

Developing a Competency Model “101”: an Applied Perspective

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Overview

- Selecting and defining the right competencies
- Further defining competencies/Developing behavioral indicators
- Validating the competency model
- Common pitfalls to avoid

Selecting and Defining the Right Competencies for the Model

1. Seek information from client:

- Why do they want competencies; for what purpose?
- What kind of competency work they are asking from you?

2. Read up on existing competency models/dictionary

- If you are not already fluent in the language of the competency world you must first familiarize yourself with it
- Google or surf Web and read up on competency frameworks, models and dictionaries that different organizations (government and private) and HR firms post.

3. Familiarize yourself really well with the organization's present and near to mid-future vision:

- To ensure that recommended competencies are aligned with present and near to mid-future organization's vision and mandate
 - Gather information on all mission/vision statements and strategic documents
 - Meet with senior executives to gain a better appreciation on the near to mid-future direction of the organization and to discuss what they value most in their organization (or would like the organization to get better at)

Mission/Vision Statement Exercise (a)

Chief Military Personnel (CMP): intends to attack the institutional resistance to change, through the provision of clear strategic direction, adherence to a disciplined planning process, the application of analysis leading to the development of viable options through a transparent decision-making process that seeks and accepts advice for personnel management from all parts of the Canadian Forces. CMP intends to ensure that the Military Personnel Management System is rationalized to meet Canadian Forces operational imperatives, is responsive, and functions using a command-centric approach to command at the strategic and operational levels of our Command.

Critical to CMP's intent is to remain connected to the Canadian Forces and its operational imperatives and to become effects oriented.

Result Management, Resource Management, Values and Ethics, Communication, Change Management, Analytical thinking, Behavioral Flexibility, Organizational Awareness, Teamwork

Mission/Vision Statement Exercise *(b)*

Natural Resources Canada (NRCan): seeks to enhance the responsible development and use of Canada's natural resources and the competitiveness of Canada's natural resources products. We are an established leader in science and technology in the fields of energy, forests, and minerals and metals and use our expertise in earth sciences to build and maintain an up-to-date knowledge base of our landmass.

NRCan develops policies and programs that enhance the contribution of the natural resources sector to the economy and improve the quality of life for all Canadians.

We conduct innovative science in facilities across Canada to generate ideas and transfer technologies. We also represent Canada at the international level to meet the country's global commitments related to the sustainable development of natural resources.

Our Vision: Improving the quality of life of Canadians by creating a sustainable resource advantage

Analytical Thinking, Communication, Interpersonal Relationships, Partnering, Visioning, Creativity

Selecting and Defining the Right Competencies for the Model (cont)

4. You can now

- Start the interview/focus group process before presenting a list of competencies to the client and wait to do so until you have gathered enough information

AND/OR

- Administer a survey to the organization's members with a preliminary list of competencies you think would fit the organization and present before presenting a more "final" list to the client

OR

- Come to the client with a preliminary list of defined competencies that you selected from reviewing existent models and tailored them to the organization based on the knowledge you have acquired on it (vision and mission statements, TORs, job descriptions, etc.)

Selecting and Defining the Right Competencies for the Model (cont)

Let's say that you decided that you would present the client with a list

➤ You created it by:

- selecting competencies from existent models that usually appear in leadership models;
- extracting the competencies that are not relevant to the organization;
- adding competencies you find are missing from usual leadership model but are relevant to the organization; and
- tailoring the definitions to the organization so that the client and employees recognize themselves when reading them.

➤ How many competencies?

- In the end, ensure that the competencies are clearly distinct from one another at both the definition and behavioral indicator levels.

 **Expect some back and forth with client**

Further Defining Competencies/ Developing Behavioral Indicators

1. Information seeking and gathering

- Design/sampling
- Information gathering tools
 - Interviews with job incumbents aka your Subject Matter Experts (SMEs)
 - Focus groups with SMEs
 - Competency ranking questionnaire
- Securing a “coordinator” within the organization
- Letter from Senior Executive level encouraging management and their staff to participate in efforts

Information Gathering Tools: Interviews with SMEs

- **Letter of invitation/scheduling**
 - You may wish to send some preparatory material (e.g., competency definitions, competency ranking questionnaire)
 - You may ask them to gather their TOR or job description if you don't already have them
- **Interview Protocol**
 - Introduction: purpose, assurance of confidentiality and anonymity
 - Key activities and responsibilities
 - Competencies:
 - Definition
 - How they demonstrate the competency (concrete example)
 - Critical incidents
- **Participant's information**
- **Record session**
- **Use your judgment**


Example of Bad Interviewing Skills

■ Question 1. Description of work

Could you please tell us a little about your work; for example your key responsibilities and activities?

