



Competency Management Materials

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The following 3 pages contain the front sides of a set of competency cards to be used in the various WCI competency cards sorts. The back sides of these cards have not been included.

This set of cards consists of 44 competencies organized into various groups. The cards are bar coded so that it is easy to record the results of an individual's sort into a PC program.

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Once printed as a two sided document on cardboard stock, the results are cut into a set of 44 cards.

The cards are sorted randomly before they are provided to an individual. This is done by shuffling them.

Card sorts are a very effective way of collecting information about individuals. These cards, and the associated sort boards, use Q-sort principles. Most individuals can complete a 40 to 50 card sort in about 30 minutes. Because they sort them onto sort boards, they use all of their cognitive facility and pattern recognition capabilities during the sort process. It is not just a verbal experience, but one that engages their vision and their hands as well. They are working at both the foreground and background level throughout the sorting process. They make many comparative decisions during the sort process. As a result, the card sort individuals collect much more data about them than a normal survey scale.

All of these factors may card sorts a very effective way of collecting data during individual development and recruiting.

WCI has used similar techniques in working with clients on strategy development and conflict resolution.

A slightly previous version of the competency model that is the basis for these cards is provided following the cards themselves.

Sets challenging, concrete goals for self and others



Finds better, more cost effective ways of doing things



Monitors and checks work or information to ensure accuracy and completeness



Sets up systems and processes which establish clear roles or flows of information



Seizes the opportunity to act, before being asked to, or being forced to by events



Does more than is required to complete a task or an assignment



Digs beneath what is presented to uncover the non-obvious facts



Seeks information from many different sources to clarify a situation



Works to make a personal impression on others, in order to achieve objectives



Thinks out and takes action (often in several steps), in order to have a calculated impact on, or to persuade, an individual or a group



Builds rapport with individuals through informal contacts carried out in the context of day to day work



Builds long term alliances with others, both inside and outside the organization



Recognizes the constraints of the organization's culture and politics - times personal action to get the best response, given these constraints



Uses the formal structure of the organization to accomplish objectives



Uses personal knowledge of the organization's workflow to get things done



Finds alternative ways of moving things through the organization, especially in the face of what appear to be obstacles or blocks



Gives others detailed, specific feedback in a way which motivates them to improve their performance



Promotes a friendly climate, good morale and cooperative work on joint issues and projects - gets others to resolve their disputes



Understands others, using observation, listening and empathy to get insight into the spoken and unspoken reasons for their behaviour



Gives others assignments, or creates training opportunities for them, which allow them to develop their personal capabilities



Positions self as a team leader, through actions which ensure that the others in the group work together to accomplish the group's goals



Predicts the behaviours exhibited by individuals and by groups in response to events



Talks to others openly and directly, communicating personal concerns, expectations and limitations clearly and unambiguously



Takes care of a group, protecting its reputation externally, and getting it the resources it needs



Takes personal action to ensure that the needs of internal and external clients are met



Directs others in what they must do, and if necessary, takes steps to ensure compliance



Understands a complex task, process or concept by breaking it down into manageable parts in a systematic way



Communicates with clients (internal and external), clarifying their needs, and takes steps to involve others in meeting those needs



Solicits the input of others who are affected by planned activities



Considers multiple alternatives, or relationships which may involve more than 1 step, when seeking for explanations



Assesses things realistically, identifying inconsistencies or discrepancies that are not obvious to others



Creates or uses principles, models or concepts to explain complex problems, situations or opportunities



Applies professional or technical knowledge (acquired through formal education or on-the-job experience) in the course of day-to-day work



Applies personal knowledge and experience of administrative/management principles to organize work



Responds calmly to others, even at times of great personal stress and strong emotion (e.g. anger or frustration)



Works constructively during times of crisis or stress, calming others and addressing the source of the issue or the problem



Approaches new challenges with a confident "can do" attitude, based on a realistic sense of personal capabilities



Takes personal responsibility for, and admits mistakes, learning from them for the future



Modifies own behaviour or approach to meet the expectations or the needs of others



Applies rules or procedures flexibly in a particular situation, adapting them to meet the larger objectives of the organization



Separates personal feelings about others, positive or negative, from judgments of their work performance



Is aware of own emotions and how they impact personal judgment and behaviour



Aligns personal activities and objectives with the larger goals of the organization



Puts the organization's general needs first, before the needs of the personal organizational unit



