





# The Personal Professional Competency Program

Workplace Competence International Limited  
5903 Third Line of Erin, Hillsburgh, Ontario, Canada  
e: [roelf@attglobal.net](mailto:roelf@attglobal.net)

# Content

- Competencies and Professionals
- The  Personal Professional Competency Program
- The Individual and **PPC**

# Competencies and Professionals: Topics

- **The Iceberg Model**
- **Standing on other peoples' shoulders**
- **Starting with leadership ... .. moving to personal professional effectiveness**
- **The structure of professional competency**
- **The structure of personal competencies**
- **Core complex composite competencies**
- **The MBTI™ Step II Form Q**
-  **Competency Styles**

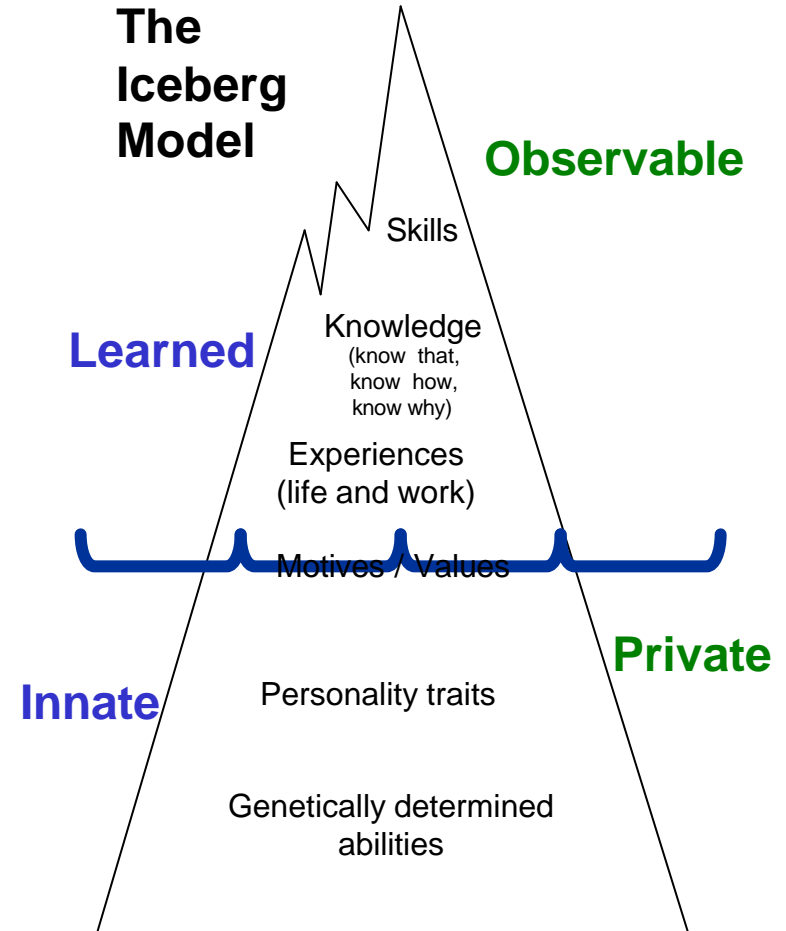
MBTI and the Myers Briggs Type Indicator are registered trademarks of Consulting Psychologists Press, Palo Alto, California.



# Competencies and Professionals

1 of 8

- A competency is a **repeatable pattern of public behaviour** that achieves a result desired by the individual doing the behaviour.
- Competencies are demonstrated in **PUBLIC behaviour**. Others experience the person doing the behaviour. As a result, they can provide feedback (i.e. 360° feedback) on the behaviour and its visible impact on others.
- Competencies result from **learned** (training, coaching, mentoring, personal development, on-the-job experience ... ) or **innate** (personality trait, cognitive capability, genetic inheritance, ... ) **factors**.
- Different individuals **can acquire** the same competency **in different ways** - i.e. one person acquires it in a classroom - another through on-the-job coaching - another develops it as a matter of course in a job.
- Some competencies are strongly associated with **workplace effectiveness**.

