



STATECIVILSERVICE

# Competency Modeling in Performance Management

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WORKFORCE SUMMIT

OCTOBER 24, 2018

# Agenda

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

# The Challenges

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- Create flexible, systematic informal learning opportunities to encourage innovation and continual improvement
- Differentiate employee support to close learning gaps
- Communicate employee learning in a way that makes sense to employees, supervisors, and executive teams.

# Workforce Trends

State Civil Service Annual Report 16-17

## FTE EMPLOYMENT LEVELS

The chart below depicts employment levels in Louisiana state government from Fiscal Year 2008 to Fiscal Year 2017. It represents the total Full-Time Equivalents for both classified and unclassified.

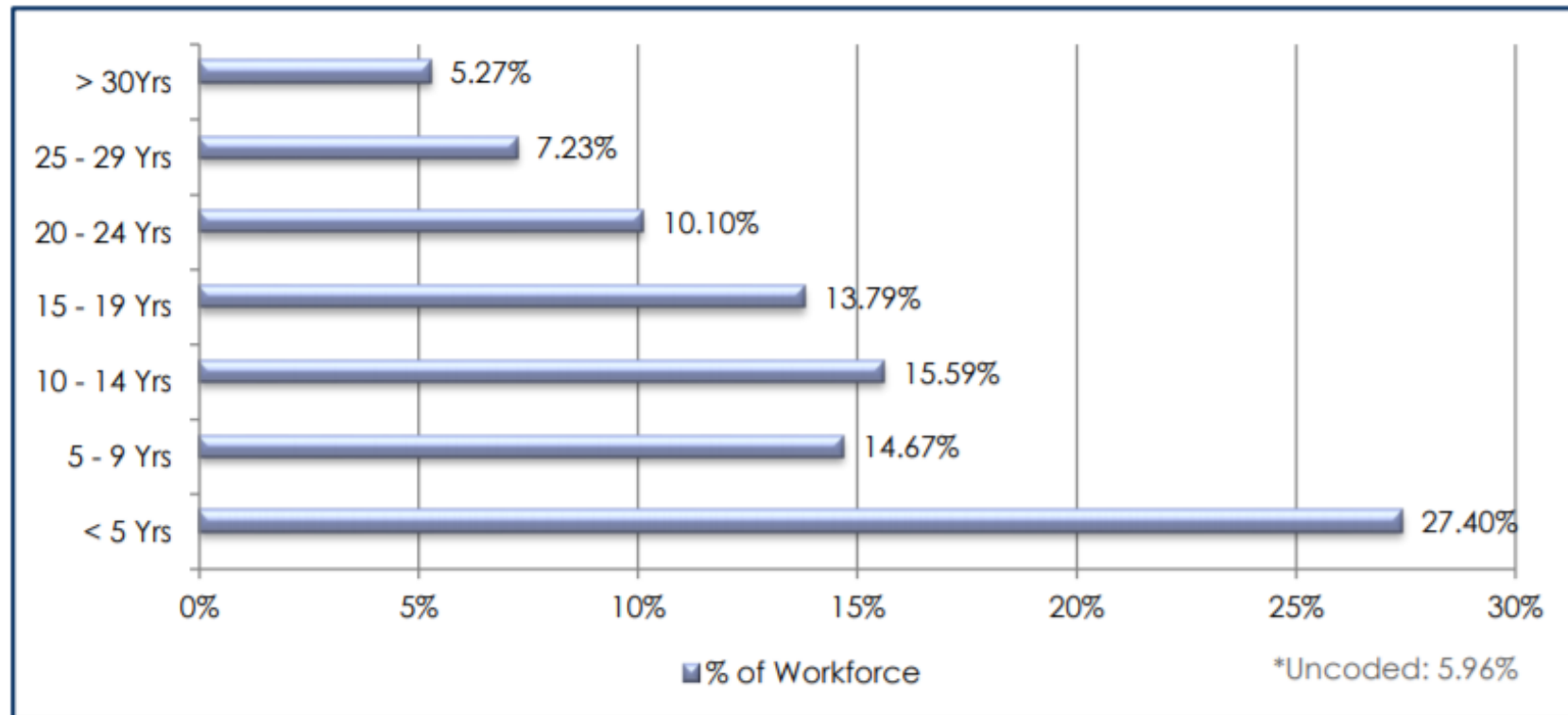


