

Leader's Guide to Implementing Competency Based Performance Management For Public Health



Hamilton

Public Health Services



Competency Based Performance Management Project for Public Health,
OPHA & Partners, 2009



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Leader's Guide to Competency Based Performance Management

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Leader's Guide to Competency Based Performance Management

The Leader's Guide to Competency Based Performance Management for Public Health is a tool that provides organizational leaders (Senior Management, Human Resource Professionals and Administrators of competency based performance management) with a comprehensive overview of how to implement a competency based performance management System.

This guide is divided into four sections:

1. **Why competency based performance management?** provides a rational for competency based performance management.
2. **Guiding Principles** provides a description of the components of the Competency Based Performance Management system.
3. **Implementation Strategy** provides an outline of how to implement the competency based performance management system in your public health unit.
4. **The Appendices** provides tools to assist with the implementation of the competency based performance management system.

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Why Competency Based Performance Management?

Understanding Competency Based Management

Understanding Competency Based Management

Competency Based Management (CBM) is a way of managing human resources (HR) functions that focuses on the “competencies” – observable abilities, skills, knowledge, motivations or traits defined in terms of the behaviours needed for successful job performance. CBM is all about behaviours that help us produce results at work.

Results at a job level are linked to organizational success because CBM aligns job competencies with organizational goals and standardizes and integrates all HR activities to support those goals. Employees are hired, promoted and developed according to these competencies. The approach is founded on the fact that when HR processes are aligned with organizational objectives, there are improvements in performance throughout the organization.

A step-by-step approach to competency based practices

The notion of competencies is not new to HR; what is new is their broader application across human resources functions. CBM standardizes and integrates human resources functions by applying established criteria – competencies – to all HR functions.

In **Recruitment, Selection and Promotion**, candidates' suitability is assessed against defined competencies.

In **Succession Management**, competencies facilitate the creation of a pool of qualified candidates with the right skills, behaviours and knowledge for more advanced opportunities within the organization.

In **Learning and Development**, competencies are used to identify employee strengths and areas for further improvement. They help employees understand what skills and behaviours they need to work on to improve their performance in the current position and what areas they need to focus on for growth. Competencies are used as a basis for the development of employee learning plans.

In **Performance Management**, competencies facilitate the communication of performance objectives to employees and serve as benchmarks against which employee performance is evaluated.

This guide specifically outlines how to implement competencies into **Performance Management**, the outcomes from which will help support **Learning and Development** activities.

The Business Case

Competency Based Management has been around long enough to establish its merits. Leading private and public sector organizations of all types and sizes have thoroughly tested and evaluated CBM since its introduction to human resources management.

Studies of successful implementations confirm the following benefits:

➤ **Improves organizational performance**

Competency Based Management links job requirements to organizational goals. This approach delivers benefits at all levels in the organization. CBM adopters have measured improvement in the performance of individual employees, business lines, and their organizations.

➤ **Empowers employees**

Employees who understand the organization's service requirements, values and mission and have clear expectations of their roles are more committed and effective. This leads to reduced turnover rates. When given access to competency tools, employees are empowered to take charge of their own careers, self-evaluate and build their competencies.

➤ **Supports HR management practices**

CBM provides an integrated framework for human resources planning and management. Managers have better tools to select the right people and to identify learning gaps in their organizations.

Guiding Principles

Framework

The objective of the framework is to provide a clear, efficient, flexible, competency based performance management model for assessing performance against the Ontario Public Health Performance Management Competencies. This framework can be adopted as is, or customized to meet the unique needs of the various Ontario Public Health Units that have not yet developed their own model. In addition to this framework, several tools have been developed to facilitate the performance management process and are described further on.



Performance Management is a cycle of managing employee performance for success where goals are created, competencies are incorporated and constructive feedback is provided for continuous improvement.

Ontario Public Health Performance Management Competencies

The OPHA and its project partners worked to develop competencies with behavioural statements that enable the Core Competencies for Public Health in Canada (Release 1.0) to be used in performance management. (Visit: <http://www.phac-aspc.gc.ca/ccph-cesp/pdfs/cc-manual-eng090407.pdf> for more information on these core competencies.) The result of this work is a set of 8 Ontario Public Health Performance Management Competencies as follows:

1. Public Health Sciences
2. Assessment and Analysis
3. Policy and Program Planning, Implementation and Evaluation
4. Partnerships, Collaboration and Advocacy
5. Diversity and Inclusiveness
6. Communication
7. Leadership
8. Ethics and Professionalism

Each competency has four proficiency levels and behavioural statements that describe the successful performance indicators for that competency. The examples are neither exhaustive nor mandatory and are meant to provide guidance in determining the expected level of successful job performance. The levels are cumulative and therefore someone who is required to have a level two proficiency is also expected to be competent at level one.

To enable organizations to use the adapted competencies for performance management, three competency profiles were drafted for these three roles through a review of representative job descriptions and input from subject matter experts. The draft profiles aim to identify the relevant proficiency levels required for successful performance in the role for each of the competencies listed.

It is important to note that the profiles are generic examples to be used as guidelines when determining the competency profile for a specific job in a given organization. The profiles do not reflect the differences between jobs within each role, or the variances found in organizations, programs or disciplines. Therefore the draft profiles should be reviewed and adapted as necessary before use.

In addition, The Ontario Public Health Performance Management Competencies are only one component of competency based performance management. Other competencies specific to an organization, program or discipline should be considered when assessing performance.

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Competency Structure

The Ontario Public Health Performance Management Competencies consist of competencies required for successful performance in Public Health. These competencies include definitions for the behaviours that illustrate successful performance at four different proficiency levels.

An example competency is shown below.

The behavioural statements give you an understanding of the differences in expected behaviours as proficiency levels increase in complexity and scope. The scale is cumulative – each level incorporates the behaviours associated with the lower levels that precede it.

