



**Intervenor Services**

*The future is in your hands*

# Introduction to Behavioural Competencies Facilitator's Guide

September 2016

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## How to use this guide

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### Introduction

This guide is divided into sections, each section covering a segment of the workshop. The heading for each section indicates the topic that will be covered. On the right-hand side of the page below the heading is the approximate timing required to complete the segment, as well as the time frame.

The format for each section contains three columns as follows:

1. **Visual Aid:** Displays a graphic indicating the major aspect of the training segment. For example, you will see a small picture of each slide, and various icons to indicate types of exercises, etc.
  2. **Text:** Describes the flow of the segment, including instructions for exercises, key points to guide the discussions, and questions you can ask to engage participants in discussion.  
**Note:** While you want to respect the content in this column, try to convey the messages in your own words as much as possible. This will provide a more enjoyable and meaningful session for participants.
  3. **Materials/Notes:** This column identifies any materials required for the segment, as well as space to jot down notes.
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## Workshop agenda

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The total time required for this workshop is three hours. Following is approximate timing for each segment of the workshop – this timing may vary depending on the number of participants and questions they may have.

<b>Time</b>	<b>Topic</b>
0:00 – 0:15	Welcome, introduction, objectives and agenda
0:15 – 0:35	Introduction to competencies
0:35 – 1:40	Behavioural competency models
1:40 – 2:20	Activity: Matching game
2:20 – 2:55	Assessing behavioural competencies (includes Activity: Competing a competency self-assessment)
2:55 – 3:00	Summary and wrap-up
3:00	ADJOURN

## Meeting room set-up and equipment

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### Meeting room facilities

You will need the following facilities for the workshop:

- Meeting room to accommodate a maximum of 15-20 participants and 1 facilitator.
- 

### Meeting room set-up

Set up the meeting room as follows:

- Tables to accommodate approximately 3-5 participants
  - Table at the front of the room for the facilitator
- 

### Equipment

Following is a list of the equipment you will need for the meeting room:

- 2 flipchart easels and pads
  - LCD projector
  - Screen
  - Markers for the facilitator for writing on flipcharts
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## Workshop materials

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The following table outlines the materials required for the workshop and the quantity

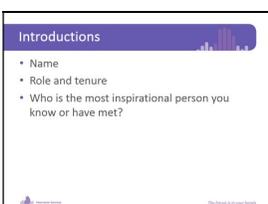
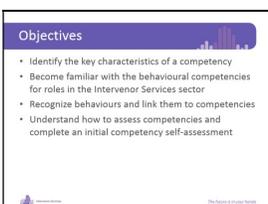
Materials Required	Quantity
1. Facilitator's Guide (this document)	1 for each facilitator
2. Copies of slides	1 per participant
3. Intervenor Services Behavioural Competency Dictionary*	1 per participant – *If possible, give/send this to participants to read prior to the session (i.e., as pre-work)
4. Matching Game card decks	1 per group of 3-5 participants
5. Matching Game Scoring Sheet	1 per participant
6. Matching Game Scoring Key	1 for the facilitator
7. Matching Game – prize for winning team (OPTIONAL)	Enough for the winning team
8. Behavioural Competency Assessment Questionnaire (BCAQ) – there is one for Intervenors, one for Supervisors and one for Managers	1 per participant (appropriate to their role)
9. Tent cards (OPTIONAL)	1 per participant

# Welcome, objectives and agenda

Timing: 15 minutes  
0:00 – 0:15

Visual Aid

Facilitator's Notes

	<p><b>SHOW SLIDE 1 (Introduction to Behavioural Competencies)</b> and welcome participants to the session. Introduce self.</p>	
	<p><b>SHOW SLIDE 2 (Introductions)</b> and, depending on the group and whether or not they know each other, you can have them introduce themselves by sharing the following information:</p> <ul style="list-style-type: none"> <li>▪ Name</li> <li>▪ Role and tenure</li> <li>▪ Who is the most inspirational person you know or have met?</li> </ul> <p>ALTERNATIVE QUESTION: What made you choose to work in the Intervenor Services sector?</p>	
	<p><b>SHOW SLIDE 3 (Objectives)</b> and review the objectives for the session.</p> <p><b>ASK</b> the group if they have any other expectations for the session.</p> <p><b>Note to facilitator:</b> Note on a “parking lot” flipchart any participant responses that are above and beyond the original session objectives. Explain that the “parking lot” will be used to capture any extraneous issues or unanswered questions that will be followed-up at the end of the session.</p>	 <p>Create a “Parking Lot” flipchart to capture any questions or issues that are over and above the objectives of the session and/or that will need to be followed up on.</p>
	<p><b>SHOW SLIDE 4 (Agenda)</b> and review the agenda for the session.</p>	

# Introduction to competencies

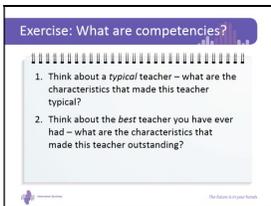
Timing: 20 minutes  
0:15 – 0:35

Visual Aid

Facilitator's Notes



**SHOW SLIDE 5 (Introduction to competencies)** and explain that the first segment will provide participants with an introduction to competencies – what they are, why they matter, and how they work.



**SHOW SLIDE 6 (Exercise: What are competencies?)** and introduce a brief exercise to help set the stage for why competencies are important and how they distinguish typical from outstanding performers. It should help participants understand that when it comes to doing a job, the “how” has a greater impact than the “what” – an individual’s technical knowledge and skills (versus behavioural skills).

1. **ASK** participants to think about a *typical* teacher: What are the characteristics that made them *typical*?

Sample responses include the following:

- Knew the subject(s) well
- Taught the lessons
- Prepared students for tests
- Managed the classroom/students
- No personal attention to deserving students
- Not a lot of patience for answering questions
- Sticking to the content to be covered – nothing beyond

2. Now **ASK** the group to think about an *outstanding* teacher: What are the characteristics that made them outstanding?

Sample responses include the following:

- Took a real interest in students
- Gave support and guidance to students
- Took the time to help students understand what was being taught

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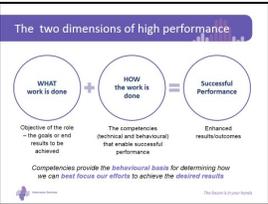
Using two flipcharts side by side, flipchart responses to each of the two questions on separate flipcharts. (If you only have one flipchart, draw a line down the middle of the paper.)