(00:25) So I wear several hats. My primary hat is Director Land Service Support / Army G4. As such I am the principal advisor to the commander of the army on all combat service support and logistics issues. I'm also his Director of Combat Service Support which deals with manning equipment and resourcing field support organizations. And I also wear the hat of Director of Land Logistics. And I'm principally advising land logistics issues such as manning, succession planning – that kind of thing. So I'm kind of a triple hated guy – and in a nut shell that's what I do. (1:15)

Int: Okay, and how many people are you resp. for?

 That's a good question. We'll say... (sigh)...thirty plus... we'll call it.

Information Gathering Tools: Focus Groups with SMEs

➤ Letter of invitation/scheduling

- You may wish to send some preparatory material (e.g., competency definitions, competency ranking questionnaire)
- You may ask them to gather their TOR or job description if you don't already have them

➤ Critical Incident Exercises

➤ Participant Information form

Information Gathering Tools: Competency Ranking questionnaire (sample)

		Frequency of use 1= never or rarely 2= Yearly, 3= monthly, 4= weekly, 5= daily	Future importance (5 years from now) 1= less important 2= the same 3= more important
Rank	Competency	Frequency Rating	Future Importance
	Change Management	① ② ③ ④ ⑤	① ② ③
	Communication		
	Visioning		
	Interpersonal Relations		
	Organizational Awareness		
	Result Management		
	Other: _____		

*Ensure that you capture name/occupation and/or position, and level on form

**Complete sample with instructions in binder

Further Defining Competencies/ Developing Behavioral Indicators (cont)

2. Data analysis

➤ Quantitative data analysis (Competency Ranking Questionnaire)

- Input your data on a file (EXCEL, SPSS, SAS, etc.)
- Ensure that you input occupational group and level as well
- Should have files for:
 - Competency ranking
 - Frequency of use
 - Future importance

➤ Qualitative data analysis (Interview and Critical Incident content)

- Transcripts from interviews
- Copies of critical incidents
- Other relevant information from focus groups
- Link each document to occupational group and level

✱ **No decisions on the final list of competencies to be made until both types of analysis are conducted and compared**

Quantitative Data Analysis (Competency Ranking Questionnaire)

➤ Competency Ranking

- Run frequencies and descriptive statistics (central tendency measures)
- Look for patterns (**≠ rank ordering** them)
 - What are generally the first 5, the first 10 competencies?
 - Competencies that are situated within the first 5 or 10 for all groups/levels usually end up being the organizations Core Competencies or Organizational/Institutional competencies
 - Are there differences according to job/level?
 - Competencies that are situated within the first 5 or 10 for all groups but for a specific level (e.g., executive management) usually end up becoming Core Competencies for that level with differing specific or critical competencies according to the different occupations

Quantitative Data Analysis (Competency Ranking Questionnaire)

➤ Frequency of Use

- If a competency is never used within the organization or certain groups or levels, it should not be included in your final selection
- **Caution!** Low level of use does not necessarily mean that the competency is not important.

➤ Future Importance

- Competencies that are generally judged to become more important in the future should be considered for inclusion in your final selection
- Competencies that are generally judged to become less important in the future should most likely be taken out of your final selection

✱ **DO NOT** make final decisions on the competencies based on your quantitative data until you have analyzed and compared it to the results of the qualitative data analysis

Qualitative Data Analysis

➤ Purpose:

- Confirm relevance of pre-selected competencies
- Make changes to the competencies definition so that they are more relevant to the organization
- Create behavioral indicators for each competencies
- Create job-competency profiles

➤ Process:

- Amalgamate, analyze, and compare information from interviews, focus groups, critical incidents, job description, TORs and results from quantitative analysis

Qualitative Data Analysis (cont)