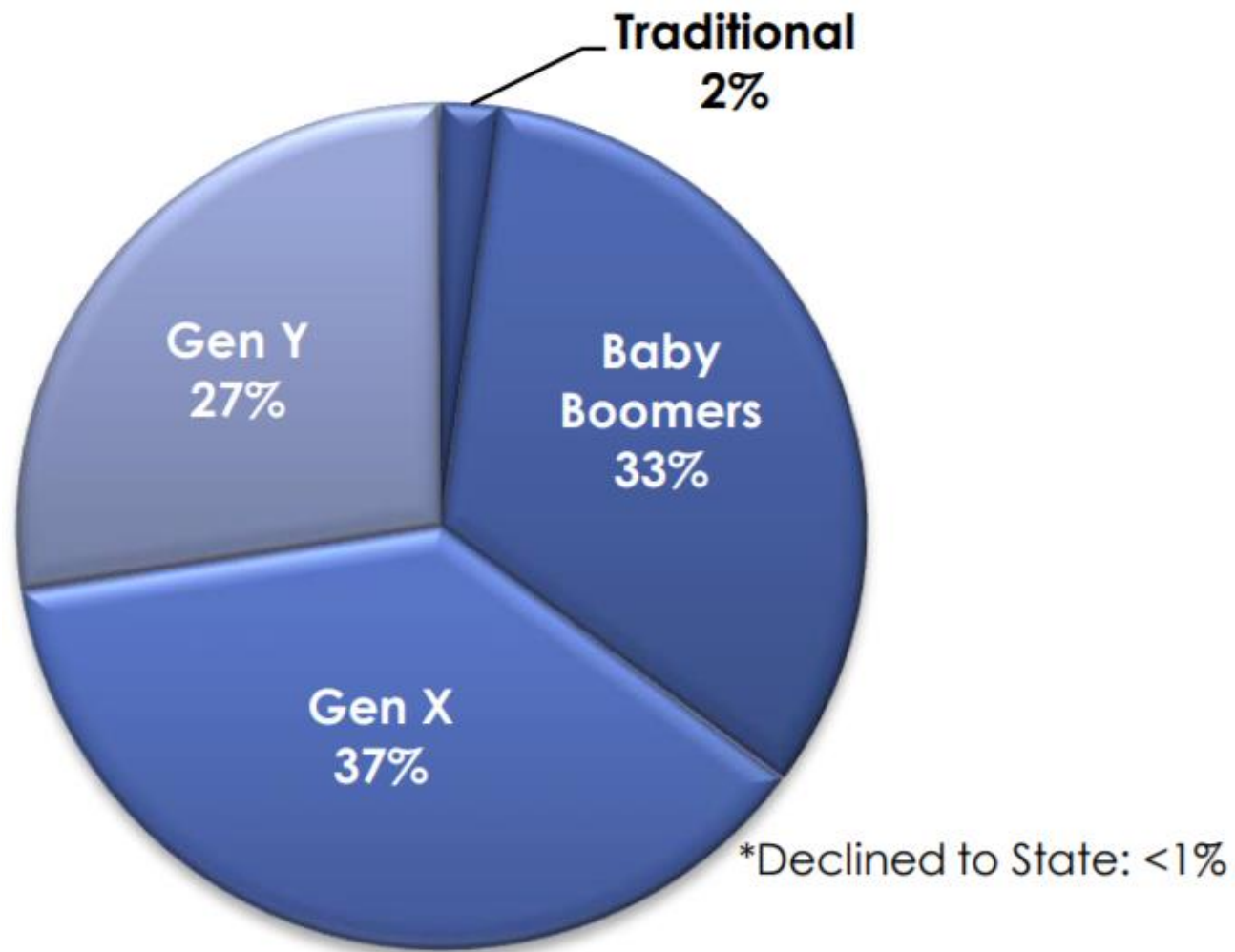
# Workforce Experience

State Civil Service Annual Report 16-17

## LENGTH OF SERVICE – CLASSIFIED EMPLOYEES

The data represented below indicates that at the close of FY16-17, 42 percent of classified employees had less than ten years of state service. Career service employees with more than twenty years of service comprised of approximately 23 percent of the workforce.





# Generations In the Workforce

The Bridge:  
Generation X

46...Average age of Classified Employee

45...Average age of Unclassified Employee

# Managing and Improving Performance

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## PERFORMANCE IMPROVEMENT

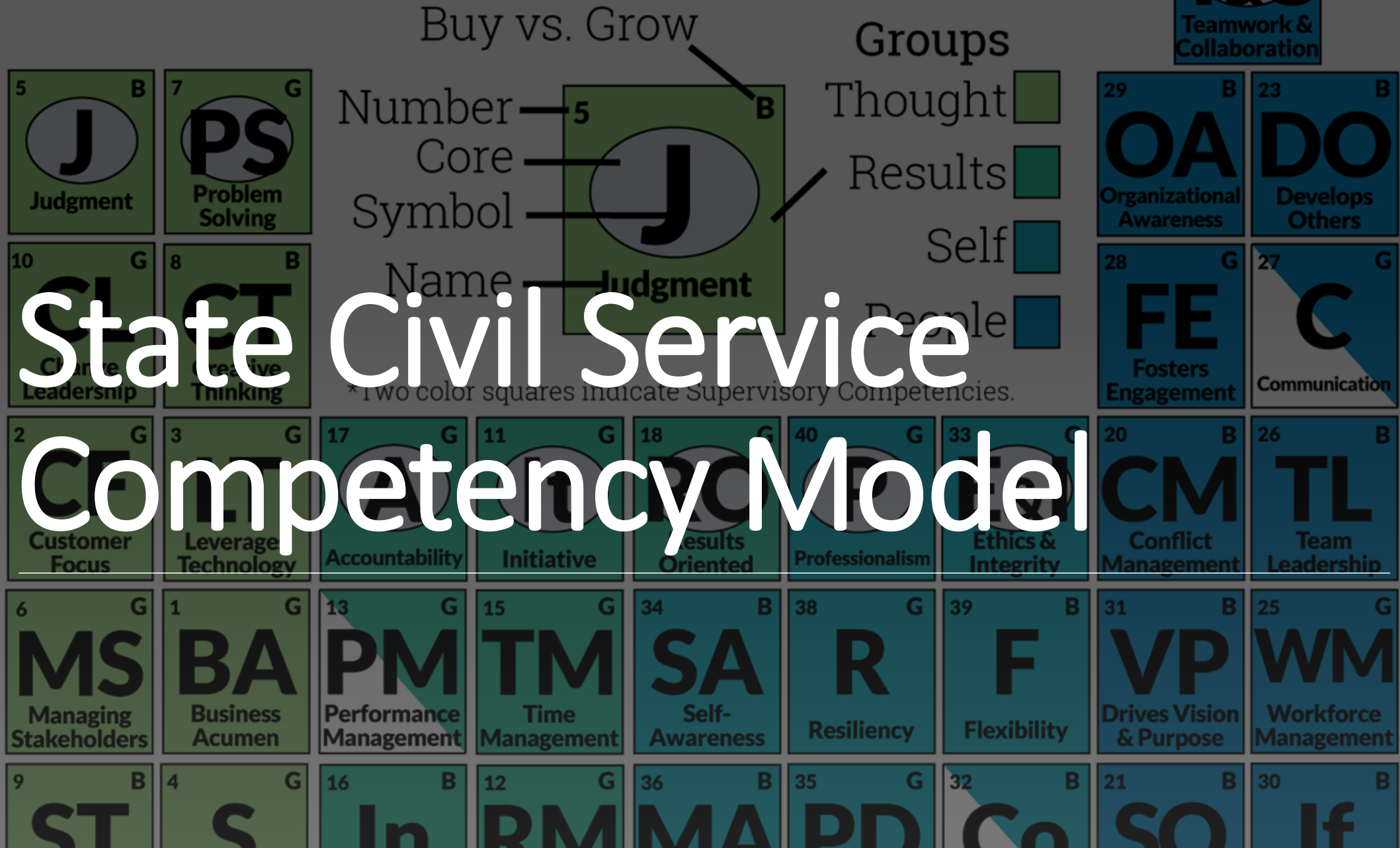
- Formal, informal, and on-the-job learning opportunities
- Performance discussions based on established behavioral expectations
- Reflective practices