# Introduction to competencies, continued

Timing: 20 minutes  
0:15 – 0:35

Visual Aid

Facilitator's Notes

	<ul style="list-style-type: none"> <li>➤ Tried to understand students as people</li> <li>➤ Took extra time/effort with students who needed extra support or were lagging behind</li> <li>➤ Provided encouragement to students</li> </ul> <p>After capturing responses to both questions on the flipchart(s), <b>ASK</b> participants what differences they notice between the typical and outstanding teacher.</p> <p>Point out that the differences lie not as much in what the individual knows (i.e., their technical competencies) – although certainly in-depth knowledge of the subject and the ability to explain it to students in a way they can understand it, is clearly something that distinguishes the outstanding from typical teacher – but more in <i>how</i> they go about doing the job.</p> <p>Segue to the next slide, which talks about the WHAT and the HOW of performance.</p>	
	<p><b>SHOW SLIDE 7 (The two dimensions of high performance)</b> and explain the “performance equation.”</p> <ul style="list-style-type: none"> <li>■ It's helpful to think of performance as an equation:             <ul style="list-style-type: none"> <li>➤ WHAT refers to the end results identified for a job – what an individual needs to achieve, e.g., the objectives;</li> <li>➤ HOW refers to the <i>behaviours</i> that are needed to achieve the end results;</li> <li>➤ Together they deliver successful performance.</li> </ul> </li> <li>■ Successful performance results from a combination of not just <i>what</i> we do, but as you saw in the teacher exercise, <i>how</i> we do it – the competencies we apply in carrying out our jobs/roles.</li> <li>■ If you think about two people in the same role/job, one an outstanding or top performer, and the other a typical or average performer, what most often distinguishes the two are the behaviours – or competencies – that they demonstrate.</li> </ul>	

# Introduction to competencies, continued

Timing: 20 minutes  
0:15 – 0:35

Visual Aid

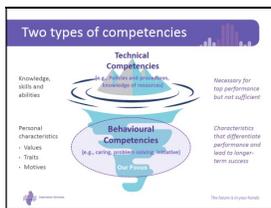
Facilitator's Notes



**SHOW SLIDE 8 (What is a competency?)** and review the definition of a competency.

Explain that competencies:

- Help you identify what really makes a difference on the job – they are the characteristics that drive performance;
- Provide a consistent framework for more clearly identifying what is expected of you so that you can do your job better; and
- Help managers to be more objective when assessing performance, and provide more focused coaching to support people in their development.



**SHOW SLIDE 9 (Two types of competencies)** and review the two types of competencies.

- Performance is driven by a number of factors in people. One of the easiest ways to describe these factors is by using the analogy of an iceberg.
- What we see above the water line are skills and knowledge – the technical competencies.
  - *Skills* are the things a person knows how to do well, for example, signing.
  - *Knowledge* is what a person knows about a particular substantive area, e.g., philosophies of intervention.
- Like the tip of an iceberg, skills and knowledge are easy to see or identify. They are easier to develop, and essential to perform the job, but they rarely predict or drive outstanding performance. They are often what you will see on a resumé, and are necessary to get in the door and get the job – often they are table stakes.

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## Introduction to competencies, continued

Timing: 20 minutes  
0:15 – 0:35

Visual Aid

Facilitator's Notes

- Below the water line – and less clearly visible – are the other factors related to performance, the key drivers of behaviour/performance.
  - They are less readily apparent and may be harder to see in someone; however, they are critically important as they tend to drive people's long-term behaviour.
  - They help determine whether someone is well matched to their job or role; the better the match, the more effective and satisfied a person will be in carrying out what the role requires.
- In addition, competencies can be developed over time and with effort.

Review the factors below the water line that drive behaviour:

- *Values* – these are what a person believes is important. For example, if a person has an attitude or value that developing people is important, that person may be driven to be a better coach than someone else who doesn't value that in the same way.
- *Self-Image* – this refers to how a person sees himself or herself, "the inner self," e.g., seeing oneself as a teacher or a leader. For example, some doctors may see themselves as *experts*, and focus on how much they know about a particular specialty or how much skill they have in a particular area. Others may see themselves as *helpers*, focusing on what they can do for others.
- *Traits* – these are relatively enduring characteristics of a person's behaviour, e.g., caring, being a good listener, resilient. For example, someone may demonstrate the trait of self-control consistently when confronted. Someone else may show a consistent concern for detail. A person's traits may be very helpful in a job, especially when the job calls for the kind of traits a person has.

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# Introduction to competencies, continued

Timing: 20 minutes  
0:15 – 0:35

Visual Aid

Facilitator's Notes

	<ul style="list-style-type: none"> <li>▪ <i>Motives</i> – these are at the deepest level, and are the non-conscious drivers of behaviour; they are what a person consistently thinks about or wants that causes them to take action or behave in certain ways. They are what naturally energize a person and are formed early in life. For example, a person may be highly achievement-oriented and this may drive their performance on the job – always striving to improve, and to meet or exceed their objectives. Or a person may be motivated by affiliation or friendship, and this may drive their performance because the job involves dealing collaboratively with many people.</li> <li>▪ It is important to note that technical competencies, which lie <b>above</b> the waterline, are very important. As mentioned earlier, they are critical to simply getting in the door for an interview. However, again, <b>it's the behavioural competencies – our focus – that make the biggest difference in performance and truly differentiate the best from the rest.</b></li> </ul> <p><b>ASK</b> the group if they have any questions before continuing.</p>	
	<p><b>SHOW SLIDE 10 (Why focus on competencies)</b> and explain why the Intervenor Services sector is introducing competencies.</p> <ul style="list-style-type: none"> <li>▪ We know that two people with equal intelligence, skills and knowledge can perform quite differently in a job and produce very different results. A key reason? Competencies – or the behaviours that a person demonstrates.</li> <li>▪ Our goal in the Intervenor Services sector is to provide very high quality service and support to individuals with deafblindness, to enable them to navigate their environment and achieve as much independence as possible.</li> </ul> <p style="text-align: right;">Continued on next page</p>	

## Introduction to competencies, continued

Timing: 20 minutes  
0:15 – 0:35

Visual Aid

Facilitator's Notes

- We're operating in a complex and changing environment, in which there is an increasing demand for services, and we're faced with several critical human resource challenges including:
  - Recruiting and retaining qualified employees;
  - The onboarding and training needs of entry level employees who are inexperienced and who often lack some of the critical skills for working effectively with individuals who are deafblind;
  - Limited availability of graduates from an Intervenor program, as well as a lack of these specialized programs;
  - Lack of awareness of the intervenor profession and of Intervenor Services as a viable and "professional" career choice; and
  - Lack of a commonly accepted standard set of skills, values, and/or traits for the Intervenor role.
- To help us meet these challenges the Intervenor Services Human Resource Strategy (ISHRS) saw the need to establish behavioural competencies for key roles within the sector, including Intervenors, Supervisors and Managers.
- The goal of competencies is twofold:
  - **For the sector**, it's about enriching the lives of clients, professionalizing the sector, and ultimately elevating the collective impact we have broadly across the sector.
  - **For you**, it's about supporting you in your personal growth and development, and getting targeted feedback on your performance and how you do your job.