Competency Cluster	Competency Area (abbreviation)	Competency Behaviour	ID
Getting Things Done	Setting Targets (SET)	<u>Sets</u> challenging concrete <u>goals</u> for self and others	1
		<u>Finds</u> better, <u>more cost effective ways</u> of doing things	2
	Ensuring Accuracy and Order (ACO)	<u>Monitors</u> and checks work or information <u>to ensure accuracy</u> and completeness	3
		<u>Sets up</u> systems and <u>processes</u> which establish clear roles or flows of information	4
	Taking Initiative (TIN)	<u>Seizes the opportunity to act</u> - before being asked to or being forced to by events	5
		<u>Does more than is required</u> to complete a task or an assignment	6
	Searching for Information (SFI)	<u>Digs beneath what is presented</u> to uncover the non-obvious facts	7
		<u>Seeks information from many</u> different <u>sources</u> to clarify a situation	8
Impacting Individuals and the Organization	Impacting Others (OTH)	<u>Works to make a personal impression</u> on others, in order to achieve objectives	9
		<u>Thinks out</u> and takes <u>action</u> (often in several steps), in order to have a <u>calculated impact</u> on others	10
	Building Relationships (REL)	<u>Builds rapport with individuals</u> through informal contacts carried out in the context of day-to-day work	11
<u>Builds long term alliances</u> with others, both inside and outside the organization, which can be called upon to achieve work related objectives		12	

Note: Each competency behaviour has both a long description, and a short form which is used in tables. The underlined words are the key ones used in the short forms.

Competency Cluster	Competency Area (abbreviation)	Competency Behaviour	ID
Impacting Individuals and the Organization (cont'd)	Working Within The Culture	<u>Recognizes</u> the constraint's of <u>the organization's culture</u> and politics - times personal action to get the best response given these constraints	13
	(CUL)	<u>Uses</u> the <u>formal structure</u> of the <u>organization</u> to accomplish objectives	14
	Knowing the Organization	<u>Uses</u> personal knowledge of <u>the organization's functional work flow</u> in order to get things done	15
	(KOR)	<u>Finds alternative ways of moving things through the organization</u> , especially in the face of what appear to be blocks or obstacles	16
Comprehending Others	Understanding Others	<u>Understands others</u> , using observation, listening and empathy to gain insight into the spoken and unspoken reasons for their behaviour	17
	(UOT)	<u>Predicts the behaviours</u> and the responses exhibited by <u>others</u> in response to events and situations	18
	Servicing Customers	<u>Takes personal action</u> to ensure that <u>the needs</u> of internal and external <u>clients</u> are met	19
(CUS)	<u>Communicates with clients</u> (internal and external), clarifying their needs. Takes steps to <u>involve others</u> in activities which meet clients' short and long term needs	20	

Note: Each competency behaviour has both a long description, and a short form which is used in tables. The underlined words are the key ones used in the short forms.

Competency Cluster	Competency Area	Competency Behaviour	ID
Managing People and Activities	Developing Others	<u>Gives others</u> detailed, specific <u>feedback</u> in a way which motivates them to improve their performance	21
	(DEV)	<u>Gives others</u> assignments, or creates training <u>opportunities</u> for them, in a way which expands or deepens their personal capabilities	22
	Communicating Directly	<u>Talks</u> to others <u>directly and openly</u> , communicating personal concerns, expectations and limitations clearly and unambiguously	23
	(DIR)	<u>Directs others</u> in what they must do, and if necessary, takes steps to ensure compliance	24
	Creating Teamwork and Cooperation	<u>Solicits the input of others</u> who are affected by planned activities	25
	(TCP)	<u>Promotes a friendly climate</u> , good morale and cooperative work on joint issues and projects - gets others to resolve their disputes	26
	Leading Teams	<u>Positions self as a team leader</u> , through actions which ensure that the others in the group work together to accomplish the group's goals	27
	(LED)	<u>Takes care of a group</u> , protecting its reputation externally, and getting it the resources its needs to do its job	28
	Managing Fairly	<u>Treats people fairly and equally</u> , regardless of their personal background	29
	(FAI)	Takes persistent action to <u>implement employment equity</u> within own sphere of influence and authority	30

Note: Each competency behaviour has both a long description, and a short form which is used in tables. The underlined words are the key ones used in the short forms.