Competency Name		Definition	
Policy and Program Planning, Implementation and Evaluation This category describes the core competencies needed to effectively choose options, and to plan, implement and evaluate policies and/or programs in public health. This includes the management of incidents such as outbreaks and emergencies.			
Level 1: Demonstrates introductory understanding of public health policies and programs		Level 2: Conducts basic program planning and evaluation with assistance	
Level 3: Independently designs programs and policies, identifying necessary actions and resources required for implementation		Level 4: Guides other professionals in policy and program development and conducts risk assessments	
INDICATORS	<ul style="list-style-type: none"> Demonstrates awareness of key public health policies and programs in legislation, regulations, and risk management frameworks, Demonstrates general understanding of how policies and programs are developed, implemented and evaluated Monitors the quality and timeliness of ones own work in line with program goals 	<ul style="list-style-type: none"> Applies knowledge and evidence in public health sciences to assist with program design and development Follows the action steps and standards Suggests amendments to improve the effectiveness of programs and policies 	<ul style="list-style-type: none"> Plans and designs programs and develops policies to address specific public health issues Develops implementation plans that take into account relevant legislation, risk management frameworks, and policies Secures and allocates program resources and ensures coordination of resources during program implementation Establishes procedures and standards for evaluating the effectiveness of programs and policies
	<ul style="list-style-type: none"> Oversees multiple program or policy implementation initiatives in the public health domain Conducts comprehensive risk assessments for program or policy implementation and develops a contingency plan to mitigate the risk identified Supervises other involved in planning, implementing and evaluating policies or programs 	Behavioural Statement	

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Ontario Public Health Competency Summary Chart

The following chart is a summary of the eight Ontario Public Health Performance Management Competencies and their proficiency level descriptors.

Competency	Level 1	Level 2	Level 3	Level 4
<p>Public Health Sciences and Professional and/or Technical Knowledge This category includes key knowledge and critical thinking skills related to the public health sciences and technical knowledge: behavioural and social sciences, biostatistics, epidemiology, environmental public health, demography, workplace health, and the prevention of chronic diseases, infectious diseases, psychosocial problems and injuries. Competency in this category requires the ability to apply knowledge in practice.</p>	Demonstrates introductory understanding and ability and, with guidance, applies public health sciences and /or other technical knowledge in a few, simple situations.	Demonstrates basic knowledge and ability and, with guidance, can apply public health sciences and/or other technical knowledge in common situations that present limited difficulties.	Demonstrates advanced knowledge and ability, and can apply public health science and /or other technical knowledge in new or complex situations. Guides other professionals.	Is recognised as an expert and develops new approaches, methods or policies in relation to developing knowledge of public health sciences and other technical knowledge.
<p>Assessment and Analysis This category describes the core competencies needed to collect, assess, analyze and apply information (including data, facts, concepts and theories). This competency requires that a person make evidence-based decisions, prepare budgets and reports, conduct investigations and make recommendations for policy and program development.</p>	Level 1: Processes complex information.	Level 2: Integrates and interprets broad and complex information.	Level 3: Identifies and handles ambiguity.	Level 4: Formulates broad strategies on multi-dimensional strategic issues.
<p>Policy and Program Planning, Implementation and Evaluation This category describes the core competencies needed to effectively choose options, and to plan, implement and evaluate policies, programs and/or process systems in public health and other professional areas. This includes the management of incidents such as outbreaks, emergencies and other process systems.</p>	Level 1: Demonstrates introductory understanding of public health and other policies and programs	Level 2: Conducts basic program planning and evaluation with assistance	Level 3: Independently designs programs and policies, identifying necessary actions and resources required for implementation	Level 4: Guides other professionals in policy and program development and conducts risk assessments

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<p>Partnerships, Collaboration and Advocacy This category captures the competencies required to influence and work with others to improve the health and well-being of the public through the pursuit of a common goal. Partnership and collaboration optimizes performance through shared resources and responsibilities. Advocacy—speaking, writing or acting in favour of a particular cause, policy or group of people—often aims to reduce inequities in health status or access to health services.</p>	<p>Level 1: Operates effectively within partnerships</p>	<p>Level 2: Manages existing partnerships</p>	<p>Level 3: Seeks partnership opportunities</p>	<p>Level 4: Facilitates partnerships</p>
<p>Diversity and Inclusiveness This category identifies the socio-cultural competencies required to interact effectively with diverse individuals, groups and communities. It is the personification of attitudes and practices that result in inclusive behaviours, practices, programs and policies.</p>	<p>Level 1: Respects Diversity</p>	<p>Level 2: Creates an Inclusive Environment</p>	<p>Level 3: Embraces diversity and builds needs of others into plans</p>	<p>Level 4: Drives diversity within the organization and surrounding community</p>
<p>Communication Involves an interchange of ideas, opinions and information. This category addresses numerous dimensions of communication including internal and external exchanges; written, verbal, non-verbal and listening skills; computer literacy; providing appropriate information to different audiences; working with the media and social marketing techniques.</p>	<p>Level 1: Listens and clearly presents information</p>	<p>Level 2: Fosters two-way communication</p>	<p>Level 3: Adapts communication</p>	<p>Level 4: Communicates complex messages</p>
<p>Leadership This category focuses on leadership competencies that build capacity, improve performance and enhance the quality of the working environment. They also enable organizations and communities to create, communicate and apply shared visions, missions and values.</p>	<p>Level 1: Meets organization's fundamental needs</p>	<p>Level 2: Facilitates achievement of results</p>	<p>Level 3: Builds strong teams</p>	<p>Level 4: Empowers team members</p>
<p>Ethics and Professionalism Is the ability to demonstrate and support organizational ethics and values and adhere to professional codes of conduct to manage self, others, information and resources.</p>	<p>Level 1: Demonstrates the organization's ethics and values.</p>	<p>Level 2: Proactively identifies ethical implications</p>	<p>Level 3: Promotes the organization's ethics and values</p>	<p>Level 4: Inspires others through ethical leadership</p>

■ Main Roles in Public Health

In addition to the Core Competencies, the Public Health Agency of Canada identified three main roles to which they would apply;

Manager/supervisor: Public health staff who are responsible for major programs or functions. Typically, they have staff who report to them. Sometimes senior managers come from sectors other than public health and therefore rely heavily on consultants/specialists and other public health professionals for content expertise and advice. In other situations, managers with public health experience and qualifications are expected to bring more content knowledge.

Consultant/specialist: Consultants/specialists are public health staff who are likely to have advanced preparation in a special content area or a specific set of skills. They provide expert advice and support to front line providers and managers although they may also work directly with clients. Examples of consultants/specialists include epidemiologists, community medicine specialists, environmental health scientists, evaluators, nurse practitioners and advanced practice nurses.