# Introduction to competencies, continued

Timing: 20 minutes  
0:15 – 0:35

Visual Aid

Facilitator's Notes



**SHOW SLIDE 11 (This is about focusing our efforts).**

- At the end of the day, it's about focusing on the 20% of the things that make 80% of the difference – the competencies that will have the greatest impact, both now and into the future.
- The competencies will also support a variety of human resource processes once they are fully implemented, which will take place over the next 1-2 years.



**SHOW SLIDE 12 (How will competencies be used?) and explain how competencies will support a variety of HR processes.**

- Ultimately, competencies will be integrated into various HR processes including:
  - Recruitment: Competencies will be used in recruitment to identify qualified employees. We will use the behaviour-based interviewing technique to assess a candidate's competencies for the role. This will be introduced later in 2017.
  - Training and development: Competencies will be used to identify the training and development needs of staff.
  - Performance management and feedback: Competencies will be integrated with the performance management process for development purposes.
- Integration of competencies into these processes will not happen immediately, but over the next 1-2 years. We will keep you informed and updated as we progress through the implementation.

## Introduction to competencies, continued

Timing: 20 minutes  
0:15 – 0:35

### Visual Aid

### Facilitator's Notes



### SHOW SLIDE 13 (What does a behavioural competency look like?) and explain the components of a competency.

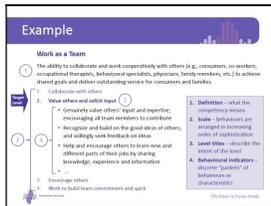
- Each competency includes the following key components:
  - A **definition** of what it means – the definition captures the *essence* of the competency and ensures everyone has a consistent understanding of what the competency means.
  - A numbered scale of behaviours outlining the levels of proficiency – what the competency “looks like” at each level. The levels increase in complexity and sophistication in terms of the behaviours required at each level, moving from less complex behaviours at level 1 to more complex behaviours as you move up to level 4.
  - Within each level are a series of illustrative behaviours associated with it that describe what that particular level of performance looks like. They are observable and measurable behaviours. The list of behaviours is by no means exhaustive as they vary depending on the nature and circumstances of the position. They are provided to help you better understand what each level in the scale is about.
  - For each role, there is a *target level* for successful performance
- Let's look at an example.

# Introduction to competencies, continued

Timing: 20 minutes  
0:15 – 0:35

## Visual Aid

## Facilitator's Notes



**SHOW SLIDE 14 (Example)** and review an example to illustrate what a competency looks like.

- Here is an example of a competency – this one is **Work as a Team**:

- At the top you will see the definition. (**Review the definition.**) This competency is about teamwork. Whether working with others within one's team or with others beyond or outside one's team (e.g., consumers, occupational therapists, physicians, family members, etc.), the demonstrated willingness to collaborate effectively with others is critical to providing high levels of service to those we support.
- Following the definition is the 4-point scale that describes what the competency "looks like" at each level, each level beginning with the level title that describes the underlying intent of the level. Review each level:
  - At level 1, this competency is about collaborating with others, being a good team player, sharing information with others, doing one's share of the work, helping others when necessary to get the job done, etc.;
  - At level 2, it's about valuing and soliciting the input of team members, building on others' ideas, sharing expertise and building positive relationships with team members;
  - At level 3, it's about encouraging others, crediting others as appropriate, and recognizing their contributions;
  - And finally, at level 4, it's about working to build team commitment and spirit, working to resolve conflicts, and creating synergies.

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# Introduction to competencies, continued

Timing: 20 minutes  
0:15 – 0:35

Visual Aid

Facilitator's Notes

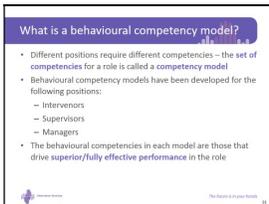
	<ul style="list-style-type: none"> <li>➤ The levels are <i>cumulative</i>, meaning that they <i>build on one another</i>, so it is assumed that if you can demonstrate the behaviours at a higher level, you should also be able to demonstrate the behaviours at lower levels.</li> <li>➤ Finally, you will see that in this example, the target level is level 2. The target level is the level identified for fully effective – superior – performance in a specific role.</li> <li>➤ Let's look at what a target level is and is not.</li> </ul>	
<p>The slide contains the following text:</p> <p><b>What do we mean by target level?</b></p> <p><b>What it is ...</b></p> <ul style="list-style-type: none"> <li>• The level that defines fully effective performance in the role</li> <li>• It reflects the behaviours that will meet both the current and near future (2-24 months out) requirements</li> <li>• It is doable within the confines of the role</li> <li>• Note: The expectation is that you have mastered all of the behaviours below your target level</li> </ul> <p><b>What it isn't ...</b></p> <ul style="list-style-type: none"> <li>• A minimum level of performance (threshold)</li> <li>• A future level of performance (one that would be nice to have but not required at this time)</li> <li>• A wish list</li> </ul>	<p><b>SHOW SLIDE 15 (What do we mean by target level?) and review what a target level is and is not.</b></p> <ul style="list-style-type: none"> <li>■ The target level is the level at which an individual, in a given role, is demonstrating fully effective – or superior – performance. It is not a minimum – or threshold – level of performance.</li> <li>■ It reflects the behaviours that will meet both the current and future requirements of the role. By future we mean the next 1-2 years. It's not a "nice to have" in the future, but is required for success today.</li> <li>■ The target level must be doable within the role. It is not a wish list of expectations.</li> </ul>	

## Introduction to competencies, continued

Timing: 20 minutes  
0:15 – 0:35

### Visual Aid

### Facilitator's Notes



**SHOW SLIDE 16 (What is a behavioural competency model?)** and review what a target level is and is not.

- Different roles or positions require different competencies – what drives success or effective performance in one role may be very different than what drives success in another role.
- The set of competencies for success in a role – those that are critical to success in a role – is referred to as a **competency model**.
- Behavioural competencies have been identified for the following three roles: Intervenor, Supervisor and Manager.
- We're now going to spend some time looking at the competencies in each model.