## PERFORMANCE MANAGEMENT

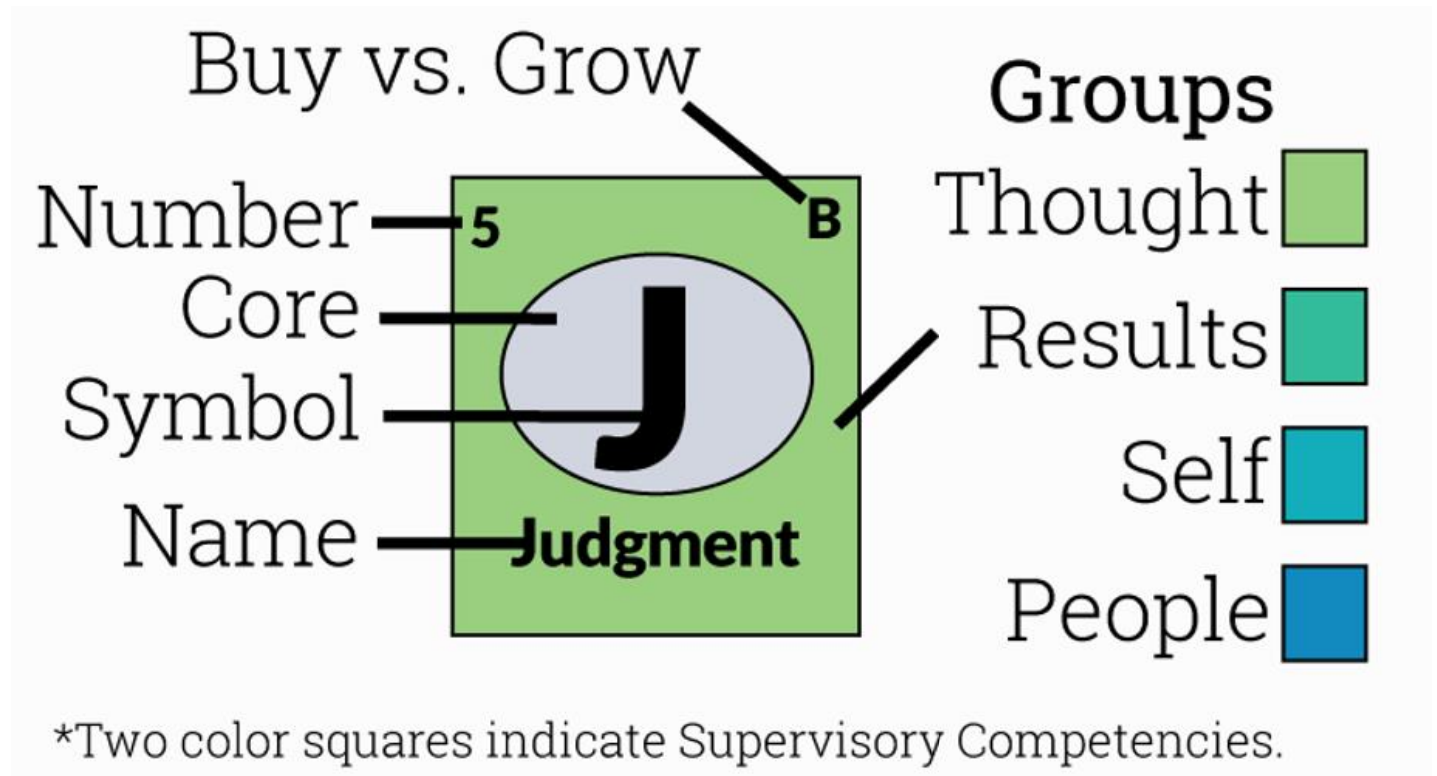
- Shared responsibility between the employee and the supervisor
- Documentation of performance improvement opportunities
- Documentation of reflective discussions



# State Civil Service Competency Model

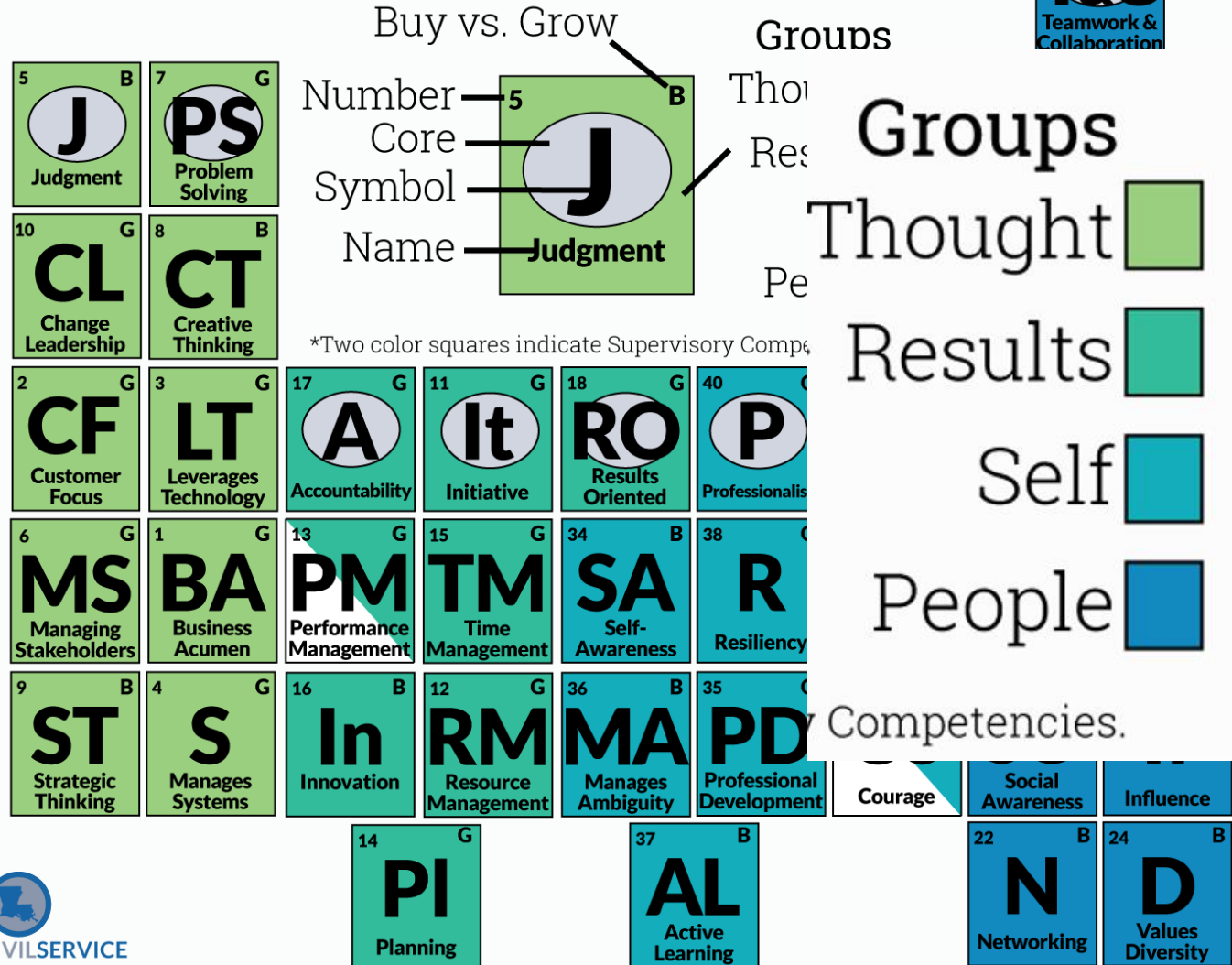


# State Civil Service Competency Model



# State Civil Service Competency Model

## Elements of Competence



Thought 

5 B  
**J**  
Judgment

7 G  
**PS**  
Problem Solving

Results 

17 G  
**A**  
Accountability

11 G  
**It**  
Initiative

18 G  
**RO**  
Results Oriented

Self 

40 G  
**P**  
Professionalism

33 G  
**E&I**  
Ethics & Integrity

People 

19 G  
**T&C**  
Teamwork & Collaboration

# STATEWIDE COMPETENCIES

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

Results 



Self 



People 



# SUPERVISORY COMPETENCIES

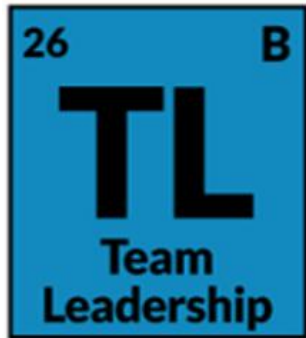
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CORE COMPETENCIES  
COMMON AMONG  
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People 