Front line provider: Public health staff who have post-secondary education and /or experience in the field of public health. Front line providers have sufficient relevant experience to work independently, with minimal supervision. Front line providers carry out the bulk of day-to-day tasks in the public health sector. They work directly with clients, including individuals, families, groups and communities. Responsibilities may include information collection and analysis, fieldwork, program planning, outreach activities, program and service delivery, and other organizational tasks. Examples of front line providers are public health nurses, public health/environmental health inspectors, public health dietitians, dental hygienists and health promoters.

Sample Competency Profiles

Profiles for the 3 identified main roles have been created as guidelines for use within this competency based performance management system. The numbers in the profile grid below represent the proficiency levels identified for each of the Ontario Public Health Performance Management Competencies. Some competencies have been identified as needing a range of proficiencies in that role. The relevant level for the job should be selected by reviewing the job requirements in the job description.

Refer to page 30 for more detailed information on competency profiling.

Competencies	Front Line Provider	Consultant / Specialist	Manager / Supervisor
Public Health Sciences	3	3	3-4
Assessment and Analysis	2-3	3-4	3-4
Policy and Program Planning, Implementation and Evaluation	2	2-3	4
Partnerships, Collaboration and Advocacy	2-3	4	3-4
Diversity and Inclusiveness	3	3	3-4
Communication	3-4	3-4	3-4
Leadership	2	3	3-4
Ethics and Professionalism	3	3	3-4

Applying Competency Based Performance Management

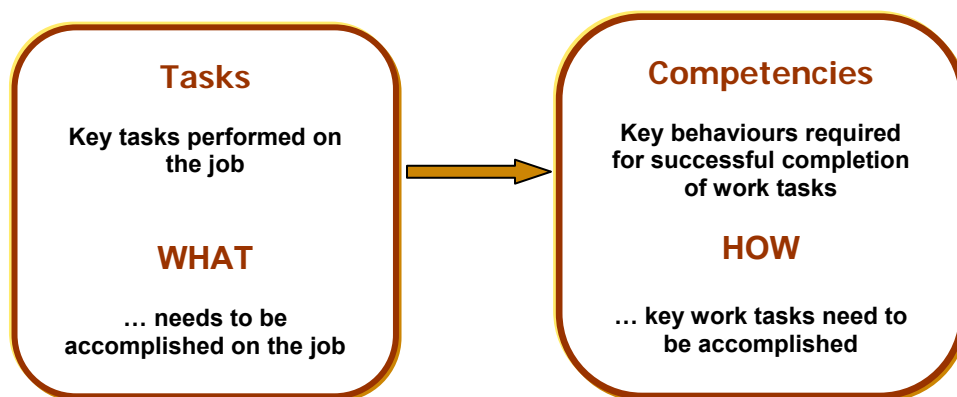
Benefits to human resources management

In addition to the contribution made to the organizational effectiveness of your organization service, competency based performance management brings clear benefits to your HR processes. For example, competencies clarify the standards of performance to allow organizations to easily define excellence and to allow managers and employees to have open dialogue about performance and development issues.

Competency Profiles

Once the work is understood and the tasks for each role are identified, it becomes possible to identify the underlying competencies that enable incumbents to do these tasks well. This takes the exercise from the “what” to the “how,” connecting the incumbent’s job description to their performance planner.

Remember that competencies are defined as **observable** abilities, skills, knowledge, motivation or traits defined in terms of the **behaviours** needed for **successful** job performance. Traditionally, we asked people to demonstrate “more initiative” without explaining what that meant. The competencies resolve this by describing the expected behaviours that lead to successful performance in a role. They express the manner in which the tasks are to be accomplished.



Results at a job level are linked to organizational success because Competency Based Management aligns job competencies with organizational goals and standardizes and integrates all HR activities to support those goals.

Implementation Strategy

Steps to Implementation

The following implementation steps are suggested when introducing competency based performance management within your organization. You can use some or all of the steps to establish an implementation plan. Depending on your organizational needs, you can approach your implementation plan in three ways:

- Option 1: Adopt the competency based performance management system “as is” in the ready to go format and roll out to your entire public health unit. To do this, follow steps 1, 2 and 10, below.
- Option 2: Adopt the competency based performance management system “as is” by first pilot testing with one of your internal business units prior to rolling it out to the entire public health unit. To do this, follow steps 1, 2 and 5 -10, below.
- Option 3: *Adapt the competency based performance management system to include other job profiles and/or competencies. To do this, follow steps 1 through 10.

*It is strongly encouraged that the competency based performance management system be used in its ready to go format and pilot tested with an internal business unit prior to following steps 3 and 4, to adapt the system to add additional job profiles and/or other competencies (organizational, program or discipline specific.) The OPHA and the project partners have, in consultation and collaboration with consultants with expertise in competency based performance management, created, pilot tested and validated the tools that make up the competency based performance management system.

Estimated timelines are also included in the implementation plan; however, the accuracy of these timelines will depend on the size of the organization and the resources available.

1. Prepare stakeholder communication plan (see also pp. 27 to 29)

Understand the target audience and use that understanding to shape engagement through the communication strategy

Example: Senior Management: This group must fully buy-in to competency based performance management if it is to be successfully implemented across your organization. Their support with competency based performance management activities is more likely if they understand the business benefits. More examples of message content can be found in the chart on page 28. Estimated timeline: 2 weeks.

Key components of message:

- ✚ Competency based performance management is the way forward in the public health profession and Ontario is leading the way with this initiative (WHAT)
 - Best practices in competency based performance management
 - Methodology for development of tools and link to Public Health Competencies

- ✚ The tools enable the integration of the Core Competencies for Public Health in Canada, Release 1.0 into performance management (WHY)
 - Benefits of tools (simple, clearly defined performance expectations and assessments)
 - Achievement of consistency across province as a result of involvement of public health units in this initiative

- ✚ Tools are adaptable/practical, have been pilot tested and are ready to use (currently being used within pilot organizations) (HOW)
 - Tools are a good fit regardless of culture (because generic and adaptable)
 - Tools can be customized to meet needs of organization (structure and processes) and health professionals (competency profiles)

2. Planning session with stakeholders

Decide on desired level of stakeholder and union involvement in the initiative.

Consider the following:

Q: What tools, items or issues need stakeholder consultation? Who will be consulted, and to what extent?

Q: How will they be consulted: focus groups, a survey, interviews, a single meeting?

Q: How should unions be involved and at what stages of the project?

Assess the organization's readiness to implement a competency based performance management initiative.

Who is available to assist with the implementation? What needs to be done before a new performance management process can be implemented?

