COMPETENCY DEVELOPMENT GUIDE

Resource Guide for Developing Competencies

CHAPTER 3

Contents of Complete Guide at a Glance

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SELF-COMPETENCE,

A ROAD TO JOB

SATISFACTION

C H A P T E R

3

WHERE DO YOU WANT TO GO, WHAT DO YOU WANT TO DO, AND WHAT ARE YOU WILLING TO DO TO GET THERE?

Identifying the Competencies You Want to Develop

CAREER PLANNING: A GUIDE TO SELF-ASSESSMENT

Before selecting specific competencies to develop, it may be helpful for you to spend some time thinking about your work life, personal life, and goals for the future. Your analysis should include an honest self-assessment of the aspects of your job that you find satisfying and those that are less satisfying, plus an assessment of your strengths and development needs. On the following pages are some forms to help you with this self-assessment.

EXERCISE #1

The first set of forms (pp. 35-37) list 35 different competencies which are important in varying degrees to the accomplishment of different job functions. These competencies are grouped into three clusters related to: people, business and self-management. Competencies include personal characteristics, motives, self-concept, knowledge and behavioral skills. (For some positions, a list of competencies that are most critical to that specific job function has been developed. If that list is available for your position, you should refer to it.) Some competencies are easier to develop on the job or through training than other competencies. For example, improving your competency at written communications is easier than improving your self-confidence. Each competency is transferable to some degree to other positions.

The first step in the self-assessment is to go through the list of competencies and check the box (High-Medium-Low) that best reflects the degree to which you possess that competency (Exhibit H). Before doing so, consider any source of information that may be helpful, such as performance appraisals, or feedback from a spouse, friends and other people who know you well. Also, be sure to ask, what do you like to do in your spare time?

Another technique is to write stories about previous successes or accomplishments that can help uncover your inherent strengths and development needs. Start with just one story—an event or time when you really felt successful. It can be from anytime in your life, something from work or leisure. As you write, try to include the following in your story:

• What was your goal? What were you trying to accomplish?

• What kind of hurdles or restraints did you face?

• What you did, step by step.

• A description of the result—the accomplishment.

• Any measurement of the result.

Review the story and circle any word or phrase that reveals a competency in use. Then write several additional stories. Include a story about a time when you felt the end result was unsuccessful. What does it tell you about those competencies that can be further developed?

EXERCISE #2

After completing your self-assessment of the 35 competencies, go to the next chart (Exhibit I) and identify your ten strongest competencies. These are the basic building blocks for success in your current job and for any future position. If you choose to change careers or compete for another position, you may have to rearrange your current transferable competencies into new priorities or patterns.

COMPETENCIES DEALING WITH PEOPLE

I AM GOOD AT

LEADING OTHERS

COMMUNICATING AND INFLUENCING

ESTABLISHING FOCUS

Developing and communicating goals in support of the business's mission

H M L

MANAGING CHANGE

Initiating, sponsoring, or championing organizational change; helping others to successfully manage organizational change

H M L

ATTENTION TO COMMUNICATION

Ensuring that information is passed on to others who should be kept informed

H M L

INTERPERSONAL EFFECTIVENESS

Noticing, interpreting and anticipating others' concerns and feelings, and communicating this awareness empathetically to others

H M L

PROVIDING MOTIVATIONAL SUPPORT

Enhancing others' commitment to their work

H M L

DEVELOPING OTHERS

Delegating responsibility and coaching others to develop their capabilities

H M L

ORAL COMMUNICATION

Expressing oneself clearly in conversations and interactions with others

H M L

INFLUENCING OTHERS

Gaining others' support for ideas, proposals, projects, and solutions

H M L

FOSTERING TEAMWORK

Getting groups to learn to work together cooperatively

H M L

MANAGING PERFORMANCE

Providing employees with clarity about expectations and clear feedback about performance; dealing firmly and appropriately with performance problems

H M L

WRITTEN COMMUNICATION

Expressing oneself clearly in business writing with performance problems

H M L

BUILDING COLLABORATIVE RELATIONSHIPS

Developing and maintaining partnerships with others

H M L

EMPOWERING OTHERS

Conveying confidence in employees' ability to be successful, allowing employees freedom to decide how they will accomplish their goals and resolve issues

H M L

FOSTERING DIVERSITY

Ensuring that all employees have equal opportunity to contribute regardless of race, age, religion or gender.