Results 



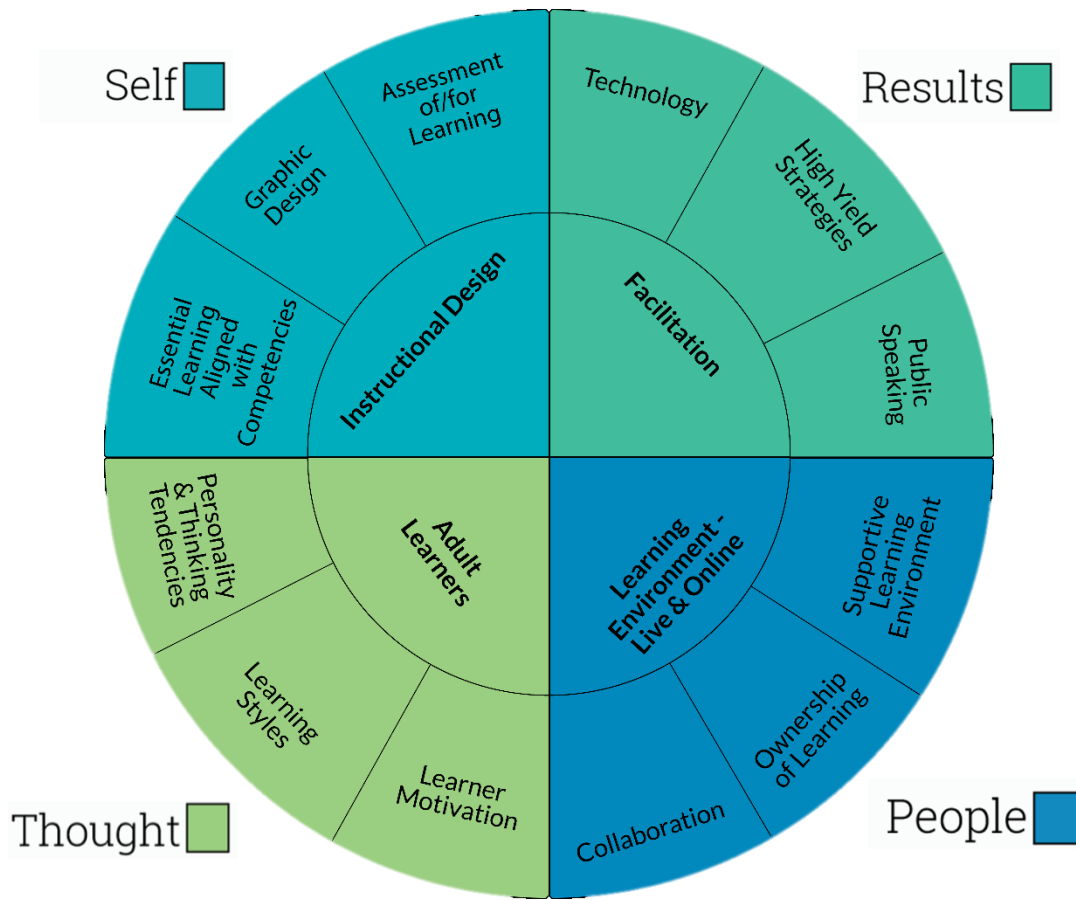
# POSITION COMPETENCIES

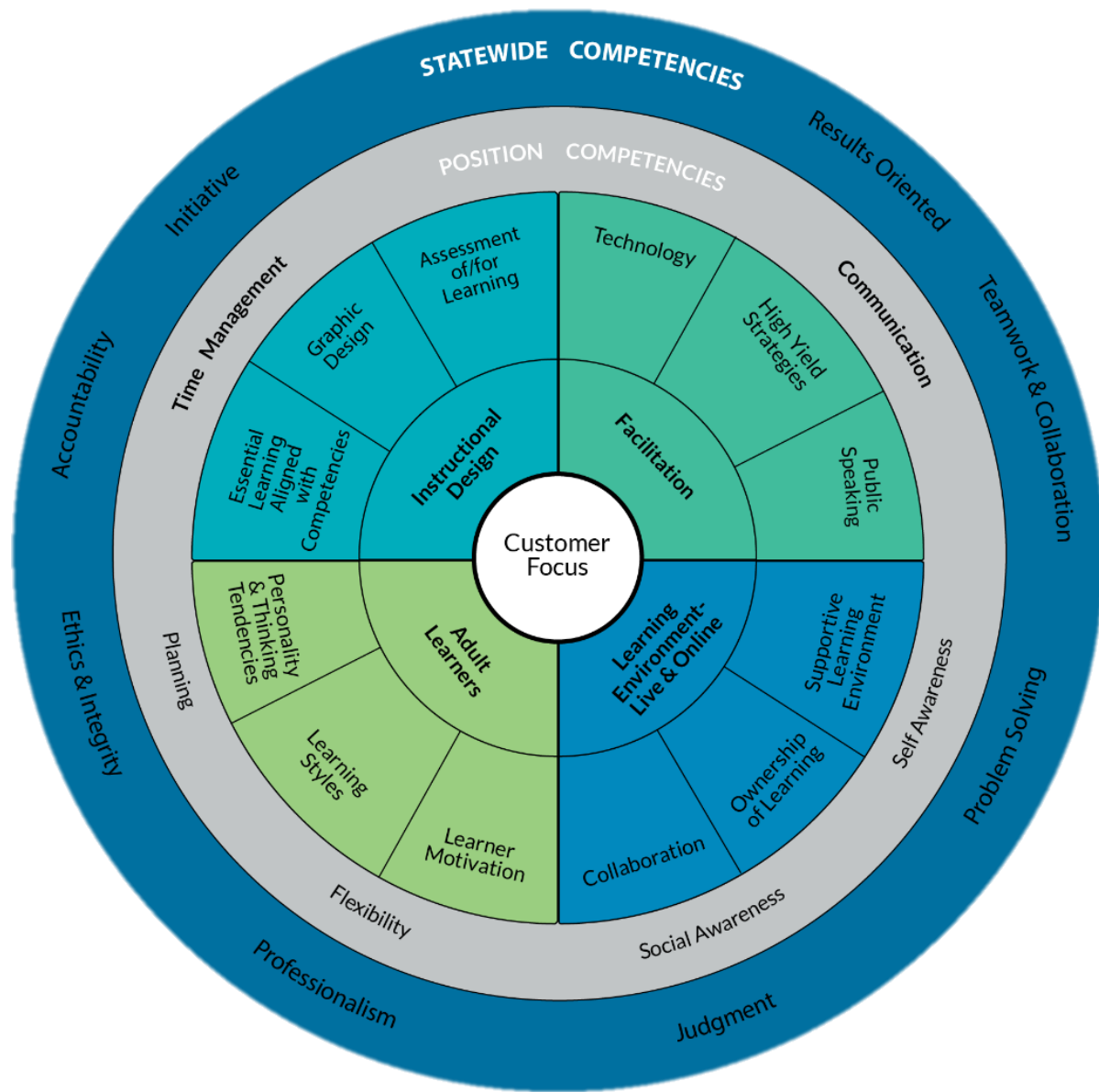
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- CORE COMPETENCIES OF A POSITION
  - BASED ON A 360° COMPETENCY SORT WHICH FOCUSES ON THE JOB REQUIREMENTS, NOT A PERSON.