# Behavioural competency models

Timing: 55 minutes  
0:35 – 1:40

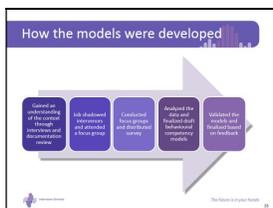
Visual Aid

Facilitator's Notes



**SHOW SLIDE 17 (Behavioural competency models)** and introduce the next segment – presenting the competency models.

- We spent the better part of last year developing the behavioural competency models. Let's begin by reviewing the process for developing these models.



**SHOW SLIDE 18 (How the models were developed)** and review the process for how the competency models were developed.

- To help us in this process, the ISHRS hired Hay Group, a global HR consulting firm with expertise in competencies. Hay Group applied a comprehensive approach to the development of the competency models for the sector. They partnered with the Core Competencies Sub-Committee, who played a significant role in the oversight of the development of the models to ensure the representation of various perspectives from across the province.
- Step 1: A critical first step in the development of the models involved gaining an understanding of the organizational and strategic context to ensure alignment of the models to this context and our sector. In this step Hay Group:
  - Conducted strategic interviews with Executive Directors and other senior leaders within and outside the Ontario sector (six people in total) to better understand the environment and how it is evolving, and to discuss best practices; and
  - Reviewed a variety of documentation to gain insight into the Intervenor, Supervisor, and Manager roles, including job descriptions, CDBA National competencies for Intervenors, as well as information on the ISHRS and other relevant websites – provincial, national and international.

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## Behavioural competency models, continued

Timing: 55 minutes  
0:35 – 1:40

Visual Aid

Facilitator's Notes

- Step 2: Next, Hay Group observed Intervenors on the job, which provided significant insight into the accountabilities of the role, the challenges they are faced with in their role, the behavioural competencies required for success, and the differences in working with individuals with acquired versus congenital deafblindness. Hay Group job shadowed Intervenors at two residential locations, as well as at the Rotary Cheshire Home and The Canadian Helen Keller Centre.
- In addition to job shadowing Intervenors, Hay Group attended a focus group at George Brown College about the Intervenor role, in which they had an opportunity to watch a video of an Intervenor working with a child with congenital deafblindness, and discuss the critical skills, knowledge, and behaviours required to be an effective/outstanding Intervenor.
- At the end of this step, with a good understanding of the roles, Hay Group then prepared a preliminary “Behavioural Competency Dictionary” – a document that contained a compilation of draft competencies they considered to be relevant to the roles and sector.
- Step 3: The next step involved conducting a series of seven focus groups with Intervenors, Supervisors, Managers, consumers and families in different locations in the province – Toronto, Ottawa and London. The purpose of the focus groups was to gather input and feedback on the competencies, the language in the competencies, and whether anything was missing from the draft set of competencies. Approximately 55 individuals participated across the 7 focus groups.
- In addition to the focus groups, Hay Group also designed a survey that went out across the sector to gather further input from individuals in each of the roles. The goal was to ensure the competencies were relevant to the roles and truly reflect what makes the difference between outstanding versus typical performance.

Continued on next page

## Behavioural competency models, continued

Timing: 55 minutes  
0:35 – 1:40

Visual Aid

Facilitator's Notes

- Step 4: In the next step, Hay Group revised the competencies to reflect the language and roles, including titles of the competencies, definitions and behavioural indicators for each level of a competency, and drafted the competency models for each of the roles by identifying the competencies and target levels for each role.
  - The goal of this step was to ensure the language/wording of the competencies resonated within the sector. Note that the level required for each competency was carefully considered by drawing on job descriptions, input from the focus groups, and input from the ISHRS Core Competencies Sub-Committee.
  - Step 5: The final step involved validating the competency models as follows. This was done through:
    - Meetings with the ISHRS Core Competencies Sub-Committee and the ISHRS Steering Committee to review the draft models and gather their feedback.
    - Conducting a series of expert panels in London, Toronto and Newmarket to confirm/validate the competency models.
  - With the feedback from these meetings and expert panels, Hay Group then finalized the competency models.
- ASK** the group if they have any questions about the process before moving on to the next section in which you will introduce the competency models.

# Behavioural competency models, continued

Timing: 55 minutes  
0:35 – 1:40

Visual Aid

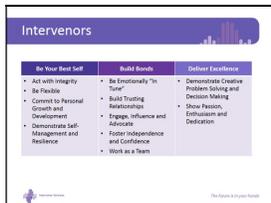
Facilitator's Notes



**SHOW SLIDE 19 (The behavioural competencies – clusters)** and introduce the four clusters of competencies.

- The competencies are organized under four clusters:
  - **Be Your Best Self** focuses on those competencies that are critical to managing and motivating yourself to be the best you can be.
  - **Build Bonds** focuses on those competencies that are critical to engaging others and growing and maintaining trusting relationships.
  - **Deliver Excellence** focuses on those competencies that are critical to delivering excellent service and achieving the desired results for consumers, families, and the agency.
  - **Lead and Engage Others** focuses on those competencies that are critical to inspiring and growing your team.
- Now let's look at each competency model.
- **FACILITATOR NOTE:** Be prepared to respond to questions regarding why a certain competency is not in one role or another.

**HAND OUT** a copy of the Intervenor Services Competency Dictionary to each participant (\*if you did not provide one to each participant to review as pre-work for the session)



**SHOW SLIDE 20 (Intervenor)** and review the competencies in the Intervenor competency model.

- These are the competencies for success in the Intervenor role. We'll take a closer look at each competency once we look at each of the competency models.

Briefly review each competency.

# Behavioural competency models, continued

Timing: 55 minutes  
0:35 – 1:40

Visual Aid

Facilitator's Notes

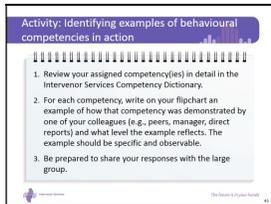


**SHOW SLIDE 21 (Supervisors and Managers)** and review the competencies in the Supervisor and Manager competency models.

- These are the competencies for success in the Supervisor and Manager roles. The same competencies were identified for both roles, however, as you'll see later on, the target levels are different.

Briefly review each competency.

- Now we'll take a closer look at each competency in the models. After we review each competency, you'll have a chance to identify it in action.