H M L

PERSUASIVE COMMUNICATION

Planning and delivering oral and written communications that are impactful and persuasive with their intended audiences

H M L

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Exercise 1—Exhibit H

MY TRANSFERABLE COMPETENCIES DEALING WITH BUSINESS

I AM GOOD AT

PREVENTING AND SOLVING PROBLEMS

DIAGNOSTIC INFORMATION GATHERING
Identifying the information needed to clarify a situation, seeking that information from appropriate sources, and using skillful questioning to draw out the information

H M L

ANALYTICAL THINKING
Approaching a problem by using a logical, systematic, sequential approach

H M L

FORWARD THINKING
Anticipating the implications and consequences of situations and taking appropriate action to be prepared for possible contingencies

H M L

CONCEPTUAL THINKING
Finding effective solutions by taking a holistic, abstract or theoretical perspective

H M L

STRATEGIC THINKING
Analyzing competitive position by considering the market and industry trends, existing and potential customers, and strengths and weaknesses as compared to competitors

H M L

TECHNICAL EXPERTISE
Depth of knowledge and skill in a technical area

H M L

ACHEIVING RESULTS

INITIATIVE
identifying what needs to be done and doing it before being asked to or required by the situation

H M L

ENTREPRENEURIAL ORIENTATION
Looking for and seizing profitable business opportunities; taking calculated risks to achieve business goals

H M L

FOSTERING INNOVATION
Developing, sponsoring or supporting the introduction of new and improved methods, products, procedures, or technologies

H M L

CUSTOMER ORIENTATION
Demonstrated concern for satisfying one's external and/or internal customers

H M L

RESULTS ORIENTATION
Focusing on the desired end result of one's own or one's unit's work; setting challenging goals, focusing effort on the goals, and meeting or exceeding them

H M L

THOROUGHNESS
Ensuring that one's own and other's work and information are complete and accurate; careful preparation for meetings and presentations; following up with others to ensure that agreements and commitments have been fulfilled

H M L

DECISIVENESS
Making difficult decisions in a timely manner

H M L

BUSINESS ACUMEN
Acting with insight and intelligence in the areas of commerce and industry

H M L

GLOBAL PERSPECTIVE
Understanding the impace of global factors on the business

H M L

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Exercise 1—Continued

MY TRANSFERABLE COMPETENCIES DEALING WITH SELF MANAGEMENT

I AM GOOD AT

SELF CONFIDENCE

Faith in one's own ideas and ability to be successful; taking an
independent position in the face of opposition

H M L

ADAPTABILITY

Functioning effectively when under pressure
and maintaining self control in the face of hostility or provocation

H M L

PERSONAL CREDIBILITY

demonstrated concern that one be perceived
as responsible, reliable and trustworthy

H M L

FLEXIBILITY

Openness to different and new ways of doing things;
willingness to modify one's preferred way of doing things

H M L

PERSONAL ACCOUNTABILITY

Takes responsibility for the results
and future direction of the organization

H M L

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Exercise 1—Continued

It would be similar to the rearranging of building blocks that we used to do as a child. By changing the order of the building blocks, i.e. the order of importance of your competencies, you may have defined a new career goal for yourself.

EXERCISE #3
Completing the circles on the Career Planning Diagram (Exhibit J) may lead
to some additional insight regarding your career plans. The circle in the middle asks you to summarize your top three transferable competencies, a continuation of the thinking you did in Exercise 2.

In "The Kind of Place I'd Like to Work:" circle (upper left), consider a variety of choices such as the size of company, number of employees, kind of business, location, department, organizational climate, etc.

In the "At a Place That Deals With, or Has:" circle (upper right), complete the phrase while considering the type of product or service, the functional area, kind of customer, etc.

In the "My Primary Goals In My New Career:" circle (lower left), consider what you want to accomplish, how you want to accomplish "it", the kind of team you want to be on, etc.