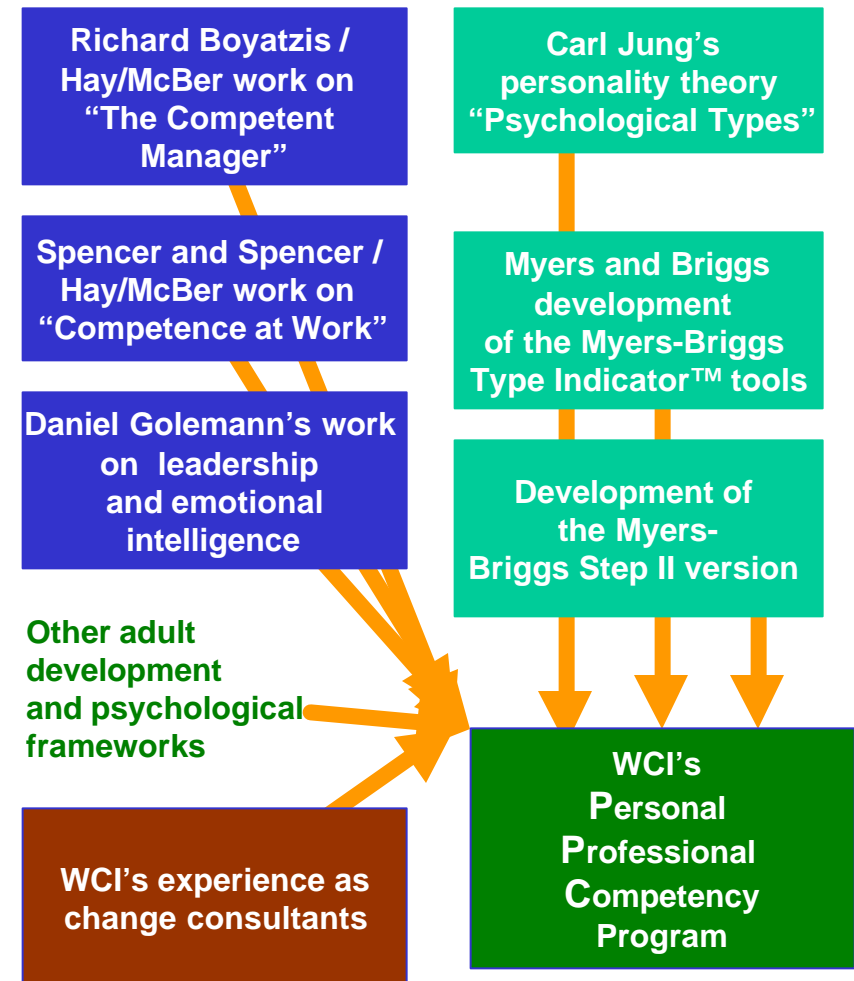


# Competencies and Professionals

## Standing on other people's shoulders ... ..

2 of 8

- WCI has worked with **many of the competency modeling approaches** that are current in both the research and the business literature.
- WCI treats competency frameworks and models as tools for **“communication”**. Their values lies in helping us to communicate with one another and to develop our personal business abilities.
- WCI works extensively with the **Myers-Briggs™ Step II personality preference** framework. WCI has built a **“Competency Styles”** framework on the underlying conceptual structure of the MBTI as developed in the Form Q version of the Myers-Briggs Step II.
- WCI has utilized the concepts presented in Daniel Golemann's and Richard Boyatzis's work on leadership and **emotional intelligence** to address the issue of individual professional development.
- Finally, WCI has extensive experience acting as a consultant to organizations undergoing transformative change. All of these frameworks and this experience have enriched our **“Competency Styles”** work.



# Competencies and Professionals

3 of 8

## Starting with leadership

## ... .. moving to personal professional effectiveness

- Daniel Golemann’s model of the personal competencies that make **emotional intelligence**, and their relationship to **effective organizational leadership**, is a good high level framework for dialogue about **personal professional competency**.
- WCI’s goal is to move from these “leadership” level frameworks to ones that address **all professionals**, including ones in leadership positions.
- As well, WCI wants to allow **an individual** to address the “**What do I do to increase my abilities?**” - “**Which behaviors do I focus on in order to improve?**” issue once they have information about where they may be in any competency framework.