**SHOW SLIDE 22 (Activity: Identifying examples of behavioural competencies in action)** and explain that after you review each competency, you'll be asking participants to do the following to help them become familiar with each competency:

1. Look at the competency in the dictionary, and read the entire scale.
2. Think about someone – a colleague/peer, manager, direct report – who demonstrates the competency, and share an example of what they have seen this person say and/or do that illustrates a particular level of the competency. *The example should be specific and behavioural.*

Specify that the example must:

- Be specific and behavioural, and
- Clearly illustrate the competency and level identified.

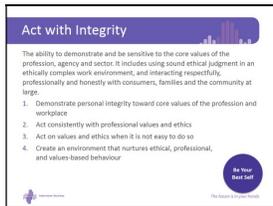
**Ask** participants if they have any questions before you begin the review of each competency.

# Behavioural competency models, continued

Timing: 55 minutes  
0:35 – 1:40

Visual Aid

Facilitator's Notes



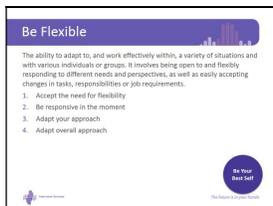
**SHOW SLIDE 23 (Act with Integrity)** and review the definition and scale.

Begin by asking the group what the competency is about, and soliciting their responses.

- This competency is about acting with integrity and demonstrating the values of the profession, the agency and the sector, as well as using sound ethical judgment and acting honestly and respectfully when working with consumers, families and the community at large.
- At lower levels, it's about demonstrating personal integrity based on the core values of the profession and workplace; at higher levels, it's about acting on those values and ethics, even when it's not easy to do so, and creating an environment that encourages ethical, professional and values-based behaviour.

Ask the group if they have any questions.

Have them come up with examples of the competency in action (as per slide 22). Ask a couple of participants to share their examples.



**SHOW SLIDE 24 (Be Flexible)** and review the definition and scale.

Begin by asking the group what the competency is about, and soliciting their responses.

- This competency is about being flexible to both the needs of the situation and of various individuals and groups, including colleagues, consumers and families.
- At lower levels, it's about recognizing and accepting the need to be flexible and responding in the moment. As you move up the scale, it's about adapting your approach to a situation and adapting your overall approach to achieve a specific plan, goal or project.

Ask the group if they have any questions.

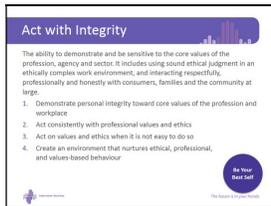
Have them come up with examples of the competency in action (as per slide 22). Ask a couple of participants to share their examples.

## Behavioural competency models, continued

Visual Aid

Facilitator's Notes

Timing: 55 minutes  
0:35 – 1:40



### SHOW SLIDE 25 (Commit to Personal Growth and Development) and review the definition and scale.

Begin by asking the group what the competency is about, and soliciting their responses.

- This competency is about taking responsibility for your own growth, learning and development. Success requires that everyone is able to stretch within and beyond the boundaries of their job, taking on challenges, updating skills and learning new approaches.
- At lower levels, this competency is about maintaining and developing your skills and abilities to continue to do your job well. As you move up the scale, it's about proactively seeking growth and development opportunities, and demonstrating a learning orientation.

Ask the group if they have any questions.

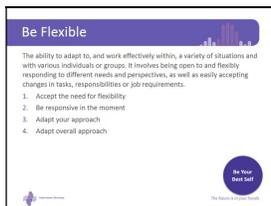
Have them come up with examples of the competency in action (as per slide 22). Ask a couple of participants to share their examples.

## Behavioural competency models, continued

Visual Aid

Facilitator's Notes

Timing: 55 minutes  
0:35 – 1:40



### SHOW SLIDE 26 (Demonstrate Self-Management and Resilience) and review the definition and scale.

Begin by asking the group what the competency is about, and soliciting their responses.

- This competency is about managing one's stress and being resilient – demonstrating commitment, determination and enthusiasm in the face of routine or repetitive tasks and despite continuing stress and pressure over the long term. As intervenors, it's critical to be able to demonstrate high levels of performance – providing high quality service and support – to consumers and families.
- At lower levels, it's about remaining productive in low stress situations, and adapting to higher stress situations over a short period of time. At higher levels, it's about overcoming obstacles and challenges, and performing at a high level of consistency over the long term.

Ask the group if they have any questions.

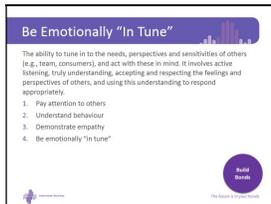
Have them come up with examples of the competency in action (as per slide 22). Ask a couple of participants to share their examples.

## Behavioural competency models, continued

Timing: 55 minutes  
0:35 – 1:40

### Visual Aid

### Facilitator's Notes



**SHOW SLIDE 27 (Be Emotionally "In Tune")** and review the definition and scale.

Begin by asking the group what the competency is about, and soliciting their responses.

- This competency is particularly critical in the intervenor role – it's about really being able to tune in to your consumers and their needs, perspectives and sensitivities, and responding appropriately.
- At lower levels, it's about listening and paying attention to others, and understanding their behaviour. At higher levels, it's about demonstrating empathy and being able to connect with consumers based on a deep understanding of the whole person, their situation, etc.

Ask the group if they have any questions.

Have them come up with examples of the competency in action (as per slide 22). Ask a couple of participants to share their examples.



**SHOW SLIDE 28 (Build Trusting Relationships)** and review the definition and scale.

Begin by asking the group what the competency is about, and soliciting their responses.

- This competency is about establishing and maintaining trusting bonds with individuals, while maintaining professional boundaries.
- At lower levels, it's about taking the time to build rapport and establish bonds, treating people with respect, dignity and kindness, and following through on commitments and being a true partner with consumers. At higher levels it's about building that trust that's so critical between intervenors and consumers, and supporting them in building relationships.

Ask the group if they have any questions.

Have them come up with examples of the competency in action (as per slide 22). Ask a couple of participants to share their examples.

## Behavioural competency models, continued

Timing: 55 minutes  
0:35 – 1:40

### Visual Aid

### Facilitator's Notes



**SHOW SLIDE 29 (Engage, Influence and Advocate)** and review the definition and scale.

Begin by asking the group what the competency is about, and soliciting their responses.

- This competency is about encouraging and influencing others to motivate them or gain their commitment and support, and involves giving voice to others who cannot speak for themselves.
- At lower levels, it's about encouraging others using a single approach, using facts, concrete examples, and conveying ideas in a way that they can be understood. As you move up the scale, it's about being able to adapt your approach to the individual or group based on their concerns and needs; it's also about helping those consumers who can self-advocate by creating the right environment for them; and at the highest level, it's about being an advocate for the sector, building a network of relationships and using that network to gain support for ideas, initiatives and causes.