In the "Salary Or Level I'd Like" circle (lower right) consider the income range, starting pay level, and/or financial assistance you would need.
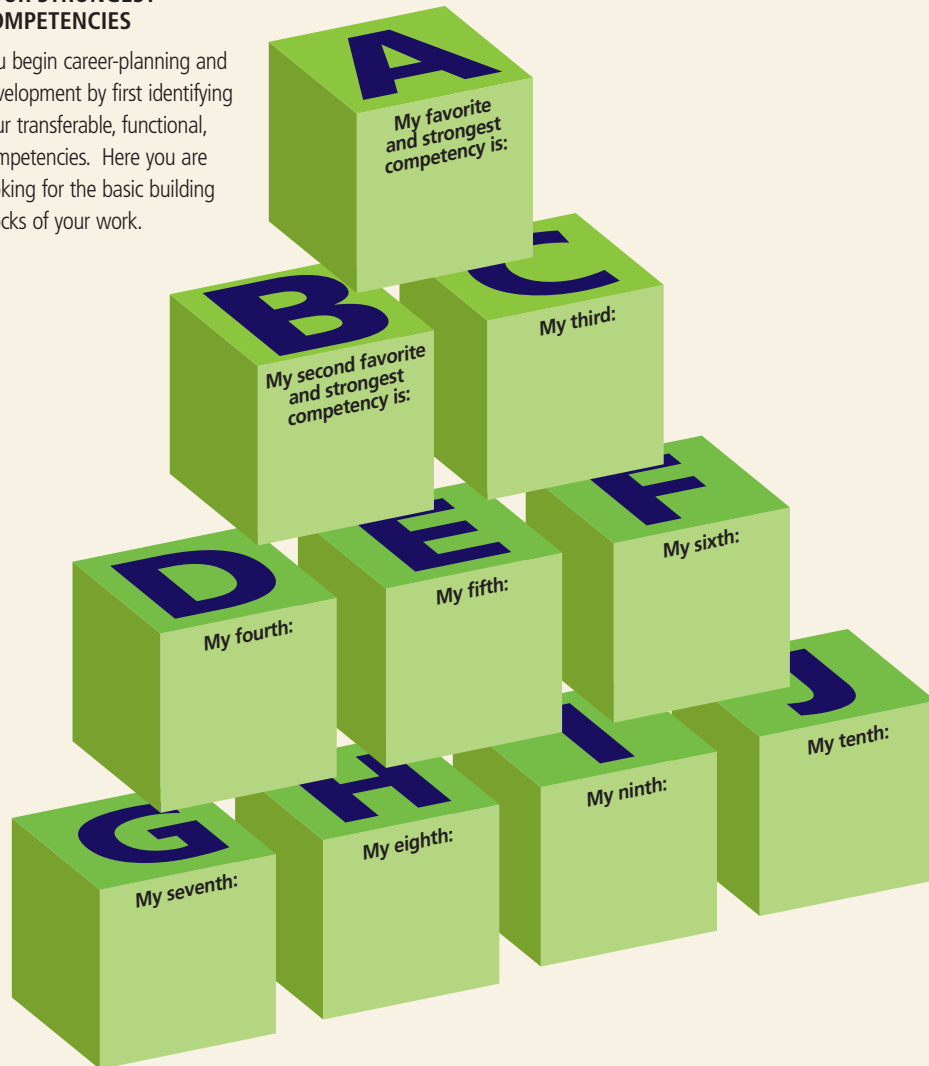
HOW TO SELECT COMPETENCIES TO TARGET FOR DEVELOPMENT