Estimated timeline: 1 week.

Determine policy for integrating competencies within the Performance Management process.

For example, explain how the performance management process will be documented; establish rules for determining competency profiles. Estimated timeline: 1 week.

After organizational approval, align the operational side of the Performance Management process with the new policy.

What do you want to accomplish? What will success look like? What do you need to ensure to guarantee success? Estimated timeline: 1 week.

Identify the competency based performance management issues/decisions on which you want to engage the target group.

Evaluate how much information you want/need to provide to the various target groups. The message should also change during the lifecycle of the plan (implementation, maturity, evaluation phase). Clarifying what items / issues / decisions are for information, for consultation and/or for active participation is important to avoid creating unrealistic expectations and disillusionment. Estimated timeline: 1 day.

3. Prepare for the validation of the competencies

An important aspect of any implementation plan is validating any additions and/or changes made to your competencies and/or profiles to make sure they are bona fide requirements of the job. The validation exercise has a further benefit – it gives you an opportunity to communicate the benefits of Competency Based Management and helps to create common understanding and acceptance.

How you choose to follow this simple step-by-step validation process will depend on what best suits your organization. For example, the number of members in the three roles may determine whether you do focus groups, use subject matter experts, hold a meeting of all members in the role or conduct one-on-one interviews.

Consider these questions and make a plan:

Q: How many reviewers will you need to consider profiles valid?

Q: Who should review the Task Lists and Competency Profiles: incumbents, supervisors, HR representatives, senior management, or union representatives?

Remember that reviewers should:

- ✚ Know and typify the desired level of competence
- ✚ Understand the job
- ✚ Represent different stakeholder interests
- ✚ Represent the diversity of the workforce in the role.

Q: How will you engage your stakeholders in the validation process and communicate to them the benefits of competency based performance management?

Q: What should the process look like? For example you can:

- ✚ Use an expert panel, focus group, survey, and/or interviews
- ✚ Divide the work up and stage it in different ways.

Q: What should be documented?

- ✚ Process & methodology used and the criteria for selecting the participants
- ✚ The participants
- ✚ The rationale for decisions
- ✚ The outcomes

Estimated timeline: 2 days.

4. Validate competency profiles (see pages 30 to 32 for more detail)

Review the Competency Profile with the panel of subject matter experts.

Step 1: Review the current and valid job description for the job you are profiling

Step 2: Review the PHAC roles to determine which generic role the current job falls under

Step 3: Review the generic Ontario Public Health Performance Management Competency Profile identified for that role to determine if the competencies and proficiency levels selected are relevant

Step 4: Review the Ontario Public Health Performance Management Competencies to understand the behaviours expected at each level of proficiency for each competency and identify the most suitable level for the job which you are profiling

Step 5: Record the revised competency profile for the job along with your justification for the competencies and/or proficiency levels you have selected. Add to the profile any other competencies to be included such as organization, program or discipline specific competencies

Step 6: Validate the competency profile(s) with subject matter experts i.e. job incumbents and their supervisors/managers.

Remove any competency that is not considered critical for success in job performance. Work together to draft any new competencies required.
Estimated timeline: 3 days.

Tailor the Competency Profile for your organization.

Confirm the defensibility of your profiles by making sure that any changes you have made are valid. Estimated timeline: 1 day.

Adjust Tools to reflect your organization.

Ensure any competencies deleted or added by your organization are also deleted or added to the Performance Management Tools and adjust assessment forms to reflect your organizational proficiency levels.
Estimated timeline: 1 day.

5. Finalize and launch pilot group communication plan (see pages 27 to 29 for more detail)

Develop the group communication.

Select a communication vehicle appropriate for the target group. These include *widely* varied tools, for example: update communiqués, exercises for use in facilitated sessions, briefing notes, decks, website, e-mail invitations to participate in events, and “speeches”/introductory remarks drafted for executives attending engagement/communication events.

Ensure alignment of communication messages with the broader strategic messages of your organization. Clearly state the “WIFM” (“what’s in it for me”) for each target group. Estimated timeline: 1 week.

Launch the communication strategy.

Ensure you communicate frequently and effectively to all employees.
Estimated timeline: ongoing

6. Finalize and launch pilot training sessions (see Appendix B-H for training materials)

Train the trainer.

Ensure you have an Organizational Trainer who has been trained at an OPHA Train the Trainer session. Estimated timeline: 2 days.

Customize training programs for your organization.

Design training programs and plans based on training slide decks provided and facilitator's guide to support implementation. Estimated time: 2 weeks.

Train staff involved in pilot.

Conduct training sessions and ensure all staff who are participating in the pilot are trained. Estimated time: 1 week.

7. Conduct pilot

Pilot the process.

Pilot the process, conduct manager and employee focus groups, revise and finalize prior to full launch (see implementation, for steps to consider).
Estimated time of pilot: 6 weeks. Estimated time to incorporate lessons learned and prepare to launch full initiative: 6 weeks.

8. Communicate, communicate, communicate

Communicate on a regular basis to the various target groups.

The following are some key points that should be regularly communicated to ensure continued buy-in and engagement in competency based performance management:

- Program effectiveness data
- Concrete outcomes
- Benefits of competency based performance management
- Each target group's role in competency based performance management
- Request for input and feedback into the process

9. Learn from the process

Review

Review and evaluate the initiative during the pilot process adjust training sessions, communications, and tools as required based on information gathered and lessons learned during the pilot .

10. Launch organization wide initiative

Launch competency based performance management across your organization

Tips for Success

- ✓ **Link individual goals to organizational goals**
- ✓ **Focus on results and behaviours as well as process improvement**
- ✓ **Review and update performance plans regularly**
- ✓ **Train managers and employees how to give and receive feedback**
- ✓ **Train managers how to conduct performance evaluations**
- ✓ **Communicate the benefits of Performance Management in achieving personal and organizational goals.**

■ Communication Strategy

Purpose

The purpose of the communication strategy is to create a plan for your organization to communicate key information on competency based performance management to ensure that employees at all levels and other stakeholders are engaged in and supportive of the process.