Ask the group if they have any questions.

Have them come up with examples of the competency in action (as per slide 22). Ask a couple of participants to share their examples.

# Behavioural competency models, continued

Timing: 55 minutes  
0:35 – 1:40

Visual Aid

Facilitator's Notes



**SHOW SLIDE 30 (Foster Independence and Confidence)** and review the definition and scale.

Begin by asking the group what the competency is about, and soliciting their responses.

- This competency is focused on empowering others, enabling them to be self-sufficient and is based on the “do with, not for” philosophy.
- At lower levels, it’s about providing encouragement, training and support. At higher levels, it’s about building capability and confidence, and ultimately, fully empowering people as they gain that confidence to do things on their own, and helping them expand their ability to navigate and communicate.

Ask the group if they have any questions.

Have them come up with examples of the competency in action (as per slide 22). Ask a couple of participants to share their examples.



**SHOW SLIDE 31 (Work as a Team)** and review the definition and scale.

Begin by asking the group what the competency is about, and soliciting their responses.

- We took a closer look at this competency earlier in the session – once again, it’s about teamwork – working collaboratively and cooperatively with others to achieve shared goals and deliver outstanding service to consumers and families.
- At lower levels, it’s about being a good team player and valuing other team members. At higher levels, it’s about encouraging and empowering others, making them feel valued, and creating a friendly climate and good working relationships within and beyond the team.

Ask the group if they have any questions.

Have them come up with examples of the competency in action (as per slide 22). Ask a couple of participants to share their examples.

# Behavioural competency models, continued

Timing: 55 minutes  
0:35 – 1:40

Visual Aid

Facilitator's Notes



## SHOW SLIDE 32 (Demonstrate Creative Problem Solving and Decision Making) and review the definition and scale.

Begin by asking the group what the competency is about, and soliciting their responses.

- This competency is about coming up with creative ways to solve problems. In this complex and rapidly transforming sector, we need to be creative and innovative in solving problems and making decisions, for example, applying creative approaches to old problems, and thinking about new and creative ways to deliver service as cost effectively as possible.
- At lower levels, it's about using common sense and past experience to solve problems, identifying pros and cons, looking for patterns and trends, and seeking the input of others in solving problems and making decisions. At higher levels, it's about generating and weighing alternative solutions, thinking outside the box, and consistently making sound decisions in the face of competing priorities.

Ask the group if they have any questions.

Have them come up with examples of the competency in action (as per slide 22). Ask a couple of participants to share their examples.

## Behavioural competency models, continued

Timing: 55 minutes  
0:35 – 1:40

### Visual Aid

### Facilitator's Notes



**SHOW SLIDE 33 (Demonstrate Financial Acumen)** and review the definition and scale.

Begin by asking the group what the competency is about, and soliciting their responses.

- This competency is critical to the Manager and many Supervisor roles. It's about understanding financial principles and being able to manage finances and resources to maximize results, as well as carefully planning and monitoring the use of the agency's funding.
- At lower levels, it's about understanding how finances and resources are managed, having knowledge of the budgeting process, and demonstrating fiscal responsibility. At higher levels, it's about trying to improve financial and resource management, mobilizing resources in the most cost-effective way, and maximizing financial management and efficiency.

Ask the group if they have any questions.

Have them come up with examples of the competency in action (as per slide 22). Ask a couple of participants to share their examples.

## Behavioural competency models, continued

Timing: 55 minutes  
0:35 – 1:40

### Visual Aid

### Facilitator's Notes



**SHOW SLIDE 34 (Plan and Coordinate)** and review the definition and scale.

Begin by asking the group what the competency is about, and soliciting their responses.

- This competency is about planning and coordinating work efficiently and effectively in order to achieve the objectives of individuals, the agency and consumers.
- At lower levels, it's about planning one's own work activities and ensuring you have the resources you need to do your job, as well as being able to multi-task and prioritize several competing priorities. At higher levels, it's about coordinating the activities of others, organizing schedules to meet consumers' needs, and developing and implementing work plans for complex projects involving multiple groups.

Ask the group if they have any questions.

Have them come up with examples of the competency in action (as per slide 22). Ask a couple of participants to share their examples.

## Behavioural competency models, continued

Timing: 55 minutes  
0:35 – 1:40

### Visual Aid

### Facilitator's Notes



### SHOW SLIDE 35 (Show Passion, Enthusiasm and Dedication) and review the definition and scale.

Begin by asking the group what the competency is about, and soliciting their responses.

- This competency is about showing true commitment and passion for supporting and enhancing the lives of individuals who are deafblind, and being a champion for them, and the sector as a whole.
- At lower levels, it's about believing in providing service to those who are deafblind, speaking enthusiastically about the intervenor role, and participating in activities or events to provide unique experiences for consumers. At higher levels, it's about demonstrating strong personal conviction and commitment, lobbying local government on behalf of the deafblind community, and continually looking for ways to increase the impact and reach of programs and services for individuals who are deafblind.

Ask the group if they have any questions.

Have them come up with examples of the competency in action (as per slide 22). Ask a couple of participants to share their examples.

## Behavioural competency models, continued

Timing: 55 minutes  
0:35 – 1:40

### Visual Aid

### Facilitator's Notes



**SHOW SLIDE 36 (Hold Self and Others Accountable)** and review the definition and scale.

Begin by asking the group what the competency is about, and soliciting their responses.

- This competency is important for Managers and Supervisors. It's about holding oneself and others accountable for meeting the highest level of standards in terms of performance.
- At lower levels, it's about holding oneself accountable, following through on commitments, communicating performance expectations and setting specific milestones to measure progress toward targeted objectives. At higher levels, it's about monitoring the performance of others and addressing performance issues directly, honestly and in private.

Ask the group if they have any questions.

Have them come up with examples of the competency in action (as per slide 22). Ask a couple of participants to share their examples.

## Behavioural competency models, continued

Timing: 55 minutes  
0:35 – 1:40

### Visual Aid

### Facilitator's Notes



**SHOW SLIDE 37 (Lead and Develop Others)** and review the definition and scale.

Begin by asking the group what the competency is about and why it's important, and soliciting their responses.