➤ Confirming relevance of pre-selected competencies

- Researchers first individually analyze content from each interview transcript (key responsibilities and activities) and focus group session; they look for statements relevant to competencies and identify the competency they think each statement refers to. (If you have an idea of the effectiveness level for the statements you come across, write them as well)
- Once each researcher has completed this task, they meet to reach consensus on what they found
- Then group or principal researcher matches those findings with the information extracted from the job description and TORs, and with the quantitative data results
- Then decision on a final selection of competencies to be validated is made

- ★ **The use of excel or other software data sheet is helpful to keep track of collective findings and decisions**

Interview Transcript Excerpt with Extracted Competencies (*talking about the job*)

Question 1. Description of work

Could you please tell us a little about your work; for example your key responsibilities and activities?

Responsible for two organizations: COS of Maritime command (L1s): Maritime command has 4 formation (Halifax, Esquimalt, naval reserve and this HQ) also the COS of the Level 2 at Maritime staff HQ.

I keep the 4 formation synchronized and aligned. Org. aw.

I'm the Admiral main tasking agent to the formations and Maritime staff HQ also: I do the tasking, tracking and follow-ups. Make sure the activities are in line with the admirals' intent

Vision

I am Rest. mgt everything but not deeply (not deep but wide involvement).

I help both admirals prepare for their L1 meetings (ex:AF C): make sure that the people have been tasked to provide briefings; coordinate the staff so that the admirals get decision quality information in their hands in time for them to read and absorb it.

Rest mgt

Following out of these meetings, they will meet to with the decisions making bodies Naval boards for example, : that is where he gathers up his admirals to discuss and ask advice on the issues. I am the secretary to Naval board and I would also track the decisions or direction given out of the Naval board

Receive about 100-150 emails a day, write about 50-75 emails a day: that is juts to keep the business going.

action or info mgt

I decide what needs to be seen by admiral, what can be decided by me, what needs to be tasks and to whom (proper person)

rest. mgt

Make sure that all activities are reflective of where the admirals want to go., that the activities are in line with their vision for the Navy.

vision

Interview Transcript Excerpt with Extracted Competencies (*credibility and impact*)

I have impact and influence upwards, sideways and downwards:

I am on the of the principal advisor to both Admirals: I only interject when I think he or things are going off the rails. I would say: We need to reconsider where we are going, might need to look at another perspective here...(ex)

credi.impc

Sideways: impact and influence to other COS in the organizations: ex. If we are given to many tasks for people to fulfill them. I would go to the other COS and ask them if they are also having trouble fulfilling the tasks and do we need to push back on FIN CF for example..

credi.imp
c/ TW.

Downwards: well, I task people result mgt
org awr action or

I watch all the trends in the Navy, I get involve in the day to day. Even though we have a DG for personnel, I will sometimes get involved so that if I see a bad trend developing here or I'm connecting the dots with other things that I've seen in other meetings I will go see the DG and say: we have a problem here... I will deal with force development and generation issues, personnel issues, equipments issues on behalf of the admiral knowing what his intend is (the vision) so to give him the space so that he can think and do and not be inundated by thousands of details.

analy.think

vision/rest mgt

So if I can solve a problem without going to him, I do. action or

I'm generally the main catalyst for getting that done. result mgt

Example of Integration Sheet (Excel)

Microsoft Excel - Copy of Copy of Validation Board - Decisions - July 12_line.xls

File Edit View Insert Format Tools Data Window Help

BR33

	A	B	BJ	BK	BL	BM	BN	BO	BP	BQ	BR	BS
1			ement		Material Acquisition & Support				Material Acquisition & Support			
2					Director 6				Director 7			
3			Line		André	Mike	Line		André	Mike	Line	
4	Professional Ideology	Commitment to military ethos	4		4	4						
5		Moral Reasoning			2		4					
6		Credibility and Impact				4	4	4	4	4	4	
7		Developing Self and Others										
8												
9	Change capacities	Behavioural Flexibility			4	4						
10		Change Management			4		4					
11		Stress Tolerance and Management										
12												
13	Social Capacities	Communication	4		4	4	4		4	4		
14		Interpersonal Relations	4		4	4	4		4	4		
15		Conflict Management										
16		Teamwork					4		4	4	4	
17		Partnering				4		4		4	4	4
18		Service Orientation										
19							4					
20	Cognitive Capacities	Analytical Thinking	4		3	3				4	4	
21		Creativity										
22												
23	Professional Expertise	Visioning	4				4		4	4	4	
24		Organisational Awareness				3			4	4	4	
25		Resources Management	4		4				5	4	4	
26		Result Management			4	4	4		4		4	
27		System Thinking				3			4	4	4	
28		Action Orientation and Initiative				3						
29		Information Management			4	4	4			3		
30												
31		Essentiel										
32		Important										
33		Marginal										