This section guides you through a process for selecting three competencies to target for your professional development. You will be using the Competency Selector, (Exhibit K) on page 42 and reviewing the 35 core competencies listed in Appendix A, as well as providing some information in response to questions below. Steps 1-6 below should be carried out as part of the employee's individual preparation for a development planning meeting. Step 7 is initiated at that meeting.
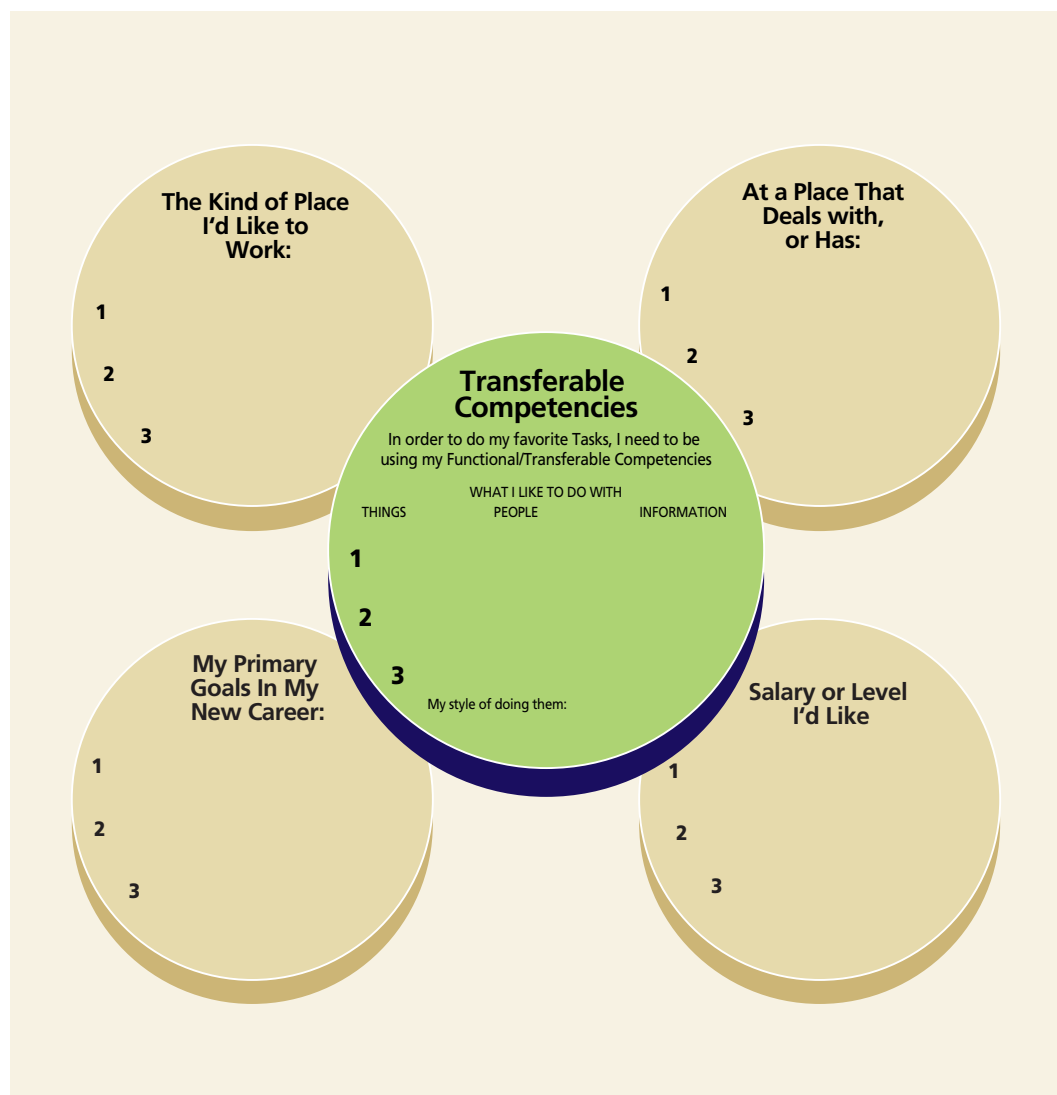
1. Obtain a copy of the job model for your job category, if one exists. Read the job model to familiarize yourself with its contents. Job models may include some new responsibilities. (an example is shown in Appendix D)
2. Review the list of main job responsibilities and the tasks defining each main responsibility. For which main responsibilities or tasks do you most need to improve your performance? Obtain your manager's input.

3. What are your most important job/business goals for the next six months? Obtain your manager's input.

4. Read the list of competencies at the end of your job model and check these off in column A of the Competency Selector. (Several copies are included in Appendix B)

5. Now use the Competency Selector and the descriptions of the thirty-five core competencies in Appendix A, together. In Appendix A, read the description of the first competency, Establishing Focus. Then, turning to the Competency Selector, decide whether to put check marks in any of columns A-F of the row for Establishing Focus. Specifically:

• Put a check mark in column B if you believe that this competency would help you improve your performance in areas you most want to improve.

• Put a check mark in column C, if you believe this competency would help you achieve your most important job/business goals for the next 6 months.

**IDENTIFYING
YOUR STRONGEST
COMPETENCIES**

You begin career-planning and development by first identifying your transferable, functional, competencies. Here you are looking for the basic building blocks of your work.

A

My favorite
and strongest
competency is:

B

My second favorite
and strongest
competency is:

C

My third:

D

My fourth:

E

My fifth:

F

My sixth:

G

My seventh:

H

My eighth:

I

My ninth:

J

My tenth:

Exercise 2—Exhibit I

The Kind of Place I'd Like to Work:

1

2

3

At a Place That Deals with, or Has:

1

2

3

Transferable Competencies

In order to do my favorite Tasks, I need to be using my Functional/Transferable Competencies

WHAT I LIKE TO DO WITH

THINGS   PEOPLE   INFORMATION

1

2

3

My style of doing them:

My Primary Goals In My New Career:

1

2

3

Salary or Level I'd Like

1

2

3

Exercise 3—Exhibit J

• Put a check mark in column D, if this competency is needed to advance your career (e.g., if it is a competency for the next job you would like to have.)