Competency Cluster	Competency Area	Competency Behaviour	ID
Using One's Intellect	Thinking Analytically (ANA)	<u>Understands a complex task, process or concept by breaking it down</u> into manageable parts in a systematic way	31
		<u>Thinks of multiple alternatives</u> , or seeks relationships which may involve more than 1 step, <u>when searching for explanations</u>	32
	Thinking Conceptually (CON)	<u>Assesses things realistically</u> , identifying patterns that are not obvious to others	33
		<u>Creates or uses principles</u> , models or concepts to explain complex problems, situations or opportunities	34
	Applying Technical, Professional or Administrative Expertise (EXP)	<u>Applies professional or technical knowledge</u> (acquired through formal education or on the on-the-job experience) in the course of day-to-day work	35
		<u>Applies personal knowledge and experience of administrative principles</u> to organize work	36
Handling Emotions	Controlling Personal Emotions (CTL)	<u>Responds calmly to others</u> , even at times of great personal stress and strong emotion (e.g. anger or frustration)	37
		<u>Works constructively during times of crisis</u> or stress, calming others and addressing the source of the issue or problem	38
	Showing Self Confidence (SEL)	<u>Approaches new challenges with a confident "can do" attitude</u> , based on a realistic sense of personal capabilities	39
		<u>Takes personal responsibility and admits mistakes</u> , learning from them for the future	40

Note: Each competency behaviour has both a long description, and a short form which is used in tables. The underlined words are the key ones used in the short forms.

Competency Cluster	Competency Area	Competency Behaviour	ID
Handling Emotions (continued)	Being Personally Flexible	<u>Modifies own behaviour or approach</u> to meet the expectations or the needs of others	41
	(FLX)	<u>Applies rules or procedures flexibly</u> to a particular situation, adapting them to meet the larger objectives of the organization	42
	Exhibiting Organizational Commitment	<u>Aligns</u> personal activities and objectives <u>with the larger goals of the organization</u>	43
	(OCT)	<u>Puts the organization's general needs first</u> , before the needs of the person's organizational unit	44

Note: Each competency behaviour has both a long description, and a short form which is used in tables. The underlined words are the key ones used in the short forms.



The Competency Sort Boards

In order to make the card sorts easier for individuals, sort boards are used. These are printed on heavy stock and are normally about 44 inches wide. They fit easily onto a desk or table top. They are laminated so that they last.

Three examples are provided. The "Self" sort board is used with a person sorts the cards to provide a self description. The "Other" sort board is used to allow one person to describe another. The "Role" board is used in job design or to prepare a competency based recruiting profile.

Notice that the boards contain instructions and provide visual clues about what is expected. Individuals generally have very little difficulty following these instructions. They tend to start by sorting cards into piles that more or less match the sets of empty boxes shown on the boards. Then they fine tune their results in each group.

The result is a normally distributed sort of the cards. As a result, rank order correlations can easily be used to compare one sort result to another. This allows an easy way to compare an individual's self description to a recruiting profile. It allows makes it easy to compare one individual's results to another in descriptions of an individual by multiple others.

Instructions:

Sort the competency cards so that they describe the other person.

Start with the cards which are most like this individual

and work down to the ones which are least like this person.

Start Here

1

2

3

4

5

6

7

8

9 13

10 14

11 15

12 16

17 23

18 24

19 25

20 26

21 27

22 28

29 33

30 34

31 35

32 36

37

38

39

40

41

42

43

44

Finish Here

1 “Describing Another” Card Sort

MOST LIKE THIS PERSON

Put 3 cards in this set.
Rank order them within the set.

2 “Describing Another” Card Sort

Put 5 cards in this set.
Rank order them within the set.

3 “Describing Myself” Card Sort

Put 8 cards in this set.
Rank order them within the set.

4 “Describing Another” Card Sort

Put 12 cards in this set.
Rank order them within the set.

5 “Describing Another” Card Sort

Put 8 cards in this set.
Rank order them within the set.

6 “Describing Another” Card Sort

Put 5 cards in this set.
Rank order them within the set.

7 “Describing Another” Card Sort

LEAST LIKE THIS PERSON

Put 3 cards in this set.
Rank order them within the set.



"DESCRIBING A ROLE'S COMPETENCY REQUIREMENTS" Card Sort

Instructions:

Sort the competency cards so that they describe the competencies required for successful performance in the role.

Remember that the competencies to the left will be the ones which are required for 60% to 80% of the performance in the role - the CORE competencies.

The competencies in the middle and to the right will be the ones that are required for the remaining performance, whether they are exercised routinely or occasionally - the SUPPORTING competencies.