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CDA Competencies / PM Competencies / COS Competencies / CO Competencies \ Direct

Ready

Example of Integration Sheet (Excel) Comparing Data with Quantitative Data Results

Microsoft Excel - Copy of Copy of Validation Board - Decisions - Feb 2012_line.xls

File Edit View Insert Format Tools Data Window Help

Type a question for help

DU32

	A	B	DK	DL	DM	DN	DO	DP	DQ	DR	DS	DU
1				CO 29				COMPOUND	n=29			
2				André	Mike	Line					Ranking	Profile
3	Professional Ideology	Commitment to military ethos							12	9		
4		Moral Reasoning						7	12			
5		Credibility and Impact	4	4	4			22	4			
6		Developing Self and Others	3	3	3			11	16			
7												
8	Change capacities	Behavioural Flexibility							7	14		
9		Change Management			4			9	10			
10		Stress Tolerance and Management	4	4	4			6	12			
11												
12	Social Capacities	Communication	4	4	4			24	5			
13		Interpersonal Relations	4	4	4			22	6			
14		Conflict Management	4	4	3			8	17			
15		Teamwork						14	8			
16		Partnering	4	4	4			23	16			
17		Service Orientation						7	19			
18												
19	Cognitive Capacities	Analytical Thinking		4				14	9			
20		Creativity						4	14			
21												
22	Professional Expertise	Visioning	4					22	11			
23		Organisational Awareness	4					24	12			
24		Resources Management	4	4	4			23	13			
25		Result Management	4	4	4			18	7			
26		System Thinking	4					11	15			
27		Action Orientation and Initiative	4	4	4			14	7			
28		Information Management		4				10	18			
29												
30												
31												
32												
33												
34												

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CDA Competencies / PM Competencies / COS Competencies / **CO Competencies** / Direct

Ready SCRL

Qualitative Data Analysis (cont)

- **Augment relevance of final set of competencies to be validated**
 - From doing the quantitative analysis from the participants at the organizational level, then occupational/management level, then by job families, and comparing that data with the qualitative data, you will be able to select the competencies that are
 - **Organizational**: required of all no matter in which job or level
 - **Core**: required for a level no matter what the job occupied
 - **Critical**: required for a particular job family or sub-family
 - From all the information collected, researcher makes relevant changes to the definition of the selected competencies to be validated

- ✳ **It is crucial that members of the organization recognize themselves and their organization when they read the competencies definition**

Qualitative Data Analysis (cont)

➤ Developing relevant BIs for the selected competencies

- Researchers (optimally individually at first) gather all extracted behavioral statements from all qualitative information they possess and write them in a table under the competency it refers to
 - You can have a try at writing them as BIs at this stage if you want
 - Don't be worried about redundancy at this point
- The list is compared and further extended (consensus)
- From the behavioral statements, BIs are written (or massaged if you already had a first go at writing them, or accepted by the group)
- Once they are written and consensus is reached, researchers individually and then collectively go over each list of BIs and reach consensus on which ones should be kept to ensure that the competency is well covered and to diminish overlap between competencies as much as possible
 - This is to be done first within each levels, and then across levels
- This forms the final BI lists to be validated

Example: New BIs/Working Document Sample

Behavioural Flexibility

CF leaders adjust their behaviour, **when appropriate**, in order to respond to the demands of changing environments and remain focussed, productive, and efficient through periods of transition, ambiguity, or uncertainty. Behavioural flexibility allows CF leaders to function effectively with diverse individuals in a broad range of situations and settings. ~~They are aware and sensitive to the different cultures within and outside the organization. They adapt their behaviour to the characteristics of changing work roles and situations by acquiring new and more effective behaviours, and discarding others.~~ **Note: "you have to make effective use of behavioural flexibility; you also need to remain firm or keep your position in certain situation".**