- This competency is about providing leadership to others, energizing and inspiring them, and helping them to grow and be successful. It's an essential competency for Managers and Supervisors.
- At lower levels, it's about providing clarity for people, keeping them informed, helping them understand the priorities and what's expected of them, and providing them with the resources required to work effectively, as well as constructive and timely feedback to help them grow. At higher levels, it's about engaging and empowering the team, providing them with growth opportunities, communicating a compelling vision and sense of purpose, and providing in-depth mentoring and coaching.

Ask the group if they have any questions.

Have them come up with examples of the competency in action (as per slide 22). Ask a couple of participants to share their examples.

Transition to an exercise that will give participants more practice identifying competencies.

# Identifying behavioural competencies

**Timing: 40 minutes**  
**1:40 – 2:20**

Visual Aid

Facilitator's Notes



**SHOW SLIDE 38 (Identifying behavioural competencies).**

- We're now going to do an exercise to help you become more familiar with the competencies and what they look like at different levels.



**SHOW SLIDE 39 (Activity: Matching Game)** and introduce the Matching Game (allow 25-30 minutes for the game, including debrief).

Review the instructions for the Matching Game, a small group exercise to practice identifying competencies.

Explain:

- For this exercise, you'll be working in small groups/teams.
- Each team will be given a deck of cards:
  - Half of the cards contain behavioural statements – examples of what the competencies look like in action;
  - The other half contain the competency name and level.
- The objective of the exercise is to match the correct competency and level to each behavioural statement. You'll need to use the Competency Dictionary to complete this activity.

Share the following suggestions for going about the exercise:

- You may want to create some space on the table in front of you so that you can spread out the cards.
- You may also want to designate one person to read each behavioural statement out loud, while other team members try to find the matching competency and level.
- It's up to you to determine how you want to work together.

Continued on next page

Materials:

- Sets of Matching Game cards (one set per group of 3-5 participants)
- Matching Game Scoring Sheet – one per person
- Matching Game Scoring Key (answers – one copy for the facilitator only)
- **OPTIONAL:** Prize for the winning team (e.g., bag of treats)

## Identifying behavioural competencies, continued

Timing: 40 minutes  
1:40 – 2:20

Visual Aid

Facilitator's Notes

Explain how the game will be scored:

- Each team will be awarded points based on how well you did:
  - You will get one point for each *correct* answer, and
  - There will be a one point deduction for each *incorrect* answer.
- In addition, there is a timing element to this game. While your focus should be on getting the right answers, there will also be bonus points awarded to teams who finish in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> place, etc. The last team to finish will *not* get any bonus points. As soon as your team finishes, bring your Scoring Sheet to me.

**Note:** For example, if there are 5 teams, the first team to finish will get 4 bonus points, the second team will get 3 points, the third team will get 2 points, the fourth team will get 1 point, and the fifth/last team will get 0 points.

**ASK** participants if they have any questions before breaking them into groups.

Break participants into groups and hand out the following materials to each group:

- One set of Matching Game cards
- One Matching Game Scoring Sheet per person

Begin the game. As teams finish, use the Matching Game Scoring Key to calculate each team's score. Identify incorrect responses to review with the large group.

When all groups have finished and you've calculated all the scores, announce the winning team.

**Note:** You may choose to post how each team did on a flipchart and reveal the scores to the group.

Review the answers with participants, particularly where answers were incorrect.

**ASK** participants if they have any questions about the competencies before transitioning to a discussion on assessing competencies.



OPTIONAL: Post winning scores on a flipchart.

# Assessing behavioural competencies

Timing: 35 minutes  
2:20 – 2:55

## Visual Aid

## Facilitator's Notes



**SHOW SLIDE 40 (Assessing behavioural competencies)** and introduce the final segment of the workshop – assessing behavioural competencies.

- We're now going to look at how to assess competencies, whether in yourself and others.



**SHOW SLIDE 41 (Completing a competency self-assessment)** and review the principles of assessing competencies.

- We're now going to spend a few moments talking about the principles of assessment, whether completing a self-assessment, or assessing others.
- First, base your assessment on *actual performance* that occurred in the past (not on what you – or the person you are assessing – *might do* in the future).
- Next, to accurately assess a particular competency, you need to think about your typical behaviour – what you do on a regular and consistent basis (i.e., at least 75% of the time). It's not what you – or the person you are assessing – do on a one-off basis (e.g., a flash of brilliance or isolated examples), but your regular, ongoing behaviour patterns.
- Think of several examples of when you've demonstrated the behaviour to support your competency ratings.
- Typically, validity is increased when the data is gathered from a variety of sources (i.e., ask others, for example, your manager, peers, consumers, or direct reports if you have them). It's also critical to get the input of others particularly when assessing someone else as sometimes you will not have had the opportunity to observe the individual's behaviour on a daily or regular basis.

# Assessing behavioural competencies, continued

Timing: 35 minutes  
2:20 – 2:55

Visual Aid

Facilitator's Notes

	<p><b>SHOW SLIDE 42 (Identifying competencies ... things to consider)</b> and discuss action versus intent when identifying or assessing competencies.</p> <ul style="list-style-type: none"> <li>▪ A final thing to keep in mind when assessing competencies – you need to consider intent. It's not enough just to focus on actions, but it's also important to understand the intent behind the actions in order to arrive at the right competency and level.</li> <li>▪ This becomes even more important when assessing others – if you are unsure, you may want to ask the individual you are assessing what their intent was (e.g., what their thinking was) at the time of the behaviour.</li> </ul>	
	<p><b>SHOW SLIDE 43 (Considerations for your self-assessment)</b> and some considerations to keep in mind.</p> <ul style="list-style-type: none"> <li>• Some of the things you should consider when completing a competency assessment are:             <ul style="list-style-type: none"> <li>➤ Do you have an opportunity to demonstrate these behaviours on a regular basis?</li> <li>➤ Do you demonstrate the behaviours <i>consistently</i> – that is, most of the time, when the opportunity arises?</li> <li>➤ Do you get good results when you demonstrate these behaviours?</li> <li>➤ Can you think of several examples when you demonstrated these behaviours in the last 12 months?</li> </ul> </li> </ul>	

# Assessing behavioural competencies, continued

Timing: 35 minutes  
2:20 – 2:55

Visual Aid

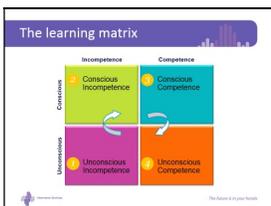
Facilitator's Notes



**SHOW SLIDE 44 (When assessing competencies ...)** and summarize the key points to keep in mind when assessing competencies.