Start Here

Finish Here

1 []
2 []
3 []

4 []
5 []
6 []
7 []
8 []

9 [] [] 13
10 [] [] 14
11 [] [] 15
12 [] [] 16

17 [] [] 23
18 [] [] 24
19 [] [] 25
20 [] [] 26
21 [] [] 27
22 [] [] 28

25 29 [] [] 33
30 [] [] 34
31 [] [] 35
32 [] [] 36

37 []
38 []
39 []
40 []
41 []

42 []
43 []
44 []

1 "Role Requirements" Card Sort
MOST NEEDED
Put 3 cards in this set.
Rank order them within the set.

2 "Role Requirements" Card Sort
Put 5 cards in this set.
Rank order them within the set.

3 "Role Requirements" Card Sort
Put 8 cards in this set.
Rank order them within the set.

4 "Role Requirements" Card Sort
Put 12 cards in this set.
Rank order them within the set.

5 "Role Requirements" Card Sort
Put 8 cards in this set.
Rank order them within the set.

6 "Role Requirements" Card Sort
Put 5 cards in this set.
Rank order them within the set.

7 "Role Requirements" Card Sort
LEAST NEEDED
Put 3 cards in this set.
Rank order them within the set.



The Personal and Recruiting Profiles

Individuals are not always willing or do not always have the time to do the card sorts. They are not always necessary. The Personal and Recruiting Profiles pages are printed on 11 x 17 sheets in used when this the case. The Personal Profile provides a limited self description. The Recruiting Profile is used to establish the most import core and secondary competencies required in a role.

Individuals can generally complete these in about 10 to 15 minutes. Once again, presenting the whole model to them collects more structured data than is possible in a simple interview. Individuals must make decisions about what to select. Then they generally rank order them. Although the result is more limited than doing a full sort, the results are useful and insightful.

Once again, the task requirements are quickly obvious. Most respondents start to do what is needed even before the administrator has completed the verbal introduction and instructions.



Competency Description

Individual: _____

Context: _____

Does not let personal feelings about others, positive or negative, impact judgement of their work performance
41 Self-Awareness

Is aware of own emotions and how they impact judgments and behaviour
42 Self-Awareness

Aligns personal activities and objectives with the larger goals of the organization
43 Organizational Commitment

Puts the organization's general needs first, before the needs of the personal organizational unit
44 Organizational Commitment

Sets challenging, concrete goals for self and others
1 Setting Goals

Works to make a personal impression on others, in order to achieve objectives
9 Influencing Others

Understands others, using observation, listening and empathy to get insight into the spoken and unspoken reasons for their behaviour
17 Understanding Others

Solicits the input of others who are affected by planned activities
25 Teamwork and Cooperation

Applies professional or technical knowledge (acquired through formal education or on-the-job experience) in day-to-day work
33 Applying Expertise

Finds better, more cost effective ways of doing things
2 Setting Goals

Thinks out and takes action (often in several steps), in order to have a calculated impact on or to persuade an individual or a group
10 Influencing Others

Predicts the behaviours exhibited by individuals and by groups in response to events
18 Understanding Others

Promotes a friendly climate, good morale and cooperative work on joint issues and projects - gets others to resolve their disputes
26 Teamwork and Cooperation

Applies personal knowledge and experience of administrative principles to organize work
34 Applying Expertise

Monitors and checks work or information to ensure accuracy and completeness
3 Concern for Order and Quality

Builds rapport with individuals through informal contacts carried out in the context of day to day work
11 Building Relationships

Takes personal action to ensure that the needs of internal and external clients are met
19 Client Orientation

Positions self as a team leader, through actions which ensure that the others in the group work together to accomplish the group's goals
27 Team Leadership

Responds calmly to others, even at times of great personal stress and strong emotion (e.g. anger or frustration)
35 Demonstrating Self Control

Sets up systems and processes which establish clear roles or flows of information
4 Concern for Order and Quality

Builds long term alliances with others, both inside and outside the organization
12 Building Relationships

Communicates with clients (internal and external), clarifying their needs, and takes steps to involve others in meeting those needs
20 Client Orientation

Takes care of a group, protecting its reputation externally, and getting it the resources it needs
28 Concern for Order and Quality

Works constructively during times of crisis or stress, calming others and addressing the source of the issue or the problem
36 Demonstrating Self Control

Seizes the opportunity to act, before being asked to or being forced to by events
5 Showing Initiative

Recognizes the constraints of the organization's culture and politics-times personal action to get the best response, given these constraints
13 Awareness of Culture/Organization

Gives others detailed, specific feedback in a way which motivates them to improve their performance
21 Developing Others

Understands a complex task, process or concept by systematically breaking it down into manageable parts
29 Thinking Analytically

