Improving Management Capacity: Competencies to Competence

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"We are on earth to do good for others. What the others are here for I do not know."

Auden

"Competence, like beauty and contact lenses, is in the eye of the beholder."

L. Peters

Session Objectives

At the end of this session, the participants will be able to:

- Distinguish between workforce competencies and instructional competencies

- Describe the structural environment that enhances or impedes competency-based workforce development

- Describe the utility of the Dreyfus Model for workforce development

"Our dilemma is that we hate change and love it at the same time; what we really want is for things to stay the same but get better."

Sydney Harris
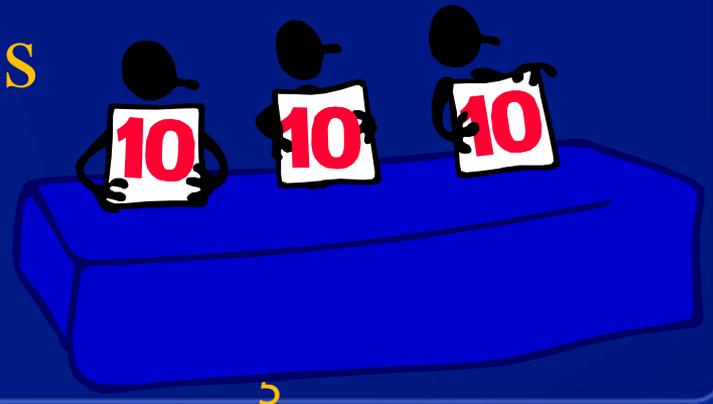
Workforce Competencies

- Are statements of complex performance of individuals within the workplace. (ala KSAs)
- Can consist of a series of embedded tasks that are either sequential or parallel.
- Are demonstrated over time.
- Require contextual or on the job measurement.
- Allow for a range of indicators to measure competence.
- May be linked to academic preparation.
- Are associated with job descriptions.

Example of workforce competencies

- Speaks and writes clearly, adapting communication style and content so they are appropriate to the needs of the intended audience.

- Works productively in an environment where clear information or direction is not always available.

- Adapts readily and efficiently to changing priorities and demands.

Instructional Competencies

- Assess an individual's ability to do specific tasks.
- Structure learning activities.
- Determine the measurement indicators.
- Assume measurement in the short term.
- Require higher levels of performance to be built upon lower level ones. (Taxonomies)
- Can be linked to workforce via tiers of performance.

Organization of Instructional Competencies

1. **Domains or Big Skill Areas. These can lead to specific content areas or courses.**

2. **Domains are subdivided into competency statements. These describe the specific skills (action verb) and knowledge (content) required to perform the domain.**

3. **The competency action verb determines the instructional activity required to teach the content.**

4. **The competency statements are often arranged in tiers to differentiate levels of performance (beginner, mid career, advanced).**

Examples of Instructional Competencies in Action

Learning requires an exercise of application– case study, role play, mentoring experience, etc.