# TECHNICAL COMPETENCIES

COMPETENCIES RELATED  
TO SPECIFIC JOB  
REQUIREMENTS





STATECIVILSERVICE

# DEVELOPMENT WHEEL

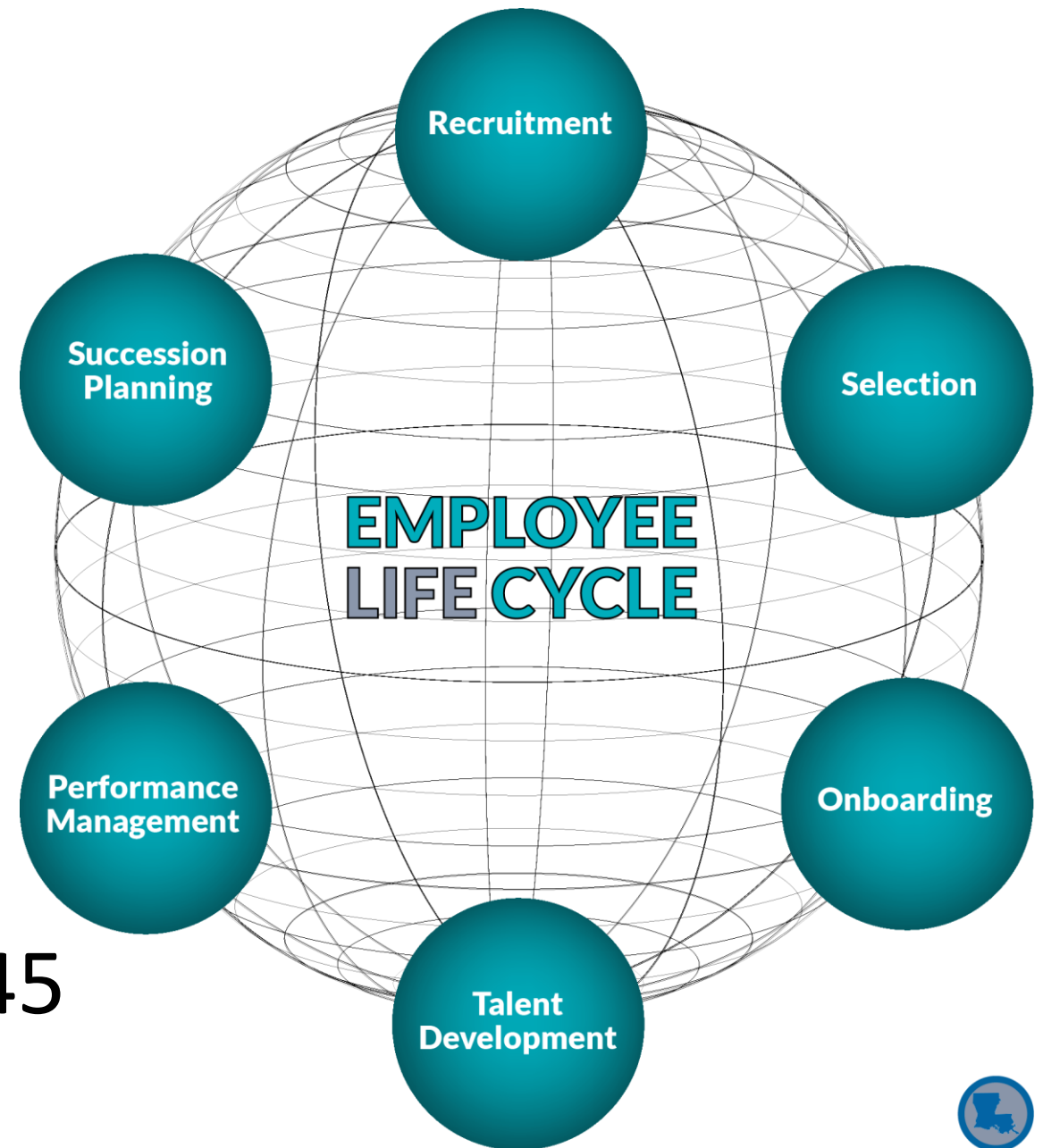
REPRESENTS ALL  
COMPETENCIES REQUIRED  
FOR EACH POSITION.



Remember...

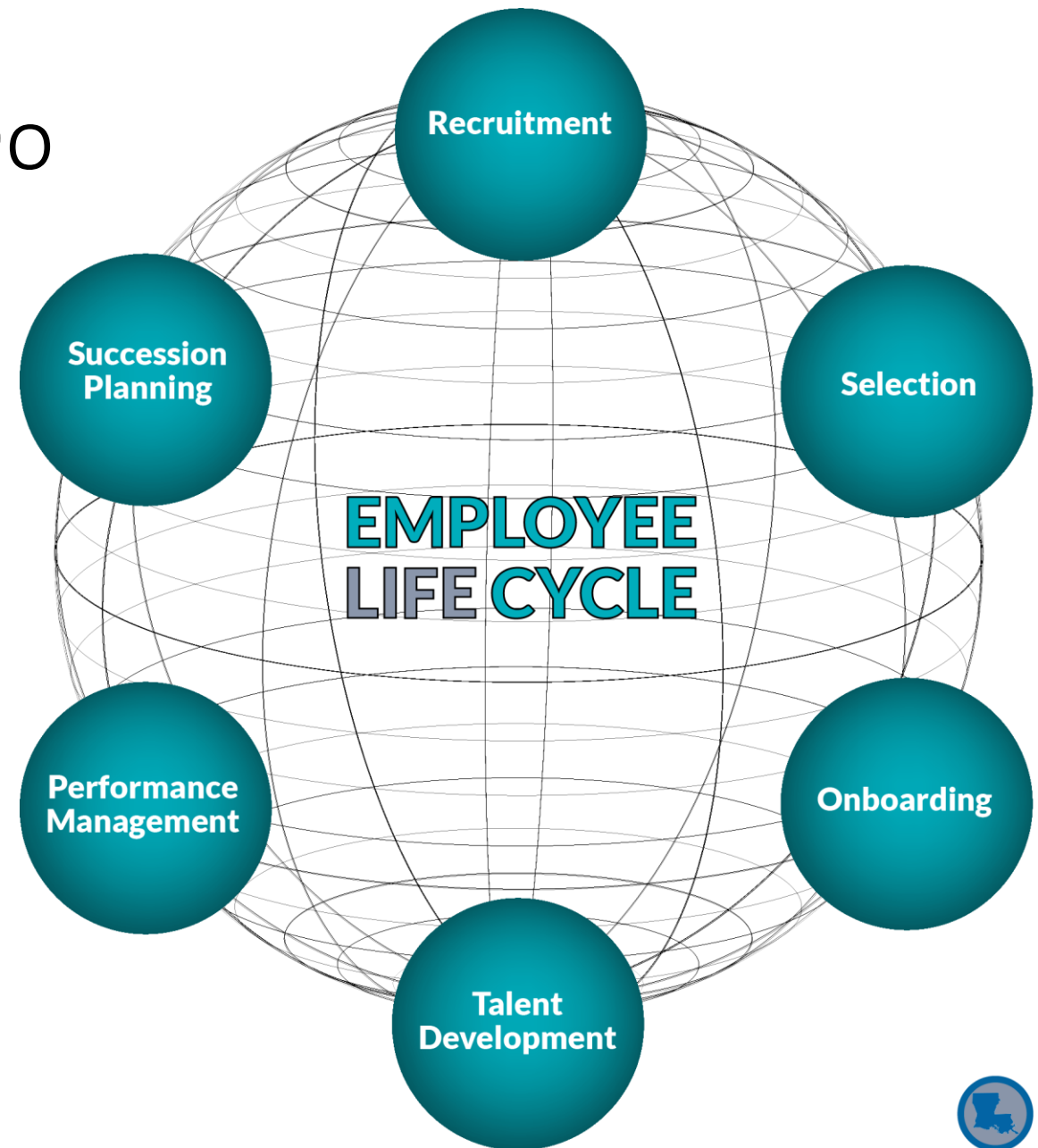
The average age of a  
Classified Employee is 46