Approaches new challenges with a confident "can do" attitude, based on a realistic sense of personal capabilities
37 Showing Self Confidence

Does more than is required to complete a task or an assignment
6 Showing Initiative

Uses the formal structure of the organization to accomplish objectives
14 Awareness of Culture/Organization

Gives others assignments, or creates training opportunities for them, which allow them to develop personally
22 Developing Others

Thinks of multiple alternatives, or relationships which may involve more than 1 step, when seeking for explanations
30 Thinking Analytically

Takes personal responsibility and admits mistakes, learning from them for the future
38 Showing Self Confidence

Digs beneath what is presented to uncover the non-obvious facts
7 Seeking Information

Uses personal knowledge of the organization's workflow to get things done
15 Knowledge of Organization

Talks to others openly and directly, communicating personal concerns and expectations clearly and unambiguously
23 Directing Others

Assesses things realistically, identifying inconsistencies or discrepancies which are not obvious to others
31 Thinking Conceptually

Modifies own behaviour or approach to meet the expectations or the needs of others
39 Visible Flexibility

Seeks information from many different sources to clarify a situation
8 Seeking Information

Finds alternative ways of moving things through the organization, especially in the face of what appear to be obstacles or blocks
16 Knowledge of Organization

Directs others in what they must do, and if necessary, takes steps to ensure compliance
24 Directing Others

Creates or uses principles, models or concepts to explain complex problems, situations or opportunities
32 Thinking Conceptually

Applies rules or procedures flexibly in a particular situation, adapting them to meet the larger objectives of the organization
40 Visible Flexibility

Completed By: _____

Date: _____



Role Competency Requirements

Role: _____

Context: _____

Does not let personal feelings about others, positive or negative, impact judgement of their work performance
41 Self-Awareness

Is aware of own emotions and how they impact judgments and behaviour
42 Self-Awareness

Aligns personal activities and objectives with the larger goals of the organization
43 Organizational Commitment

Puts the organization's general needs first, before the needs of the personal organizational unit
44 Organizational Commitment

Sets challenging, concrete goals for self and others
1 Setting Goals

Works to make a personal impression on others, in order to achieve objectives
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Understands others, using observation, listening and empathy to get insight into the spoken and unspoken reasons for their behaviour
17 Understanding Others

Solicits the input of others who are affected by planned activities
25 Teamwork and Cooperation

Applies professional or technical knowledge (acquired through formal education or on-the-job experience) in day-to-day work
33 Applying Expertise

Finds better, more cost effective ways of doing things
2 Setting Goals

Thinks out and takes action (often in several steps), in order to have a calculated impact on or to persuade an individual or a group
10 Influencing Others

Predicts the behaviours exhibited by individuals and by groups in response to events
18 Understanding Others

Promotes a friendly climate, good morale and cooperative work on joint issues and projects - gets others to resolve their disputes
26 Teamwork and Cooperation

Applies personal knowledge and experience of administrative principles to organize work
34 Applying Expertise

Monitors and checks work or information to ensure accuracy and completeness
3 Concern for Order and Quality

Builds rapport with individuals through informal contacts carried out in the context of day to day work
11 Building Relationships

Takes personal action to ensure that the needs of internal and external clients are met
19 Client Orientation

Positions self as a team leader, through actions which ensure that the others in the group work together to accomplish the group's goals
27 Team Leadership

Responds calmly to others, even at times of great personal stress and strong emotion (e.g. anger or frustration)
35 Demonstrating Self Control

Sets up systems and processes which establish clear roles or flows of information
4 Concern for Order and Quality

Builds long term alliances with others, both inside and outside the organization
12 Building Relationships

Communicates with clients (internal and external), clarifying their needs, and takes steps to involve others in meeting those needs
20 Client Orientation

Takes care of a group, protecting its reputation externally, and getting it the resources it needs
28 Concern for Order and Quality

Works constructively during times of crisis or stress, calming others and addressing the source of the issue or the problem
36 Demonstrating Self Control

Seizes the opportunity to act, before being asked to or being forced to by events
5 Showing Initiative

Recognizes the constraints of the organization's culture and politics-times personal action to get the best response, given these constraints
13 Awareness of Culture/Organization

Gives others detailed, specific feedback in a way which motivates them to improve their performance
21 Developing Others

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32 Thinking Conceptually

Applies rules or procedures flexibly in a particular situation, adapting them to meet the larger objectives of the organization
40 Visible Flexibility

Completed By: _____

Date: _____