Develop Key Messages

Objective 1. To generate awareness of the competencies and tools and the link to public health by informing others of **WHAT** the competencies/tools are, namely:

- ✚ to create awareness of competency based performance management
- ✚ to create interest or buzz in the project
- ✚ to integrate Core Competencies for Public Health in Canada
- ✚ to share knowledge throughout the organization

Objective 2. To instil an understanding of Competency Based Management and **WHY** it is important for public health organizations, namely;

- ✚ to provide a consistent process to assess performance of health professionals across the organization
- ✚ to promote competency based performance management as a desirable option to support existing HR practices
- ✚ to demonstrate best practices provincially and nationally

Objective 3. To explain, coach and advise on **HOW** the Public Health Performance Management Competencies can be implemented, namely;

- ✚ to explain that competency based performance management is customizable/adaptable for use in various PHU environments
- ✚ to provide tools that assist public health organizations with the adoption of competency based performance management
- ✚ to provide strategic direction on how to move forward with the application of competency based performance management
- ✚ to support organizations in building practical capacity (e.g. through training)

Leader's Guide to Competency Based Performance Management

Desired impact of message:

- ✚ Organizations and key personnel are made aware of competency based performance management and recognize them as an option for performance management
- ✚ Active implementation of competency based performance management within the organization etc. (increase in uptake and use of tools)

Overarching message:

Competency Based Performance Management: Investing in the Public Health Workforce

- ✚ Examine the competency based performance management tools - inspired by the Core Competencies for Public Health in Canada, that will enhance existing human resource practices and increase workforce capacity.

Note: The table on the following page provides communication strategies for target audiences.

Leader's Guide to Competency Based Performance Management

Target Audience	Message Content	Timing	Potential Vehicle
Senior Management	<ul style="list-style-type: none"> • Introduce the competency based performance management initiative • Briefly list business rationale and benefits of competency based performance management(e.g. ROI) • Provide the reasons behind the project (goals and objectives) • Request that they champion competency based performance management in their respective departments • Request their assistance and their commitment to the project and communications effort • Provide them with a point of contact if they have any questions 	<p>Following CEO approval of initiative.</p> <p>Prior to implementation during process design.</p>	<p>E-mail Memorandum Executive meeting</p>
Union Groups	<ul style="list-style-type: none"> • Introduce the competency based performance management initiative • Briefly list business rationale and benefits of CBM • Clarify the purpose and process of competency based performance management and alignment with collective agreements • Describe transparency and fairness of process • Establish opportunities for union participation throughout the process (representation on steering committee, assistance with employee communications etc.) 	<p>During process design stage, prior to Management and Employee communication.</p> <p>Ongoing throughout process.</p>	<p>E-mail Memorandum Union Meeting</p>
Managers	<ul style="list-style-type: none"> • Introduce the initiative • Provide an overview of the implementation steps (or phase) • Explain how competency based performance management fits in HR processes (performance appraisals, career planning) • Explain expectations and role of managers and provision of any training/coaching for employee communications • Provide them with a point of contact if they have questions 	<p>After communication delivered to Senior Management and process has been finalized.</p> <p>Ongoing throughout process.</p>	<p>E-mail Memorandum Management meeting</p>
Employees	<ul style="list-style-type: none"> • Introduce the initiative • Provide brief overview (what, why, when) – “what’s in it for me” • Outline how you will need their help (complete performance appraisal, discuss career and learning plans with manager) • Encourage all employees to participate • Inform that more detailed information is forthcoming 	<p>After Management communication, at launch of process.</p> <p>Ongoing throughout process.</p>	<p>E-mail Intranet Online “Town Hall” Employee newsletter</p>
Stakeholders	<ul style="list-style-type: none"> • Introduce the competency based performance management initiative • Briefly list business rationale and benefits of CBM • Provide the reasons behind the project (goals and objectives) • Provide them with a point of contact if they have any questions 	<p>After Management and Employee communication, at launch of process.</p> <p>Ongoing throughout process.</p>	<p>Memorandum Stakeholder newsletter</p>

Competency Profiling Guidance

Summary of Profile Customization Process

There are a number of steps to be taken in customizing the generic competency profiles presented in this document, so that they are relevant and valid for the specific job or jobs within your organization. These steps are outlined below and each is described in more detail on the following pages.

It is important to understand that while competency profiling is not an exact science, it should only be performed under the guidance of individuals with profiling expertise or training, such as Human Resource Professionals. This is critical to ensuring the validity of the competency profiles developed (i.e. relevance to job requirements,) as any competency profiles used in human resource processes such as performance management, recruitment etc. must be defensible in court in the event of a grievance concerning unfair evaluation.

Profiling should not be performed in isolation (i.e. all jobs being profiled should be compared for consistency) and key stakeholders should be involved in the process including union representatives, human resource representatives, employees and their managers.

The competencies used in profiling should first be reviewed and adapted as necessary to meet the needs of the organization in terms of relevant language/terminology and realistic expectations. The same competencies should be referred to across the organization when developing profiles, to ensure consistency and alignment.

Step 1: Review the Current Job Description

Review the most current job description for the position you are profiling (and update if necessary). It is critical that this job description is valid (e.g. developed through job analysis techniques) to ensure that the competency profile is also valid.

Step 2: Review the 3 roles identified by PHAC

The Public Health Agency of Canada has identified three main roles as described on page 15. Review these descriptions to determine which role the job you are profiling falls under.

If you find that the job does not fit into any of the three roles, you will need to identify the proficiency levels for the new competency profile from scratch, rather than using the draft profiles provided. Proceed to the next step for guidance.

Step 3: Review the Generic Ontario Public Health Performance Management Competency Profiles

Review the Ontario Public Health Performance Management Competency Profile for the generic role that relates to the job for which you are profiling.

The numbers in the grid represent the proficiency levels (i.e. the level required for successful performance in a job) identified for each of the Ontario Public Health Performance Management Competencies for each of the three generic roles. The competencies have 4 possible levels that increase in proficiency. Where a range of numbers is given, the proficiency levels vary across the jobs within the generic role.

Use the proficiency levels in the next step, when reviewing competencies to determine if the generic profile accurately represents the proficiency level you would expect for the job. If not, you will need to adapt the profile accordingly. If the job being profiled does not fit into any of the three generic roles, you will need to select proficiency levels for all of the competencies in the profile.

Step 4: Review the Ontario Public Health Performance Management Competencies

Review each of the eight Ontario Public Health Performance Management Competencies in detail (see Tools and Resources – Appendix I) to become familiar with the behavioural examples at each proficiency level.