Developmental Period (DP) 1	DP2	DP3	DP4	DP5
<ul style="list-style-type: none"> Adapts behaviour to respond to a range of individuals with diverse background and perspectives and to changing situations at work Remains productive despite missing or ambiguous information, and in times of transition 	<ul style="list-style-type: none"> Remains productive during extended periods of ambiguity, and even apparent chaos 	<ul style="list-style-type: none"> Adapts to uncertain situations while sustaining unit productivity 	<ul style="list-style-type: none"> Adapts to uncertain situations while sustaining organizational productivity caters appropriately to the sensitivities of the organization, background and cultures to advance objectives and built trust Uses his/her flexibility appropriately, recognizing when it is necessary to remain firm Adapts leadership style according to the nature of his/her staff 	<ul style="list-style-type: none"> Develops and employs a range of interactive styles to deal with individuals from a wide range of national and international groups Thrives in a high-profile, dynamic, and volatile environment, providing effective institutional leadership in times of crisis

Further Defining Competencies/ Developing Behavioral Indicators (cont)

3. Creating Behavioral Indicators

➤ General Comments

- BIs are the **observable and measurable behaviors** that express the relevant competency
- They are what is used to assess whether a person demonstrates or not a particular competency on the job (performance appraisal), or on an assessment tool (selection)
- They **must be specific to a competency** (as much as possible), really represent the competency well
- They must be complete **but** as concise as possible and clear
- Could be written positively or negatively but largely prefer the prior
- Best to have between 2 to 5 BIs per competency (but 1-7 also ok)
- They should not repeat elements of competency definition
- Recommend writing them individually and then compare and rewrite
- **✳ Plan for many rewrite sessions!**

Creating Behavioral Indicators

➤ Common problems

- Convoluted writing
- Double barrelled
- Assessing multiple competencies with one BI
- Not observable or measurable/Requires judgment
- “Artificial”

- ✦ **You want to avoid these common mistakes as much as possible as they can cause problems when comes time to assess a person with them**
- ✦ **When creating BIs, BE PRACTICAL and ALWAYS think about how they will potentially be used in an assessment tool.**
- ✦ **Always remember that even the most experienced make some of these mistakes!**

Creating Behavioral Indicators (cont)

➤ Common problems: Convoluted writing

Example “Not so good” BI

“Is dedicated to balanced critical analysis when faced with situations that require the integration of input from a variety of sources to arrive at successful analysis”

Same BI better written

“Provides balanced analysis when situations require the integration of input from a variety of sources”

- ✿ **Keep your writing simple, and your vocabulary at a reasonable level. You should not have to read a BI more than once (quickly) to understand what is being assessed.**

Creating Behavioral Indicators (cont)

➤ Common problems: Double barrelled

Examples of double barrelled BIs:

“Delegates appropriately and monitors progress regularly”

“Identifies “vital few” goals and allocates time and resources accordingly to achieve those goals when faced with competing priorities”

✿ It's really hard not to have some degree of “*double barrelledness*” in a model as you must limit your BIs to 5-7 per competency.

✿ Consider the level of effectiveness you are assessing, what is crucial for the organization, and what the impact can be if the person being assessed only demonstrates one of the two behaviors.

✿ Example of a double barrelled BI in the CF Competency Dictionary:

“Delegates appropriately and holds subordinate leaders accountable for agreed upon commitments”

(As it is important for us that at the Director level, these two things be done for us to consider the delegation truly appropriate, we all agreed to this write-up)

Creating Behavioral Indicators (cont)

- **Common problems: Multiple competencies being assessed**

Example of BI assessing more than one competency:

“Systematically analyzes problems, risks and opportunities and identifies new or alternative solutions resulting in timely and appropriate actions/decisions”

- ✓ **In this BI there are elements of analytical thinking, creativity, and action orientation (or management)**
- ✳ **You must first decide which is the competency that you are trying to demonstrate and rewrite**

Examples of how this BI could be better focussed:

“Systematically analyzes problems, risks and opportunities to arrive at solid solutions”

“Identifies new or alternative solutions to problems”

“Takes timely and appropriate actions/decisions”

Creating Behavioral Indicators (cont)

- **Common problems: not observable/Requires judgment**

Examples of “not so good” BIs:

“Changes mind after introspection”

- ✓ **You cannot assess whether the person entered into introspection**

“Prefers to work by him/herself than in a team”

- ✓ **This BI would work in a personality inventory completed by the individual being assessed. But this BI in any other tool would not work as it assesses a personal preference and thus, assessors would have to use their judgement to make that call**

Creating Behavioral Indicators (cont)

➤ Common problems: *“Artificial”*

Examples:

Written communication:

L1: *“Writes text with spelling and syntax errors that affect the comprehension of the message”*

L2: *“Writes text with less spelling mistakes, makes some syntax errors and comprehension of message is only sometimes affected”*

L3: *“Writes text, very rarely making syntax errors and those do not affect comprehension of message”*

L4: *“Writes without making any errors”*

Organizational Awareness:

L1: *“Understands rules, policies and culture of organization”*

L2: *“Understands rules, policies and culture of organization and how they influence organizational behaviors”*

L3: *“Masters understanding of rules, policies and culture of organization and tries to understand the same of other organizations”*

L4: *“Actively tries to understand the rules, policies and culture of organizations and how they can influence own organization”*

Creating Behavioral Indicators (cont)

➤ Common problems: *“Artificial”*

Examples:

Problem solving:

L1: *“Identifies problems and breaks them into their basic components”*

L2: *“Analyses elements of a concrete situation and draws appropriate inferences and possible solutions”*

L3: *“Analyzes multiple relationships involving difficult problems and situations”*

L4: *“Draws accurate cause and effect inferences and solutions to multi-faceted issues or situations”*

L5: *“Evaluates, interprets, integrates, and solves complex, abstract events or situations”*

Creativity:

L1: *“Recognizes when new approaches and new ways of working are required”*

L2: *“Generates new approaches and innovative ideas by adjusting current practices”*

L3: *“Looks externally to identify solutions that are new to the organization”*

L4: *“Creates new solutions for which there are no precedents”*

L5: *“Builds advance models and frameworks”*

Behavioral Indicator Exercise: *What's Wrong Here?*

Interpersonal Relations: “*Demonstrates the flexibility to integrate into a variety of teams*”

- ✓ Also reflects Teamwork and Behavioral Flexibility which is problematic if you also have these two competencies in your model and are assessing candidates on all three
- ✱ Why not write something like: Interacts well with others

Planning and Organizing: “*Analyzes complex, evolving circumstances and takes corrective action to avoid resource constraints and meet deadlines*”

- ✓ They are a few ideas within this phrase
- ✓ There are two competencies reflected: analytical thinking (or problem solving) and planning and organizing. If you also have analytical thinking in your model, and are planning on assessing both, then this BI is problematic

Analytical Thinking: “*Generates viable solutions that involve innovative approaches or ways of thinking to complex problems or issues*”

- ✓ If you also have creativity (innovative thinking) in your model, and are planning on assessing both, then this BI is problematic
- ✱ Could simply state: Generates viable solutions to complex problems or issues

Behavioral Indicator Exercise: *What's Wrong Here?*

Personnel and Resource Management: *“Exhibits transformational leadership when influencing and leading large teams which includes individualized consideration tailored to subordinates’ needs and providing the vision and inspiration for the larger team to achieve its mission/goals”*

- ✓ Phrase is too convoluted and complex
- ✓ Implies everyone knows what transformational leadership is

Communication: *“Identifies appropriate communication strategies to actively engage diverse groups, while promoting the values and objectives of the organization”*

- ✓ Two ideas: the “...while promoting the values....” is too much
- ✓ Two competencies: is it really communication or visioning (fostering commitment to the organization’s vision)?
- ✳ Try something like: Makes strategic use of communication to achieve desired impact according to audiences and situations

Visioning: *“Creates and communicates a compelling vision that generates excitement and commitment, which in turn, results in the execution of the mission”*

- ✓ Unless this BI belonged to a Performance Appraisal (PA) tool, it would be very difficult to ascertain with another type of assessment tool that the mission was executed because the vision that he/she created generated excitement and commitment.

Behavioral Indicator Exercise: Give it a try!