- To summarize, when assessing competencies, you need to rate the rule rather than the exception – in other words, regular or typical behaviour.
- It's not about being able to check off every behavioural indicator at a particular level, it's about whether or not you demonstrate the "essence" of the behaviours. Again, they will look different depending on your role. The behavioural indicators listed are examples, and not an exhaustive list.
- Avoid over-rating by ensuring you can think of several examples, not just the most recent or the best example.
- The idea is to be able to identify your competency strengths (i.e., those competencies where you are at the targeted level) and your opportunities for development.

**Note:** You may get questions from participants at this point about when they will have to complete a competency assessment, so be prepared to explain when they will need to complete an assessment, the process, and where to access the assessment.



**SHOW SLIDE 45 (The learning matrix)** and review the four stages of learning/competence.

- There are four stages that people go through as they learn something new – the stages of competence – as pictured in this slide.
  - **Stage 1: Unconscious incompetence** – in this stage, we don't know what we don't know, or that we need to learn it (this is the "ignorance is bliss" stage). It is critical to recognize one's own incompetence, and the value of a new skill, before moving on to the next stage.

Continued on next page

## Assessing behavioural competencies, continued

Timing: 35 minutes  
2:20 – 2:55

Visual Aid

Facilitator's Notes

- **Stage 2: Conscious incompetence** – in this stage, we know what we don't know. We recognize this deficit, as well as the value of the new skill in addressing the deficit. This stage can be demoralizing for some people, causing them to lose confidence or even give up on their efforts to learn. Therefore, it's important to stay positive at this stage.
- **Stage 3: Conscious competence** – in this stage, we understand or now know how to do something. However, demonstrating the skill or knowledge requires concentration and focus, but as you get more practice and experience, it becomes increasingly automatic. It's important to look for opportunities to practice in order to get to the next stage.
- **Stage 4: Unconscious competence** – in this final stage, we've had so much practice that the skill has become "second nature" and can be performed easily or effortlessly – without conscious effort (for example, think about the learning process in becoming proficient at driving). As a result, the skill can be performed while executing another task.
- Understanding the stages of learning can be helpful to you as a learner. Understanding the emotions you'll experience during the learning process can help you to stay motivated, particularly when learning is very challenging. It also can help to manage your expectations in terms of how quickly or easily you can learn a particular skill.
- For example, during the consciously unskilled phase, you can reassure yourself that while learning this skill is difficult and frustrating right now, things will improve. And when you're unconsciously skilled – the unconscious competence stage – it can help to remind you to value the skills that you've gained, and to be patient with people who have yet to gain them.

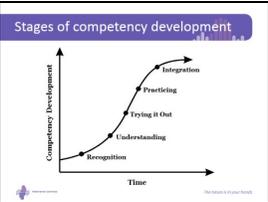
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# Assessing behavioural competencies, continued

Timing: 35 minutes  
2:20 – 2:55

Visual Aid

Facilitator's Notes

	<ul style="list-style-type: none"> <li>It's also useful when coaching and developing others as it helps you understand what they're going through. You can then help them understand their emotions as they learn new skills, and encourage them when they're feeling frustrated or disillusioned in the early stages.</li> </ul> <p>FACILITATOR NOTE: It is helpful to use learning to drive as an analogy to explain the stages of competence:</p> <ul style="list-style-type: none"> <li>The unconscious incompetence stage is the stage a non-driver is in – they don't know what they don't know. They don't know how to drive and what being a good driver entails.</li> <li>The conscious incompetence stage is where the beginner driver is – they are learning all the things that someone has to think about when driving a car, and may now be aware that they don't know how to drive as well as what they need to learn.</li> <li>The conscious competence stage is the driver who has just passed the driving test – they know what they need to do to be competent, but have to think about each aspect of driving.</li> <li>Finally, in the unconscious competence stage, the driver has become experienced, and can drive without thinking about everything at a conscious level. Have you ever arrived home without really remembering the drive?</li> </ul>	
	<p><b>SHOW SLIDE 46 (Stages of competency development)</b> and review the stages of competency development.</p> <ul style="list-style-type: none"> <li>Here is another way of looking at what people go through when developing competence – beginning with recognizing the skill/competency to be learned, understanding what is required and how to do it, trying it out, practicing, and then integrating it into your day-to-day performance until it becomes second nature.</li> </ul>	

# Assessing behavioural competencies, continued

Timing: 35 minutes  
2:20 – 2:55

Visual Aid

Facilitator's Notes

	<p><b>SHOW SLIDE 47 (Activity: Behavioural Competency Assessment Questionnaire (BCAQ))</b> and introduce a brief exercise in which participants will practice using the BCAQ to complete a self-assessment on 1-2 competencies.</p> <p>Review the instructions for completing the exercise, and <b>HAND OUT</b> copies of the appropriate BCAQ to each participant.</p> <p>Give participants 10-15 minutes to complete an assessment of 1 or 2 behavioural competencies.</p> <p>Debrief:</p> <ul style="list-style-type: none"> <li>Ask participants how they found using the BCAQ.</li> </ul>	<p><b>HAND OUT</b> copies of the BCAQs.</p>
	<p><b>SHOW SLIDE 48 (Development planning)</b> and review the Individual Development Planner.</p> <ul style="list-style-type: none"> <li>Once you've completed a competency self-assessment, and have identified your competency strengths and areas for development, in the spirit of the competency Commit to Personal Growth and Development, you should then prepare a development plan.</li> <li>Use the Individual Development Planner – a template designed to facilitate development planning and to capture the actions you will take in terms of your development. Share this with your manager to get his or her input.</li> </ul>	<p><b>HAND OUT</b> a copy of the Individual Development Planner to each participant.</p>

# Summary and wrap-up

**Timing: 5 minutes**  
**2:55 – 3:00**

**Visual Aid**

**Facilitator's Notes**

	<p><b>SHOW SLIDE 49 (Next steps)</b> and review the next steps.</p> <p>Following this session:</p> <ul style="list-style-type: none"> <li>▪ Complete your competency self-assessment using the BCAQ – this will be an initial – or “baseline” – assessment.</li> <li>▪ Prepare a personal development plan using the Individual Development Planner.</li> <li>▪ Meet with your manager to discuss your plan and get his/her input.</li> <li>▪ Work your plan!</li> </ul>	
	<p><b>SHOW SLIDE 50 (Questions?)</b> and begin wrapping up the session.</p> <p><b>ASK</b> participants if they have any questions.</p> <p>Let managers/leaders know that they will also be attending a Coaching for Competencies workshop.</p> <p>Thank participants for their time, and wrap-up the session.</p>	

