization achieve or advance its mission.</td>
<td>• Relies on others’ guidance in order to provide products, processes, and/or services • Fails to identify problems • Lacks awareness of the organization’s goals and/or mission</td>
<td>• Collaborates with others to improve or enhance products, processes, and/or services • Identifies the problem but does not create a plan to fix it • Recites the organization’s goals and mission</td>
<td>• Identifies opportunities to improve or enhance products, processes, and/or services • Implements original plan when problems occur • Explains how daily work advances the organization’s goals and/or mission</td>
<td>• Seeks opportunities to improve or enhance products, processes, and/or services • Anticipates problems and implements original plans for appropriate action • Contributes to advancing the organization’s goals and/or mission • Encourages others to develop initiative</td>
</tr>
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<td>Accountability</td>
<td>The ability to accept responsibility for one’s actions and disclose the results in a transparent manner.</td>
<td>• Denies mistakes made and/or shifts responsibility for work • Lacks awareness of quality standards and/or policies of organization</td>
<td>• Acknowledges responsibility for work and mistakes but provides excuses • Applies quality standards and/or policies of the organization inconsistently</td>
<td>• Accepts responsibility for work and/or mistakes without making excuses • Applies quality standards and policies of the organization consistently</td>
<td>• Assumes responsibility for work and corrects mistakes • Works to improve or elevate quality standards of the organization • Encourages others to develop accountability</td>
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Self-Evaluation Rubrics help employees reflect on their own performance.

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<td>Ethics and Integrity</td>
<td>The ability to be a consistent, honest, and trustworthy steward of State resources.</td>
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<td>Teamwork and Collaboration</td>
<td>Combining one’s actions and efforts with others to work toward achieving a common goal.</td>
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<td>Problem Solving</td>
<td>The ability to analyze the details of a complex situation or question in order to discover solutions.</td>
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<td>Judgement</td>
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<td>Results Oriented</td>
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<td>Professionalism</td>
<td>The ability to recognize how one’s actions impact others’ perceptions of both one and one’s organization.</td>
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CPTP COURSES

- Benchmarking Basics (WBT)
- Self-Motivation in the Workplace (ILT)

Performance Management

- For the next performance year, outline how you will seek professional personal development opportunities. Opportunities can include volunteering for projects, taking external courses, seek feedback from peers and coaches.

Further Study

**Formal and Informal Improvement Opportunities**

**Initiative:**
- Identify opportunities to improve or enhance CPTP products or services
  - Complete the revision or redesign of 3 courses
  - Identify ways scheduling can be more effective and efficient
- Plan ahead for problems or opportunities
  - Create proposal for new instructor schedule which includes possible problems and opportunities to engage agency relationships

**Teamwork:**
- Works with employees within and across her/his department to achieve shared goals
  - Work with fiscal to create a spreadsheet to track travel costs and K-time
  - Engage in staff discussions through live events and on informal discussion boards
  - Actively participate in researching training topics to

**Problem Solving:**
- Researches or gathers all the necessary information related to the problem and solution
  - Research how other states execute their training schedule
  - Create solutions to address possible problems with new training schedule
  - Research topics and best practices for the 3 course revisions/redesign
- Contemplate the optimal process to solve the problem
  - Create a flow-chart for revised/redesigned courses to show connection between course objectives and course activities

**Judgement and Decision-Making:**
- Develops effective, viable solutions to problems which can help drive the effectiveness of the department and/or the state.
  - Graphically represent decision making process using either the “Five Whys” or the “Fishbone diagram”

**Results Oriented:**
- Sets and achieves achievable, yet aggressive goals.
  - Create action plans to set due dates and track progress

**CPTP Training Recommendations:**
- Required: Code of Ethics, Preventing Sexual Harassment, Blood Borne Pathogens, Defensive Driving, 2015 Core Program, Conflict Management, and Effective Teams
Critical Coaching Questions

1. What is going well?
2. Where have you improved?
3. What isn’t going so well?
4. Do you have any ideas for improvement?
5. How can I help remove any barriers?

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COLLABORATIVE CONTINUOUS IMPROVEMENT

- Align Behavioral Expectations
- Self-Evaluation
- Develop Performance Improvement Opportunities
- Dual Evaluation
- Revise Goals