- *“Again, it’s just through the analytical portion of what I do in making sure the scope of what I am doing is wide enough, and that I consider all the factors. I look at the network that we are plugged into; are the key players, the secondary players accounted for in any of the decision making we are doing? Is the nature of what we might be doing and the impact on it upon others or their impact upon us considered? And so, you’re looking at not only the “now” but at the changed agendas.”*
- *“You have to understand what their issues are, positive or negative, which will help you gain their trust”*
- *“What I do is I try to examine the issue from different perspectives to see if there’s different ways to approach this– I don’t want to say “spin the story”, but sometimes people have a way of saying what their issue is but if they look at it from a different perspective, then maybe that opens up other opportunities to get that funding or approval.”*
- *“So we do a triage on what the requests are coming in, and then we look at allocating resources based on what the priority is. We’ve got multiple requests to use our facilities to help conduct training, or help experimentation in support of various acquisition projects. So what I try to do is align the resources to try and accomplish more than one thing at the time. If we have to run an experiment that was supposed to support the acquisition of a software, what I would do is add four or five different things to that same experiment to solve multiple objectives, in order to manage the resources we had and actually make the best use of the resources that we are actually going to use to run this experiment.”*
- *“With the issues you are dealing with, it is often important to look beyond the stove-pipe that you’re in and think from an organizational viewpoint when trying to solve them.”*

Behavioral Indicator Exercise: Give it a try!

- *“When I first came to the job what I had done was a bottom-up assessment of where our priorities were in terms of personnel. Then I could align those with the priorities with where the organization was going so that I could decide on what the important activities were so that we were allocating people resources to the things I was trying to accomplish. I think very early on you have to set clear objectives and makes sure that the resources –be it people or money– are assigned properly so as to achieve those objectives.”*
- *“So I would add that it’s necessary for leader to amplify the importance of their domain within that vision and a aligned vision but different, and that’s what is necessary because the vision of the CDS might not be fully understood to people 3 4 or 5 levels below. They will understand it but how to they direct to their day accordingly So we had a discussion so with DGMP, 2 main directorates and we were forced to a process, to understand our business, to understand how we supported the CF effort and then try to communicate that in words that are relevant to us to make sure that what we do is aligned.”*
- *“It’s prioritizing work, giving clear guidance and output expectations, and identifying constraints and restraints to whatever the staffing is being done. Report back timelines, giving back timely reports to your staff.”*
- *“Many of the folks we have around the table are used to doing change and are quite comfortable doing change the old way. But whether they know it or not, I’m making sure that part of their agenda is going to be trying to minimize as much as possible the impact ...because I know that most people have a natural resistance to change, so the trick will be to catch them up in the spirit of what needs to be done here and bring them along with that flow.”*
- *“There is more to communication than sound, it’s done in a whole varieties of ways and settings, body language; people who are receiving the information will gather it and filter it through their own lenses, own bias. So sometimes it’s useful to go back and confirm their understanding by getting them to explain to you what it is you were communicating.”*

Validation

- Survey job incumbents and their superior on competencies definitions and respective BIs
 - Focus group consensus sessions
- AND/OR
- Survey questionnaire
- Aggregate all information/recommendation for changes
- Arrive at final list of competencies with their respective BIs
- Present to client for final approval (may be some back and forth)
- Now the model is ready to be used to facilitate HR activities!

Sample Validation Questionnaire

5. Behavioural Flexibility

CF leaders adjust their behaviour in order to respond to the demands of changing environments, while knowing when to stay firm. They remain focussed, productive, and efficient through periods of transition, ambiguity, or uncertainty. Behavioural flexibility allows CF leaders to function effectively with diverse individuals in a broad range of situations and settings. They are aware and sensitive to the different cultures and sub-cultures within and outside the organization. CF leaders use that awareness to guide their behaviour.

A Colonel or Captain(N) would demonstrate this competency by:

- Adapting to uncertain situations while sustaining organizational productivity
- Catering appropriately to the sensitivities, background, cultures and subcultures within and outside the organization to advance objectives and built trust
- Using his/her flexibility appropriately, recognizing when it is necessary to remain firm
- Adapting leadership style according to the nature of his/her staff

1. Do you agree in general with the definition? Yes No

2. Are the behavioural indicators listed representative of how a Colonel/Captain(N) | demonstrates this competency? Yes No

Comments (changes to definition, additional behaviours, wrong proficiency level, etc.)

QUESTIONS??

Thank you!

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