The average age of an  
Unclassified Employee is 45



# What Can Competencies Do for You?

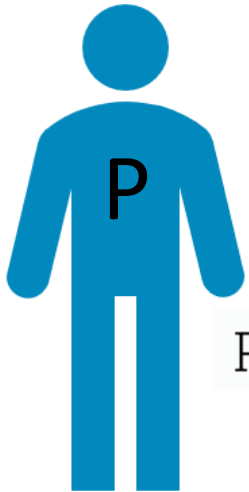
- Achieve alignment
- Preserve Intellectual Knowledge
- Develop leadership competencies to attract and retain talent
- Align business goals with talent development efforts





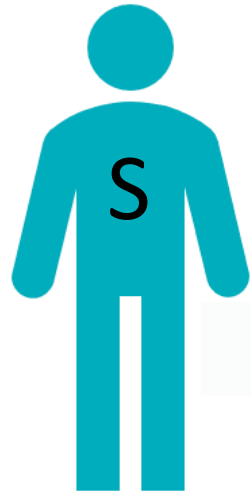
# Preserve Knowledge!

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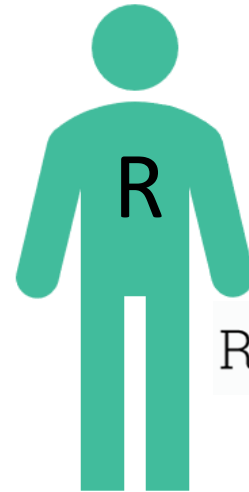
People 


■ Competencies



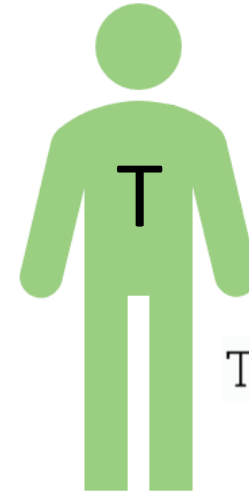
Self 

■ Job Tasks



Results 

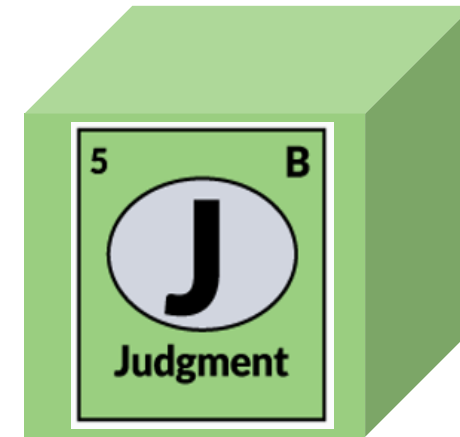
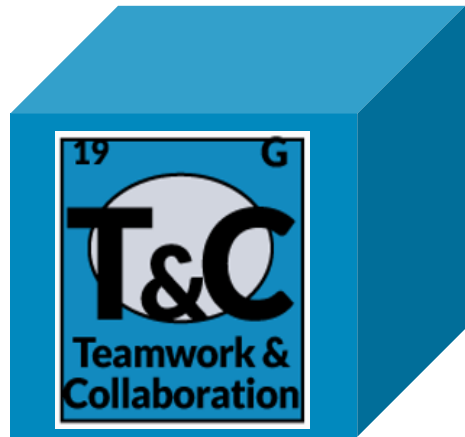
■ Processes



Thought 

# Position Competencies

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# Competencies Simplify Processes

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Buy new Talent

Reorganize employees

Train existing employee





Locate the right candidates and offer a more realistic job preview



## **DIRECTOR OF LEARNING AND EVALUATION**

San Francisco • San Francisco Bay Area

Posted 6 days ago

### **Qualifications and Competencies**

#### **Minimum Competencies**

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

#### **Preferred Competencies**

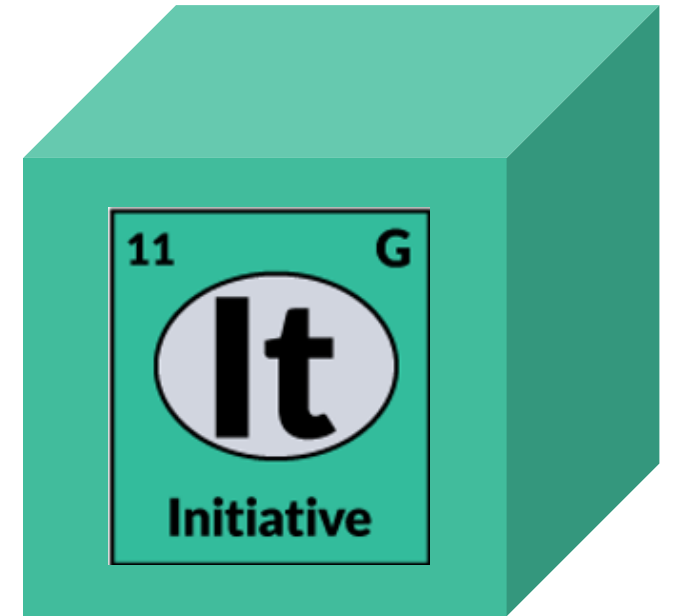
- Ability to consolidate and clean data
- Experience visualizing data/and or developing dashboards, scorecards, reports, etc.