Applies basic human relations skills to internal collaborations, motivation of colleagues, and resolution of conflicts.
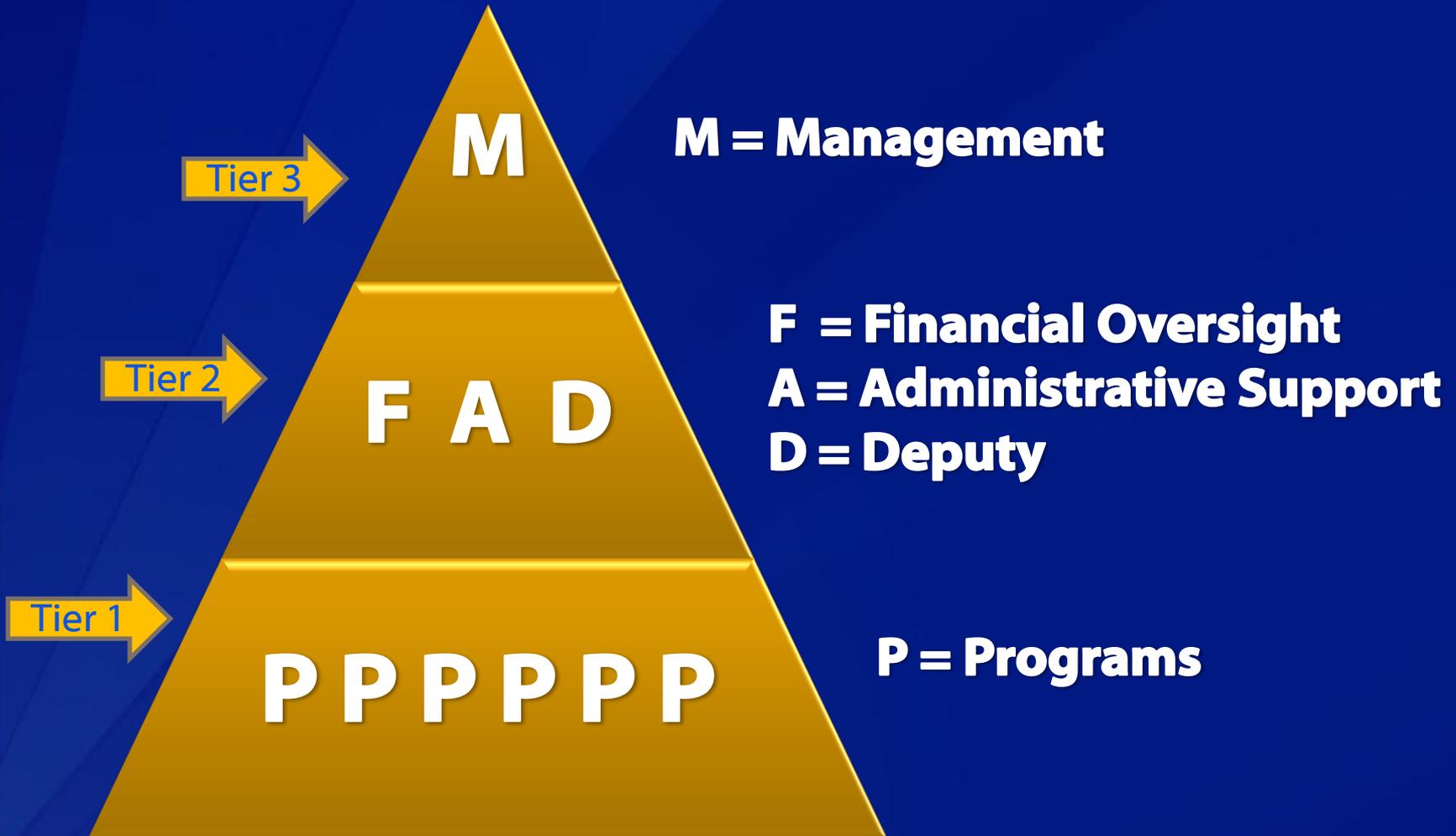
Learning requires an exercise of synthesis— group project, personnel analysis, peer to peer portfolio, etc.

Establishes mentoring, peer advising, coaching or other personal development opportunities for the public health workforce.