Daniel Golemann’s model of the Emotional Competencies associated with effective workplace leadership

	Self (Personal Competence)	Other (Social Competence)
Recognition	<b>Self Awareness</b> <ul style="list-style-type: none"> <li>• Emotional self-awareness</li> <li>• Accurate self - assessment</li> <li>• Self-confidence</li> </ul>	<b>Social Awareness</b> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Service orientation</li> <li>• Organizational awareness</li> </ul>
Regulation	<b>Self Management</b> <ul style="list-style-type: none"> <li>• Emotional self-control</li> <li>• Trustworthiness</li> <li>• Conscientiousness</li> <li>• Adaptability</li> <li>• Achievement drive</li> <li>• Initiative</li> </ul>	<b>Relationship Management</b> <ul style="list-style-type: none"> <li>• Developing others</li> <li>• Influence</li> <li>• Communication</li> <li>• Conflict management</li> <li>• Visionary leadership</li> <li>• Catalyzing change</li> <li>• Building bonds</li> <li>• Teamwork &amp; collaboration</li> </ul>

# Competencies and Professionals

4 of 8

The structure of professional competency



- **Technical competencies equip an individual to handle the task content of their roles.**
  - well addressed by education system and technical training; rounded out and deepened by on-the-job experience
  - the largest part of most organization's professional development budget - HR finds it easy to justify training budgets or staff acquisition costs (recruitment and salary levels) - certification / academic grades / job history a reasonable indicator of presence
  - necessary but not sufficient for personal professional effectiveness
- **Personal competencies equip a person to deal with the intra-personal (within oneself - motivational and emotional) demands and the inter-personal (one to one and one to many relationships with others) demands of their roles.**
  - not effectively developed through classroom style training - long acquisition cycles - development subject to extinction effect (others back on the job find individual's new behaviour difficult to deal with so they do not support the change)
  - HR finds training returns hard to demonstrate - soft results ==> difficult to justify funding
  - effective evaluation during recruitment difficult - behavioural event interviews and "discovered references" are effective but it is hard to achieve consistency - best assessed by personal demonstration but assessment centers, role play simulation etc. are not part of normal recruitment practice and the expense is high