Compare the job requirements to the corresponding profile and decide if the behavioural statements for the proficiency levels suggested reflect the actual requirements of the job. Review the behavioural statements in other levels to determine if a different level would be more accurate. Keep in mind that the behavioural examples in each proficiency level are just that; examples. They are not specific job requirements but guidelines to help you understand the types of behaviours that would be expected at that level.

If the job does not fit into one of the three generic roles and you cannot use a generic profile provided in the previous step, review all of the behavioural statements for each competency and determine the level that most accurately reflects the job requirements for that competency.

Step 5: Record the Revised Competency Profile

Record your profiling results in the grid found in Appendix A and be prepared to provide a brief explanation for any changes you have made so that others may understand your view and the organization can come to a group consensus on the proficiency level to be used as outlined in the next step.

Add any other competencies that you are required to include in the profile such as organization, program or discipline specific competencies.

Step 6: Validate the Revised Competency Profile

It is important to ensure that your revised competency profile is valid for use in human resource processes, e.g. performance management, recruitment etc. This means presenting it to and reviewing with stakeholders and subject matter experts such as job incumbents, their supervisors/managers, human resource representatives and any union representatives where applicable.

During the review, compare the job competency profile to other profiles developed to ensure consistency of competencies and proficiency levels. This should be done firstly within the occupational group of jobs you are profiling (e.g. all dietitian positions) and then across occupational groups for the whole organization.

■ Performance Management Tools



Leader's Guide to implementing Competency Based Performance Management for Public Health

This tool provides organizational leaders with a comprehensive overview of how to implement a competency based performance management system



Competency Based Performance Management for Public Health: A Guidebook for Managers & Employees

This tool provides managers and employees with a comprehensive overview of competency based performance management.



Ontario Public Health Performance Management Competencies

The set of competencies developed to give specific examples of how an employee can demonstrate the behaviours associated with each of the Core Competencies for Public Health in Canada for the purpose of performance management



Ontario Public Health Performance Management Competency Profiles

A competency profile is a grouping or set of competencies that together, describe the most critical behaviours (behavioural statements) and/or actions required for success in a job.

Profiles have been developed for three generic job levels within the Public Health Sector: front line providers, consultants/ specialists and managers/supervisors. These profiles identify the relevant proficiency levels of the Public Health Performance Management Competencies for each role.



Ontario Public Health Competency Summary Chart

This tool is used as a reference chart of the 8 competencies and their proficiency level descriptors



Competency Based Performance Management Checklist for Public Health

This tool summarizes the key steps for managers and employees when participating in the three stages of the performance management cycle: performance planning, ongoing review and feedback, and performance evaluation.



Performance Management Planning and Evaluation Tool for Public Health

This tool is used to guide and document the performance planning and performance evaluation stages. Performance objectives and competencies are identified in the planning stage along with a development plan. The results of the performance and competency assessment are documented in the tool during the performance evaluation stage.



Competency Based Self Assessment Tool for Public Health

This tool guides the employee in self assessing against the competencies required for their job. The behavioural statements for the competencies and proficiency levels needed within the target role / job are used as the standard for assessing the performance of the employee using a four point rating scale for assessing each statement. The results are reviewed by the manager who determines the overall performance rating for each competency, highlighting both employee strengths as well as competencies requiring improvement. This information can then be used to support the development of an Individual learning plan.



Master Self Assessment Competency Templates for Public Health

This tool provides self assessment templates for the organizational leaders who will be validating and/or building profiles for their organization.



Sample – Performance Management Planning and Evaluation Tool for Public Health

This tool provides managers and employees with a sample of a completed Performance Management Planning and Evaluation Tool for Public Health.

Appendix A - Competency Profiling Template for Public Health

Competencies	Front Line Provider					Group Consensus	Consultant/Specialist					Group Consensus	Manager/Supervisor					Group Consensus
	1	2	3	4	N/A		1	2	3	4	N/A		1	2	3	4	N/A	
Public Health Sciences																		
Assessment and Analysis																		
Policy and Program Planning, Implementation and Evaluation																		
Partnerships, Collaboration and Advocacy																		
Diversity and Inclusiveness																		
Communication																		
Leadership																		
Ethics and Professionalism																		

Instructions:

1. Using the Ontario Public Health Performance Management Competencies, each individual should mark the proficiency level he or she believes is required of each competency and for each role.
2. Compare answers and work together to reach a group consensus on the proficiency level of each role within each competency.

Appendix B – Pilot Administration Information

Pilot Overview

Participants will be required to conduct an “actual” performance evaluation using the tools provided and will be required to provide feedback on the usability of the tools.

Pilot participants will include employees and their managers who hold positions that are representative of the suggested competency profile roles:

- Front line provider
- Consultant/Specialist
- Manager/Supervisor

It is recommended that three employees from different disciplines in each role are included in the pilot. Managers should be experienced in providing fair and effective performance feedback as communications/feedback training will not be provided.

Pilot Administrator Responsibilities

- Conduct training sessions with managers (no more than 2 hours) and employees (no more than 1.5 hours).
- Provide contact details for participants to ask questions throughout the process.
- Contact managers and employees on a weekly basis to ensure they are maintaining the pilot schedule (below) and carrying out their role accordingly. The timeline is very short so it is important to keep track of where participants are in the process. Questions can also be answered during these follow up calls/emails.
- Coordinate Pilot evaluation through separate focus groups with managers and employees

Training materials

Trainer:

- Training PP presentation

Participant Package: (to be handed out at beginning of training session)


- Participant Steps
- Competency based performance management for Public Health: A Guidebook for Managers & Employees
- Ontario Public Health Performance Management Competencies
- Ontario Public Health Performance Management Competency Profiles
- Performance Management Planning and Evaluation Tool for Public Health
- Competency Based Self Assessment Tool for Public Health

Pilot Plan

1. Participant Training – Week 1

Pilot Administrators will provide pilot training to participants in two sessions - a manager's session and an employee's session, at the beginning of the first week. Participants should read through performance materials during the week.




- ⇒ The **manager and employee** each review the performance management process and their roles and responsibilities

-  *Competency Based Performance Management for Public Health: A Guidebook for Managers & Employees*




2. Planning Meeting – Week 2

Manager and employee meet to confirm competency profile and set objectives. Manager and employee set a date for the performance review meeting in two weeks' time.