Instructional Competencies Make Workforce Competencies More Specific

A Typical Management Structure

M

F A D

P P P P P

M = Management

F = Financial Oversight
A = Administrative Support
D = Deputy

P = Programs

Tier 3
Tier 2
Tier 1

An Example of Tiered Management Competency

- **Tier 3: Defends a programmatic and organizational budget**

- **Tier 2: Develops a programmatic budget**

- **Tier 1: Participates in the development of a programmatic budget**

Tier 3 →

M

← Tier 2

F A D

Tier 1 →

P P P P
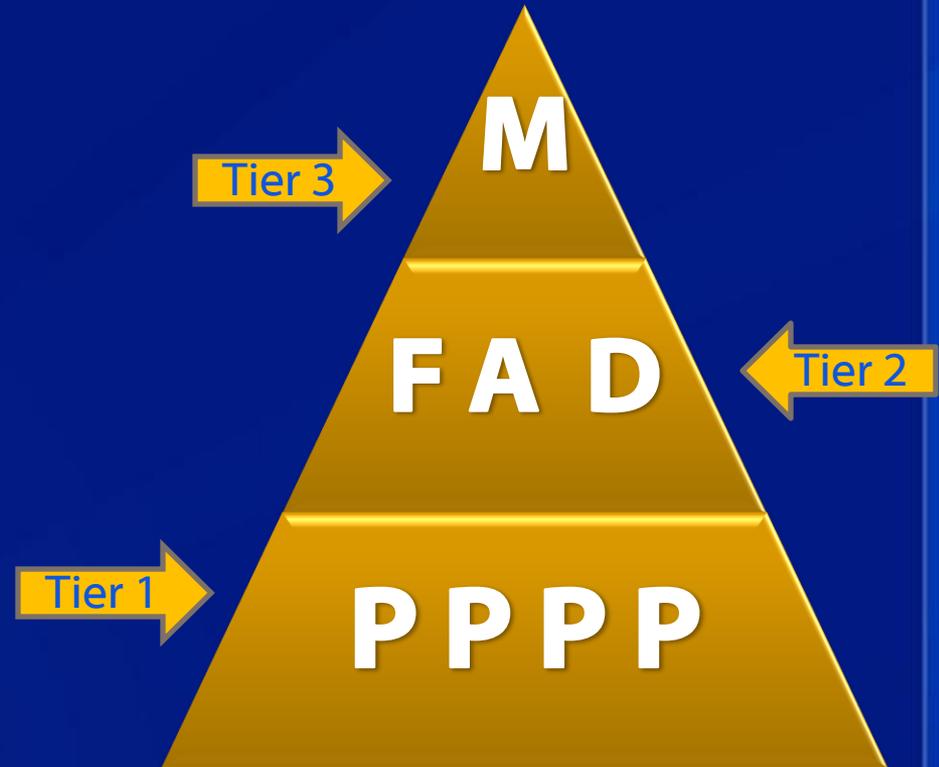
An Example of Tiered Program Planning Competency

- **Tier 3: Ensures the consistency of policy integration into organizational plans, procedures, structures, and programs**

- **Tier 2: Develops policies for organizational plans, structures, and programs**