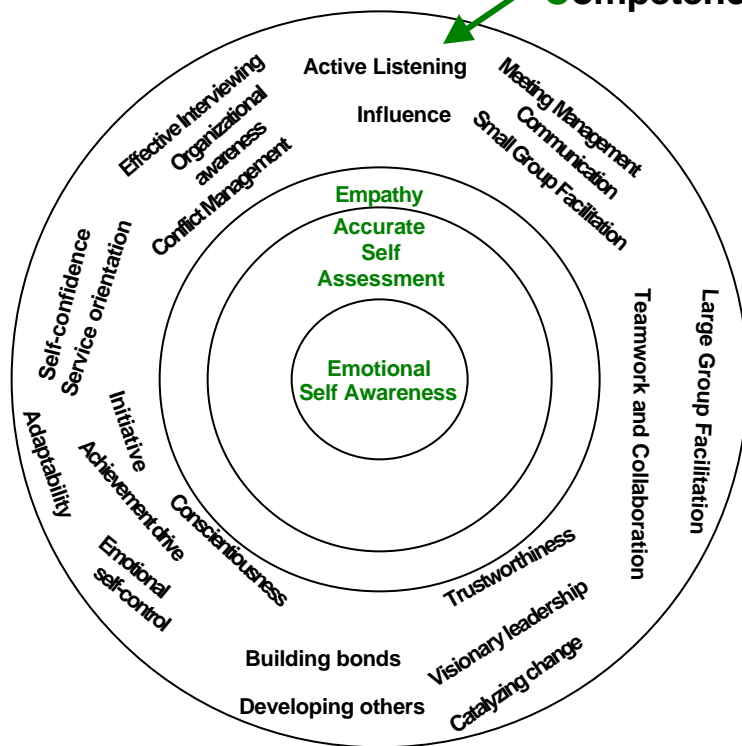
# Competencies and Professionals

5 of 8

## The structure of personal competencies

This model is representational - the size of the circles means nothing

**Complex  
Composite  
Competencies**



- **Personal competency models vary from organization to organization-**
  - organizations modify competency models available in the public domain as part of the process of bringing them in-house and “owning / understanding” them
  - An organization’s competency models meet “group identity needs” - they are created by an organization so that everyone in the organization knows that they are using “this organization’s” competency language - they are not usually the result of rigorous conceptual and logical crafting
  - **Competency models** do not describe something “simple” that exists apart from human beings - they are **ways of talking about complex and variable human behaviour** - as a result, they are not likely to be as fixed as a scientific classification of things external to human beings
  - The **real measure of a competency model** is its usefulness in **facilitating individual development and person to person communication**
- **Many useful personal competencies are really complex composite competencies (CCC’s) - that is:**
  - the competency is described at a level which can always be **broken down into smaller competencies**
  - the **underlying behaviours are complex** and interact in different ways in different individuals
  - **different individuals** acquire the behaviours which demonstrate that they have these competencies in **unique ways** - depending on their mix of **innate factors** and personal history or **learned factors**
  - **different training programs** show **different levels of effectiveness in developing these competencies** in different individuals - depending on the mix of the trainer or coach, the training material, the history and current state of the individual being “trained”, the other people with whom the training experience is shared ... ..



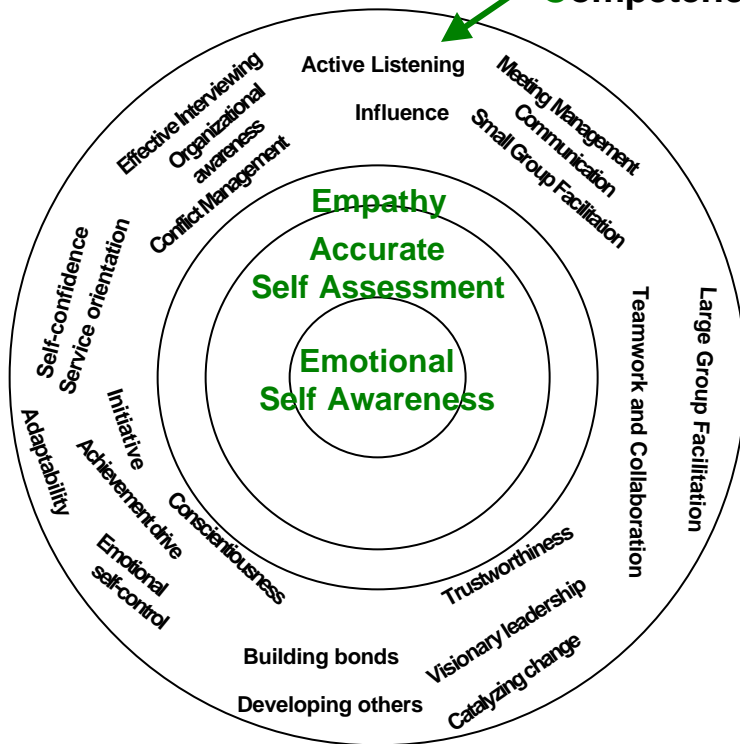
# Competencies and Professionals

6 of 8

## Core Complex Composite Competencies

This model is representational - the size of the circles means nothing

Complex Composite Competencies



- 3 CCC's lie at the core of an individual's ability to demonstrate and to develop personal professional competency
  - Emotional Self Awareness - being aware of one's own emotional reactions to internal and external events
  - Accurate Self Assessment - assessing one's abilities in the same way that peers, superiors and superiors do
  - Empathy - being able to put oneself in the cognitive and emotional "shoes" of the people with whom one interacts
- The ability to drill down below these CCC's, and get to behaviours that increase the ability of an individual to apply these CCC's in day to day work is the key to developing an individual's Personal Professional Competency
  - self descriptive instruments and 360° feedback from peers / coworkers, superiors and subordinates are effective ways to increase an individuals' self awareness and self assessment
  - conceptual frameworks that help individuals understand both how they are alike and how they are different from others are an effective way to increase an individual's ability to put oneself in another' shoes