### Interview Questions

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

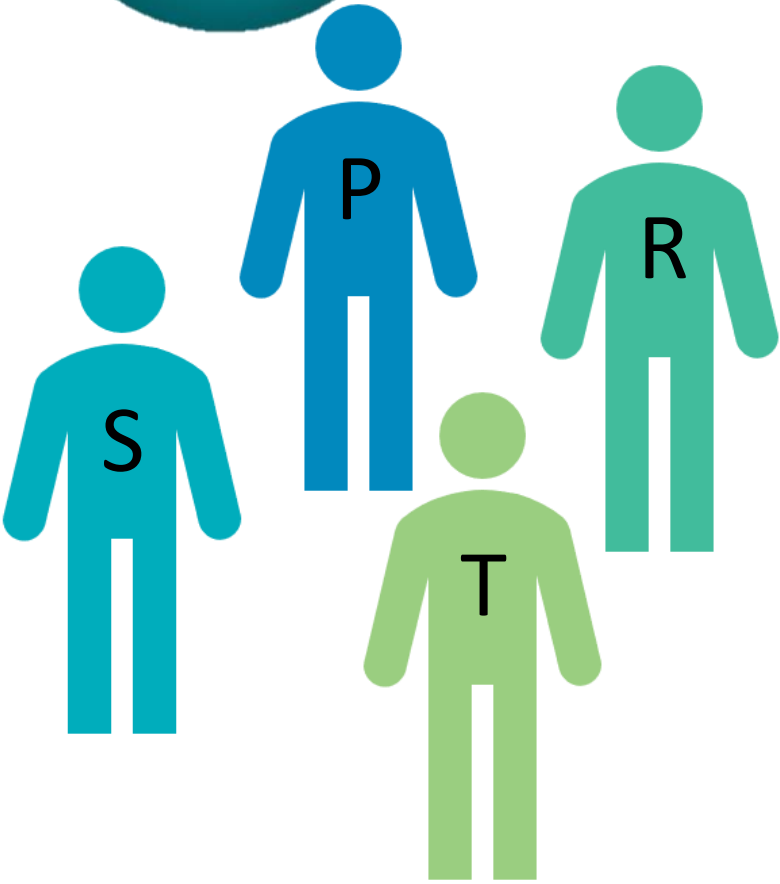
### Selection Activities

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

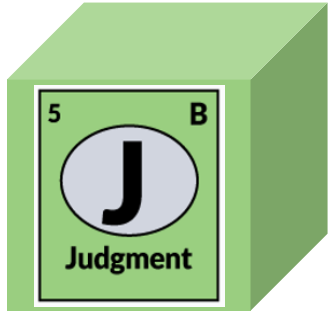
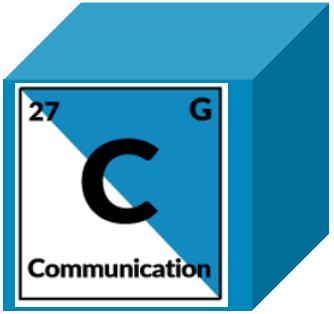
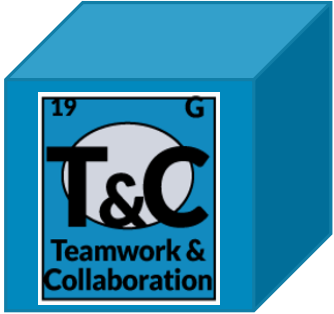




# Buy New Talent



## Position Competencies

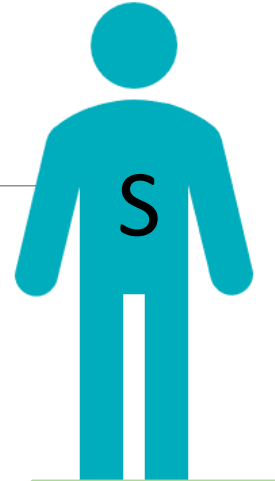
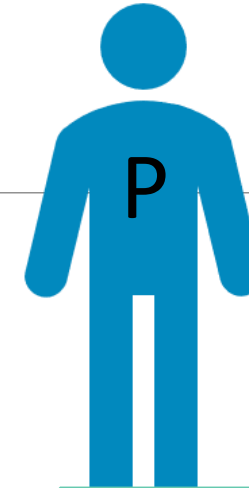
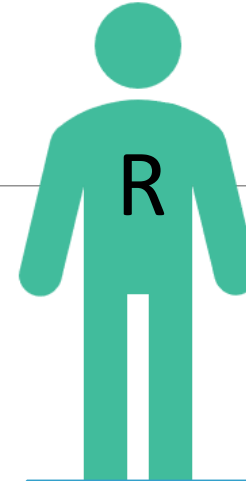
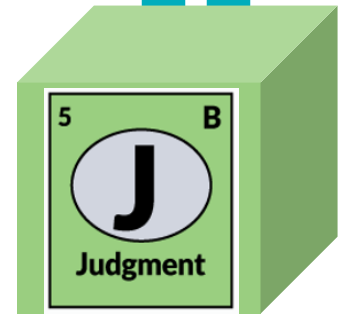
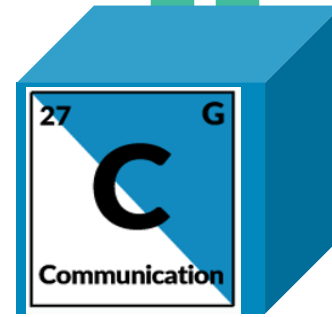
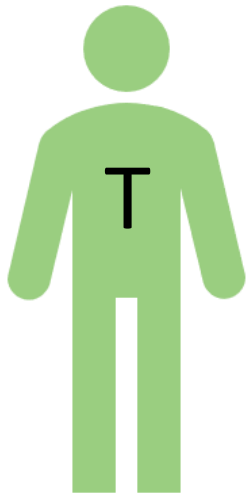






# Reorganize

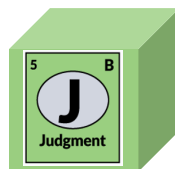
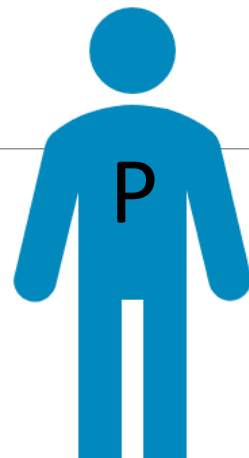
New Employee



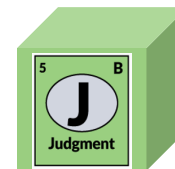
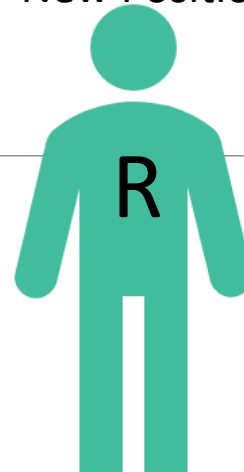
Talent Development

Performance Management

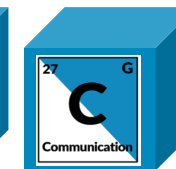
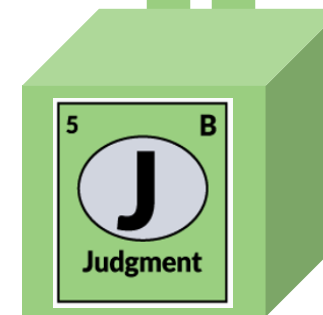
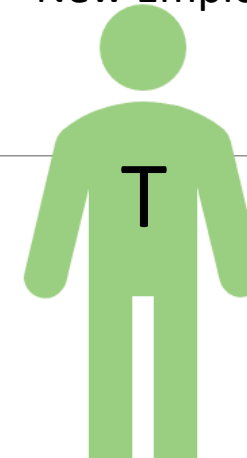
New Position



New Position



New Employee



# Competency-Based Performance Improvement and Management

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FLEXIBLE



ALIGNS VOCABULARY  
& BEHAVIORAL  
EXPECTATIONS



DUAL ASSESSMENT  
ENCOURAGES  
REFLECTIVE PRACTICES



ENCOURAGE SHARED  
OWNERSHIP OF THE  
IMPROVEMENT  
PROCESS

[TPM Master Job Description](#)

This job description outlines the general tasks you will be performing on a regular basis, along with an approximate percent of your time that is spent on each task. The Miscellaneous section is a catchall for other duties that may be assigned to you.

Job Descriptions are official documents, and are considered to fully describe your duties. If you feel that you are performing duties on a regular basis that are not listed on this job description, you may talk to your supervisor about updating it.