• Put a check mark in column E, if you would rate yourself low on this competency.

• Put a check mark in column F, if your manager or others have rated you low on this competency. (Obtain your manager's input.)

6. Repeat this process for each of the thirty-five core competencies or at least for the ones identified for your job group. This completes your individual preparation for the employee's initial development planning meeting with the manager.

7. At the development planning meeting, review the pattern of check marks on the Competency Selector with your manager to decide on three competencies to target for development. In general, rows with 4 or more check marks are strong candidates. Use the last column to check three competencies.

DEVELOPING COMPETENCY GOALS

A process for developing competency goals is described below. While you may begin this process at the development planning meeting with your manager, afterwards you will need to do some additional individual planning and follow-up with your manager.

For each competency you have targeted for development:

1. Read the section on this competency, in Part II "Specific Suggestions for Developing Each Competency."

2. Prepare a list of 6-15 goals you would like to include in your development plan for this competency. Each goal should specify some specific activity that you will complete by a specific date. Sample competency development goals are provided for each competency.

3. Draw on, but do not necessarily limit yourself to, the specific suggestions provided for developing this competency.

4. Include some goals that involve practicing the behaviors of the competency in relatively safe situations, where mistakes will not have significant consequences.

5. Include some goals that involve practicing the behaviors of the competency in situations that will help you achieve your job or business goals.

6. Create a list of goals for this competency that is both realistic and challenging. Assume that you will focus your developments on one competency for a 3-4 month period and that you will spend 3-6 hours per week, in addition to your regular job responsibilities, working on your competency goals.

7. Review a draft list of your goals for this competency with your manager and get his/her input.

8. Enter the competency development goals on a copy of the Competency Development Planning Form (Exhibit L).

9. Repeat this process for the two other competencies you have targeted for development.

COMPETENCY SELECTOR

Employee: _____   Date: _____

Instructions: If there are competencies identified for your job, check these competencies in column A. Read the definition and behaviors for each competency (Appendix A). Then check any boxes that apply in columns B-G. After completing this process for all 35 competencies, use column G to select 3 competencies to target for your personal development.

	A IDENTIFIED FOR MY JOB	B IMPROVE PERFOR-MANCE OF RESPON-SIBLITIES I MOST NEED	C SUPPORTS MY KEY JOB GOALS FOR NEXT 6 MONTHS	D NEEDED FOR CAREER ADVANCE-MENT	E SELF ASSESSMENT IS LOW	F SUPERVISOR'S OR OTHER'S ASSESSMENT IS LOW	G SELECTED TO DEVELOP
1. Establishing Focus							
2. Providing Motivational Support							
3. Fostering Teamwork							
4. Empowering Others							
5. Managing Change							
6. Developing Others							
7. Managing Performance							
8. Fostering Diversity							
9. Attention to Communication							
10. Oral Communication							
11. Written Communication							
12. Persuasive Communication							
13. Interpersonal Effectiveness							
14. Influencing Others							
15. Building Collaborative Relationships							
16. Diagnostic Information Gathering							
17. Analytical Thinking							
18. Forward Thinking							
19. Conceptual Thinking							
20. Strategic Thinking							
21. Technical Expertise							
22. Initiative							
23. Entrepreneurial Orientation							
24. Fostering Inovation							
25. Customer Orientation							
26. Results Orientation							
27. Thoroughness							
28. Decisiveness							
29. Business Acumen							
30. Global Perspective							
31. Self Confidence							
32. Adaptability							
33. Personal Credibility							
34. Flexibility							
35. Personal Accountability							

Exercise 4—Exhibit K   ©2012 Workitect, Inc.

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COMPETENCE AT WORK

Competency Development Planning Form

Employee: Manager: Date:

Competency Targeted for Development:

Reasons:

Specify the 3-4 month period when you will work on this competency:

COMPETENCY DEVELOPMENT GOALS	TARGETED COMPLETION DATE	ACTUAL COMPLETION DATE

Signatures:

Employee: Manager:

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Exercise 5—Exhibit L

NOTES:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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