# Competencies and Professionals

7 of 8

## The MBTI™ Step II Form Q

### Extraversion-Introversion Facets

- Initiating - Receiving
- Expressive - Contained
- Gregarious - Intimate
- Active - Reflective
- Enthusiastic - Quiet

### Sensing - Intuition Facets

- Concrete - Abstract
- Realistic - Imaginative
- Practical - Conceptual
- Experiential - Theoretical
- Traditional - Original

### Thinking - Feeling Facets

- Logical - Empathetic
- Reasonable - Compassionate
- Questioning - Accommodating
- Critical - Accepting
- Tough - Tender

### Judging - Perceiving Facets

- Systematic - Casual
- Planful - Open Ended
- Early Starting - Pressure Prompted
- Scheduled - Spontaneous
- Methodical - Emergent

- Professionals seeking to increase their personal professional competency have a fundamental problem:
  - Emotional Self Awareness, Accurate Self Assessment and Empathy are complex composite competencies - getting feedback on your level on each does not help you address the issue of “What do I do to increase my abilities?” - “Which behaviors do I focus on in order to improve?”
- The MBTI™ (Myers-Briggs Type Indicator™) Step II is a tool for helping individuals increase their self awareness.
  - It provides individuals with insight into 20 personality facets, increasing their self awareness.
  - Because of its structure, it provides individuals with a framework for understanding both how they are alike and how they are different from others - setting a base for increasing their empathy.
  - Unfortunately, because it deals with internal personality factors, it cannot be used for providing 360° feedback. As a result, it cannot help increase an individual’s accurate self assessment.
  - However, accessibility is an issue. As a psychological instrument, based on complex psychometrics and personality type constructs, it requires a certified individual for administration and interpretation.



# Competencies and Professionals

8 of 8

## Competency Styles

### Gathering Information / Making Sense of It

- The kinds of things to which we direct our attention
- How we use our perceptions to approach problems and tasks
- What we make or do based on our immediate perceptions
- The process we use to construct knowledge or to make meaning out of our perceptions
- The social context in which we confer meanings on our perceptions

### Structuring Personal Activity

- The general patterns we use in organizing our ourselves and our surroundings
- How we structure our leisure time activity
- How we manage our time with respect to work delivery deadlines and targets
- The degree of structure we prefer in our daily activities
- How we structure smaller tasks and activities that need to be done to finish larger projects

### Interacting with Others

- How we initiate contact with and communicate with others
- How we express our emotions, interests and experiences to others
- The number of people with whom we are involved and maintain contact with
- How we interact with others when in group situations
- The level and the kind of energy we bring to interactions with others

### Making Decisions




- The criteria we use to make a decision or a judgment
- The standards we follow in working with others when making decisions
- How we deal with differences of opinions when making decisions with others
- How we interact with others after an initial judgment or decision has been made
- How we behave personally once a decision or judgment has been made

**WCI's Competency Styles Program allows professionals to move beyond the fundamental problem.**

- It is based on **competency behaviours**, which are observable and learnable.
- It mirrors the structure of the **MBTI™ Step II Form Q** but **avoids the conceptual, administrative and interpretative issues associated with personality type and complex psychometrics.**
- **Because it is based on competency behaviours, which are observable by others, it can be used to provide 360° feedback**, allowing professionals to increase the **accuracy of their self assessments.**
- **It uses day to day business language, allowing professionals to apply it to themselves directly, and to their interaction with other professionals on the job. It answers the “What do I do to increase my abilities?” - “Which behaviors do I focus on in order to improve?” questions by saying behave in this way or in that way and by saying be aware of these behaviour patterns in others.**



# The WCI Personal Professional Competency Program: Topics

- The Basis of the Competency Styles Approach
- The  Competency Styles Self Descriptive Instruments
- The  Competency Styles 360° Feedback Instruments
- The  Competency Styles Individual Reports
- **PPC** Team Profiles