**60% Course Facilitation:**

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

**25% Instructional Design:**

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

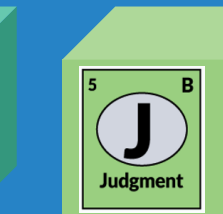
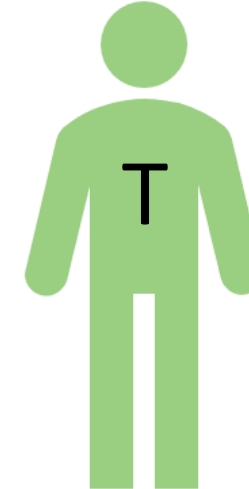
**10% LMS/Course Information:**

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

**5% Miscellaneous:**

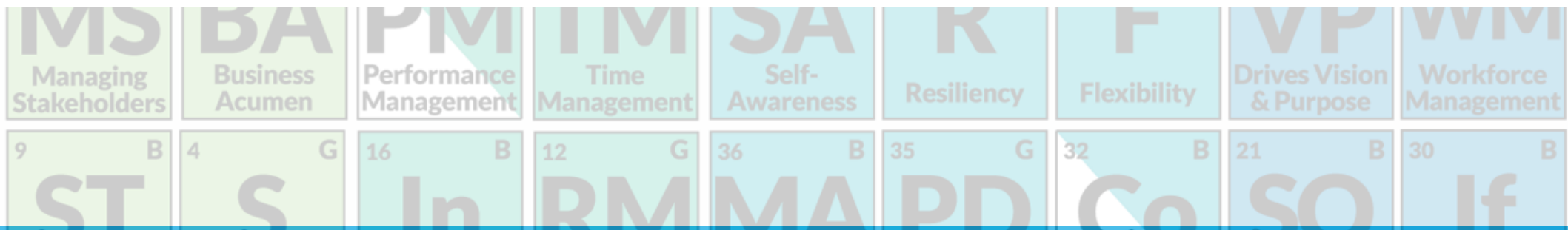
Incumbent may be required to perform other duties as assigned.

New Employee





# Library of Competencies for Performance Improvement and Performance Management



# Job Description Rubric

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



Talent Development Program Manager Job Description Rubric					
STATE "EXCEPTIONAL EMPLOYEE" COMPETENCIES					
Competencies	Definition	Developing (1)	Progressing (2)	Accomplished (3)	Distinguished (4)
<b>Initiative</b>	The ability to act first or on one's own to come up with a new or improved process, product, service, or solution that helps the organization achieve or advance its mission.	<ul style="list-style-type: none"> <li>• Relies on others' guidance in order to provide products, processes, and/or services</li> <li>• Fails to identify problems</li> <li>• Lacks awareness of the organization's goals and/or mission</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates with others to improve or enhance products, processes, and/or services</li> <li>• Identifies the problem but does not create a plan to fix it</li> <li>• Recites the organization's goals and mission</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies opportunities to improve or enhance products, processes, and/or services</li> <li>• Implements original plan when problems occur</li> <li>• Explains how daily work advances the organization's goals and/or mission</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks opportunities to improve or enhance products, processes, and/or services</li> <li>• Anticipates problems and implements original plans for appropriate action</li> <li>• Contributes to advancing the organization's goals and/or mission</li> <li>• Encourages others to develop initiative</li> </ul>
<b>Accountability</b>	The ability to accept responsibility for one's actions and disclose the results in a transparent manner.	<ul style="list-style-type: none"> <li>• Denies mistakes made and/or shifts responsibility for work</li> <li>• Lacks awareness of quality standards and/or policies of organization</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledges responsibility for work and mistakes but provides excuses</li> <li>• Applies quality standards and/or policies of the organization inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts responsibility for work and/or mistakes without making excuses</li> <li>• Applies quality standards and policies of the organization consistently</li> </ul>	<ul style="list-style-type: none"> <li>• Assumes responsibility for work and corrects mistakes</li> <li>• Works to improve or elevate quality standards of the organization</li> <li>• Encourages others to develop accountability</li> </ul>

Self-Evaluation Rubrics help employees reflect on their own performance

Talent Development Program Manager Self-Evaluation Rubric					
THE STATE "EXCEPTIONAL EMPLOYEE" COMPETENCIES					
Competencies	Definition	Developing (1)	Progressing (2)	Accomplished (3)	Distinguished (4)
<b>Initiative</b>	The ability to act first or on one's own to come up with a new or improved process, product, service, or solution that helps the organization achieve or advance its mission.		X		
<b>Accountability</b>	The ability to accept responsibility for one's actions and disclose the results in a transparent manner.			X	
<b>Ethics and Integrity</b>	The ability to be a consistent, honest, and trustworthy steward of State resources.			X	
<b>Teamwork and Collaboration</b>	Combining one's actions and efforts with others to work toward achieving a common goal.			X	
<b>Problem Solving</b>	The ability to analyze the details of a complex situation or question in order to discover solutions.		X		
<b>Judgement</b>	The ability to form an opinion objectively, authoritatively, and in accordance with established standards.			X	
<b>Results Oriented</b>	The ability to identify important outcomes and work to achieve them.		X		
<b>Professionalism</b>	The ability to recognize how one's actions impact others' perceptions of both one and one's organization.			X	





Talent  
Development

Performance  
Management

## GROW TECHNIQUES

### CPTP COURSES

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

### Performance Management

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

### Further Study

Garland, D. Kathleen. (2016). 48 Ways to Take More Initiative at Work. *Journaling*.





**Initiative:**

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

**Teamwork:**

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

**Problem Solving:**

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

**Judgement and Decision-Making:**

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

**Results Oriented:**

- Sets and achieves achievable, yet aggressive goals.
  - o Create action plans to set due dates and track progress

**CPTP Training Recommendations:**

- Required: Code of Ethics, Preventing Sexual Harassment, Blood Borne Pathogens, Defensive Driving, 2015 Core Program, Conflict Management, and Effective Teams

Formal and Informal Improvement Opportunities

# Critical Coaching Questions

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

Talent Development Program Manager Dual-Evaluation Rubric					
THE STATE "EXCEPTIONAL EMPLOYEE" COMPETENCIES					
Competencies	Definition	Developing (1)	Progressing (2)	Accomplished (3)	Distinguished (4)
<b>Initiative</b>	The ability to act first or on one's own to come up with a new or improved process, product, service, or solution that helps the organization achieve or advance its mission.		X	X	
<b>Accountability</b>	The ability to accept responsibility for one's actions and disclose the results in a transparent manner.			X X	
<b>Ethics and Integrity</b>	The ability to be a consistent, honest, and trustworthy steward of State resources.			X X	
<b>Teamwork and Collaboration</b>	Combining one's actions and efforts with others to work toward achieving a common goal.			X	X
<b>Problem Solving</b>	The ability to analyze the details of a complex situation or question in order to discover solutions.		X	X	
<b>Judgement</b>	The ability to form an opinion objectively, authoritatively, and in accordance with established standards.	X		X	
<b>Results Oriented</b>	The ability to identify important outcomes and work to achieve them.		X X		
<b>Professionalism</b>	The ability to recognize how one's actions impact others' perceptions of both one and one's organization.		X	X	



# COLLABORATIVE CONTINUAL IMPROVEMENT