- ⇒ The **manager** reviews the employee's job description, competency profile, organization/program objectives and the employee's performance evaluation from the previous year

-  *Ontario Public Health Performance Management Competency Profiles*
-  *Ontario Public Health Performance Management Competencies*
-  *Performance Management Planning and Evaluation Tool for Public Health (last year's)*



- ⇒ The **manager and employee** meet to identify and agree upon the performance objectives and competency proficiency levels for the current performance cycle

-  *Ontario Public Health Performance Management Competency Profiles*
-  *Ontario Public Health Performance Management Competencies*
-  *Performance Management Planning and Evaluation Tool for Public Health*




3. Employee Self Assessment and Preparation – Week 3

Employee conducts a competency based self assessment against the competency confirmed profile using tool provided. Assessment should be completed early during this week so that manager can review. Employee prepares for evaluation meeting by drafting outcomes/results and examples

⇒ The **employee** conducts a self assessment on their established competencies and provides a copy of the results to the **manager** for review.

-  *Competency Based Self Assessment Tool for Public Health*
-  *Competency Based Performance Management for Public Health: A Guidebook for Managers & Employees*




⇒ The **employee** prepares for their evaluation meeting by drafting their performance objective outcomes/results and competency behavioural examples.

-  *Performance Management Planning and Evaluation Tool for Public Health*
-  *Competency Based Self Assessment Tool for Public Health*
-  *Competency Based Performance Management for Public Health: A Guidebook for Managers & Employees*

4. Manager Review and Preparation – Week 4

Manager reviews results of employee self assessment and prepares for performance evaluation meeting.

⇒ The **manager** prepares for the evaluation meeting by reviewing the results of the employee competency based self assessment and drafts their evaluation/ratings of objectives and competencies.

-  *Performance Management Planning and Evaluation Tool for Public Health*
-  *Competency Based Self Assessment Tool for Public Health*
-  *Competency Based Performance Management for Public Health: A Guidebook for Managers & Employees*

5. Performance Review – Week 5

Manager and employee meet to evaluate employee performance and prepare a development plan using tools provided.

⇒ The **manager and employee** meet to discuss the past year's performance and evaluate the employee against the performance objectives and competencies

- 🌐 *Competency Based Self Assessment Tool for Public Health*
- 🌐 *Ontario Public Health Performance Management Competencies*
- 🌐 *Performance Management Planning and Evaluation Tool for Public Health*
- 🌐 *Competency Based Performance Management for Public Health: A Guidebook for Managers & Employees*

⇒ The **manager and employee** agree on the ratings given and discuss any impacting issues

⇒ The **manager and employee** develop a learning plan for areas in which the employee should improve to meet the expected performance level and/or areas for career development beyond the current job requirements

- 🌐 *Performance Management Planning and Evaluation Tool for Public Health*
- 🌐 *Ontario Public Health Performance Management Competencies*

6. Pilot Feedback – Week 6


Feedback sessions will be conducted with managers and employees when pilot is complete

Appendix C – Pilot Participant Steps

1. Participant Training – Week 1

Pilot Administrators will provide pilot training to participants in two sessions - a manager's session and an employee's session, at the beginning of the first week. Participants should read through performance materials during the week.




- ⇒ The **manager and employee** each review the performance management process and their roles and responsibilities

-  *Competency Based Performance Management for Public Health: A Guidebook for Managers & Employees*




2. Planning Meeting – Week 2

Manager and employee meet to confirm competency profile and set objectives. Manager and employee set a date for the performance review meeting in two weeks time.

- ⇒ The **manager** reviews the employee's job description, competency profile, organization/program objectives and the employee's performance evaluation from the previous year

-  *Ontario Public Health Performance Management Competency Profiles*
-  *Ontario Public Health Performance Management Competencies*
-  *Performance Management Planning and Evaluation Tool for Public Health (last year's)*



- ⇒ The **manager and employee** meet to identify and agree upon the performance objectives and competency proficiency levels for the current performance cycle

-  *Ontario Public Health Performance Management Competency Profiles*
-  *Ontario Public Health Performance Management Competencies*
-  *Performance Management Planning and Evaluation Tool for Public Health*




3. Employee Self Assessment and Preparation – Week 3

Employee conducts a competency based self assessment against the competency confirmed profile using tool provided. Assessment should be completed early during this week so that manager can review. Employee prepares for evaluation meeting by drafting results and examples

⇒ The **employee** conducts a self assessment on their established competencies and provides a copy of the results to the **manager** for review.

-  *Competency Based Self Assessment Tool for Public Health*
-  *Competency Based Performance Management for Public Health: A Guidebook for Managers & Employees*




⇒ The **employee** prepares for their evaluation meeting by drafting their performance objective outcomes/results and competency behavioural examples.

-  *Performance Management Planning and Evaluation Tool for Public Health*
-  *Competency Based Self Assessment Tool for Public Health*
-  *Competency Based Performance Management for Public Health: A Guidebook for Managers & Employees*

4. Manager Review and Preparation – Week 4

Manager reviews results of employee self assessment and prepares for performance evaluation meeting.





⇒ The **manager** prepares for the evaluation meeting by reviewing the results of the employee competency based self assessment and drafts their evaluation/ratings of objectives and competencies.

-  *Performance Management Planning and Evaluation Tool for Public Health*
-  *Competency Based Self Assessment Tool for Public Health*
-  *Competency Based Performance Management for Public Health: A Guidebook for Managers & Employees*

5. Performance Review – Week 5



Manager and employee meet to evaluate employee performance and prepare a development plan using tools provided.

⇒ The **manager and employee** meet to discuss the past year's performance and evaluate the employee against the performance objectives and competencies

-  *Competency Based Self Assessment Tool for Public Health*
-  *Ontario Public Health Performance Management Competencies*
-  *Performance Management Planning and Evaluation Tool for Public Health*
-  *Competency Based Performance Management for Public Health: A Guidebook for Managers & Employees*

⇒ The **manager and employee** agree on the ratings given and discuss any impacting issues