- **Tier 1:   Incorporates policies and procedures into program plans and structures**
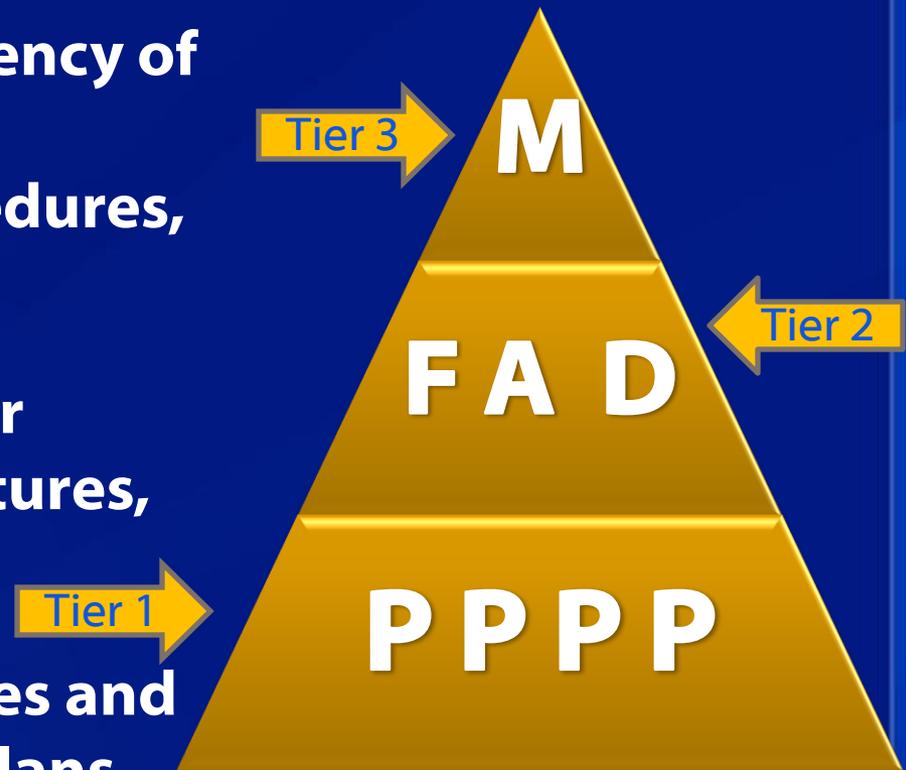
Dreyfus Model
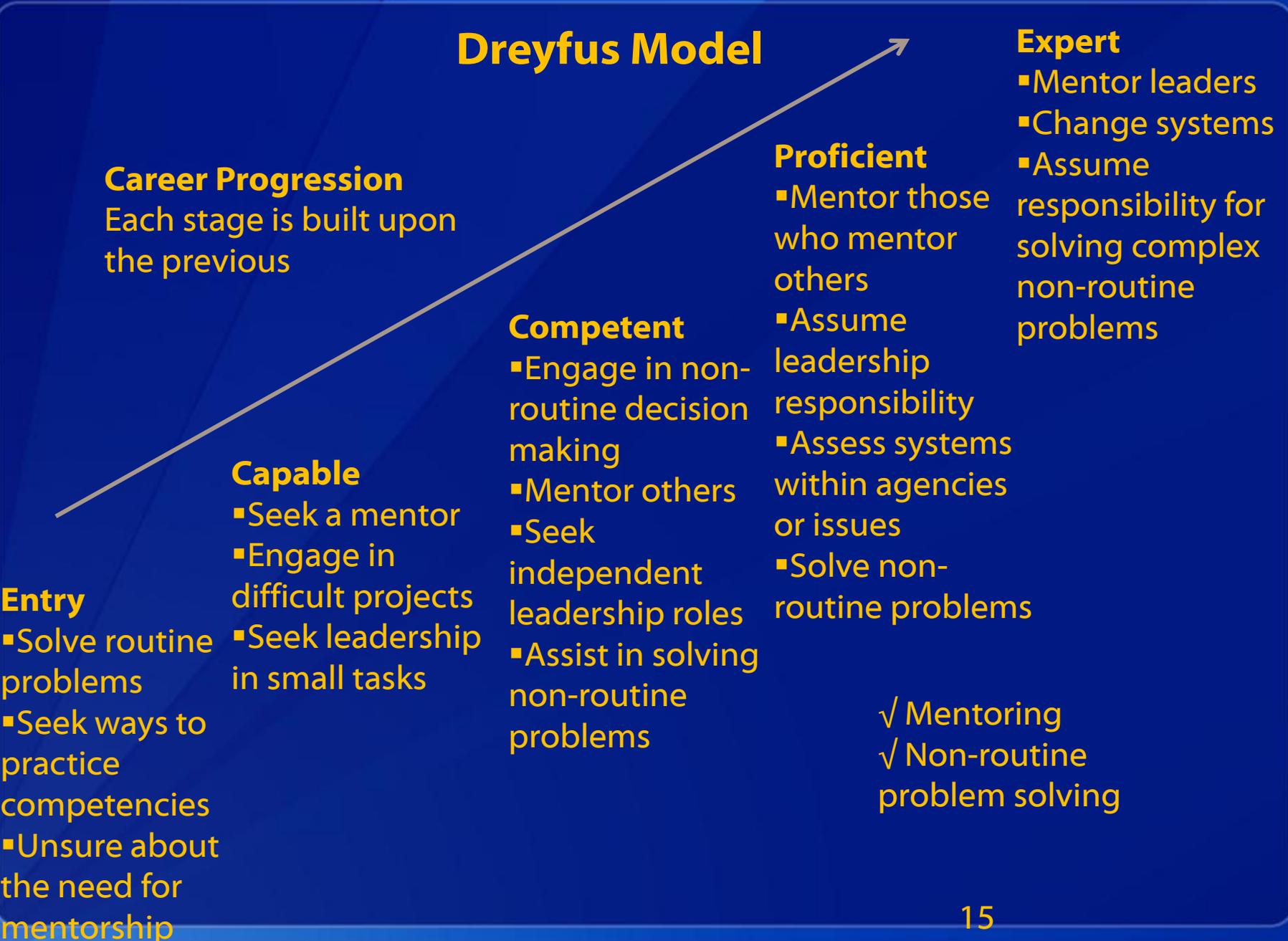
Career Progression
Each stage is built upon the previous

Entry
- Solve routine problems
- Seek ways to practice competencies
- Unsure about the need for mentorship

Capable
- Seek a mentor
- Engage in difficult projects
- Seek leadership in small tasks

Competent
- Engage in non-routine decision making
- Mentor others
- Seek independent leadership roles
- Assist in solving non-routine problems

Proficient
- Mentor those who mentor others
- Assume leadership responsibility
- Assess systems within agencies or issues
- Solve non-routine problems

Expert
- Mentor leaders
- Change systems
- Assume responsibility for solving complex non-routine problems

√ Mentoring
√ Non-routine problem solving

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What is Competency-Based Workforce Development

Workforce
Competencies

Made specific

Instructional
Competencies

Individualized

Instructional
Interventions:
- For credit classes
- On the job training
- Continuing education
- Mentoring programs
- Journal clubs
- Professionals Associations
- Learning Communities

"There is no educational value in the second kick from a mule."

Anon