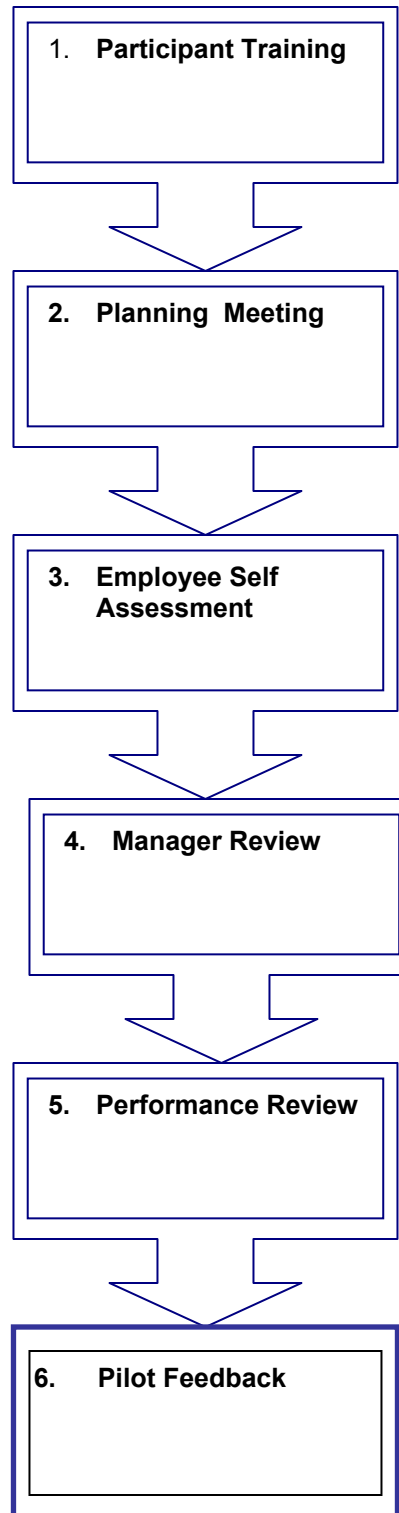
⇒ The **manager and employee** develop a learning plan for areas in which the employee should improve to meet the expected performance level and/or areas for career development beyond the current job requirements

-  *Performance Management Planning and Evaluation Tool for Public Health*
-  *Ontario Public Health Performance Management Competencies*

6. Pilot Feedback – Week 6

Feedback sessions will be conducted with managers and employees when pilot is complete

Pilot Overview



Appendix D – Pilot Training Session Questions and Answers

Q. Is this a real performance appraisal?

A. No, it is a pilot and will not replace any performance appraisal process in the organization. However, we ask that you use real information in order to accurately assess the tools, so carry out the process as if it was a real appraisal.

Q. How will the results be used?

A. The information provided by you on the actual performance evaluation forms will not be used for performance appraisal. We will shred any confidential information following the pilot.

Q. How does this process fit in with the existing Performance Management System?

A. The pilot process is being done to test the usability and potential fit of the tools to allow the health unit to make informed decisions regarding the use of the tools. They may recommend adopting or adapting all or part of the tools pending pilot results.

Q. What are the competency profiles for?

A. The competency profiles define the level of ability required for each Ontario Public Health Performance Management Competency by roles. Three roles have been defined by the Public Health Agency of Canada and are being used for the purpose of this pilot. The levels of ability are called proficiency levels and each level is described by a series of behavioural statements.

Q. How do I determine the correct proficiency level for competencies that have more than one level in the profile?

A. Refer to the employee's job descriptions to identify the requirements and compare them to the behavioural statements at each level in the Public Health Performance Management Competencies

Q. In the process, it says to look at the previous year's performance evaluation. Are we completing the tools we currently have in place in our organization?

A. No. The previous year's performance evaluation should only be used to help you identify objectives when completing the PILOT Planning and Evaluation tool. Given the condensed timeframe of the pilot, you may find this existing information useful to develop the objectives

Appendix E – Facilitation Instructions

Goal of Facilitation: To create an environment that fosters learning and gains commitment from participants.

Facilitation Best Practices:

- **Encourage Involvement** – establish a strong interpersonal relationship with participants to ensure they feel valued, listened to, appreciated, and included.
- **Use Active Listening and Assess Comprehension** – ensure all learners have the same understanding and agreement on information. Ask questions and rephrase participant's comments back to them to ensure understanding.
- **Champion competency based performance management** – Demonstrate a personal belief in the value of the material being covered.
- **Explain the purpose of competency based performance management** – describe the purpose of such an undertaking
- **Explain the benefits of competency based performance management** – make sure to cover the organizational benefits as well as the 'what's in it for me?' for all participants
- **Provide clear direction** – ensure all learners are able to practice their new skills in a safe environment and that they are prepared to use these skills after the course.
- **Set participants at ease** – encourage note-taking, participant questions, and dialogue amongst the group to ensure all learners are comfortable and open to receiving new information.

Learning Objectives:

At the end of the session, participants should understand the following:

- What competency based performance management is.
- Why your organization is using competency based performance management and what benefits this initiative offers
- The steps involved in competency based performance management
- Their role and responsibilities in the competency based performance management initiative
- Where to go or who to contact for further assistance

Appendix F – Training PowerPoint Presentation Template

* Please see the attached PowerPoint slides

Appendix G – Focus Group Guide for Managers

Managers Focus Group Questions

1. What is your overall impression of the competency based performance management guidebook and tools? (Probe: understandable, readable, clear use)
2. How have the guidebook and tools been used so far? (Probe: which tools were used and for what purpose; how well did the tools meet the intended purpose)
3. What challenges arose when using the guidebook and tools? (using, integrating, adapting, disruption to current performance management systems, confidence to use) How would you suggest addressing these challenges? (Probe: specific modifications to make the tools more appropriate for use by your public health unit/program/discipline)
4. How well do the tools support existing performance management systems? (Probe: how supportive, how disruptive)
5. Did the training you received help with implementation? What additional supports, if any, would you suggest for use of the guidebook and tools? (Probe: modifications to the training, additional supports)
6. How well do you believe the guidebook and tools will help to advance Core Competencies for Public Health in Canada?
7. Would you recommend continued use of these tools? Why or why not?

Appendix H – Focus Group Guide for Employees

Employees Focus Group Questions

1. What is your overall impression of the competency based performance management guidebook and tools? (Probe: understandable, readable, clear use, self-explanatory)
2. What challenges arose when using the guidebook and tools? (using, integrating, adapting, disruption to current performance management systems, confidence to use). How would you suggest addressing these challenges? (Probe: specific modifications to make the tools more appropriate for use by your public health unit/program/discipline)
3. How well did you like the process of working through the tools with your manager?
4. Did the training you received help you to use the tools? What additional supports, if any, would you suggest for using the guidebook and tools? (Probe: modifications to the training, additional supports)
5. How relevant are the competency profiles? How easy was it to adapt the profiles to your job?
6. To what extent are you interested in continuing to use these tools?