# The WCI Personal Professional Competency Program

1 of 6

## The Basis of the Competency Styles Approach

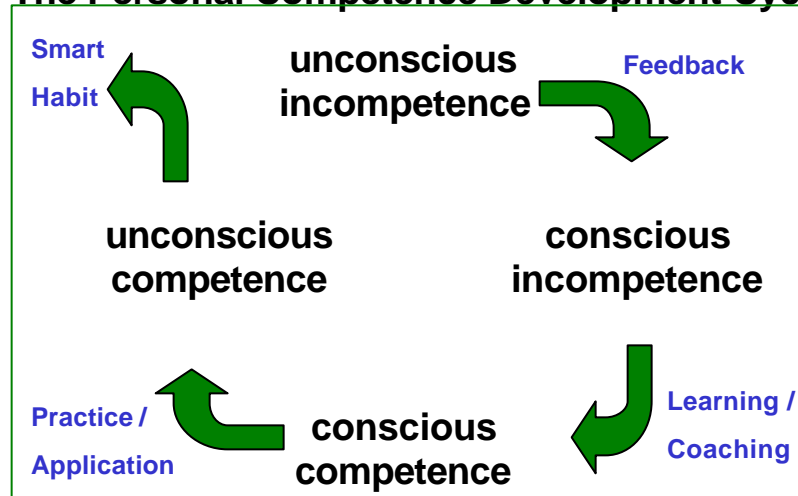
### The Personal Growth Litany

**Feedback** brings awareness,  
**Awareness** brings choice,  
**Choice** brings freedom,  
**Freedom** brings effectiveness.

### Goals and assumptions of the PPC program:

- **Maximize** “face validity” for participants by using normal business and professional language in the instruments and reports.
- **Deliver** in **absorbable chunks** - that is, break the feedback to the individual in pieces so that they can pace themselves, absorb the impact and get the maximum value from sequential and lasting behaviour change.
- Give the individuals **control over** the sequence in which they get the feedback, so that they can personalize their program into a sequence that makes most sense for them. Set the basis for acceptance.
- **Accept** that **awareness and acceptance** of current patterns of behaviour are necessary before any lasting behaviour change takes place. **Awareness can be created** by self descriptive and 360° feedback. **Acceptance is entirely under the control of the individual.**
- **Assume** that you are working with responsible **adult professionals who are functioning in day to day work situations**. They can understand feedback delivered in behavioural competency based language without needing the intervention or interpretation of an individual trained in psychological concepts and the statistical basis of psychological instruments.

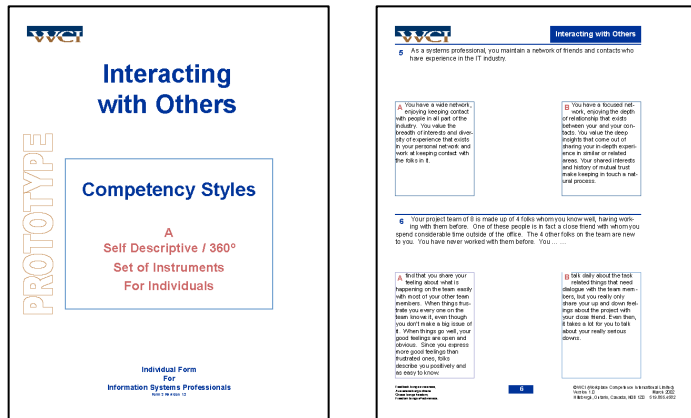
### The Personal Competence Development Cycle



# The WCI Personal Professional Competency Program

2 of 6

## The Competency Styles Self Descriptive Instruments



- Focus on 4 core competency areas central to any professional's personal work activities:

- Gathering Information / Making Sense of It
- Structuring Personal Activity
- Interacting with Others
- Making Decisions

- Do in any sequence:

- although there is a logical argument for following the sequence above.

- Individuals can pace themselves.

- There is no requirement that they do all 4.
- There is no requirement that they complete any sequence in any defined time frame.

- Use short cases set in the work place as prompts.

- The cases are set in the world of the individual's day to day professional environment.
- Specific versions exist for each major profession.

- In each case, individuals are given two possible response behaviours, and asked to select the “**one which is most like how you behave**”.

- Individuals can chose to do 1 or all of the self descriptive instruments. In this case, the benefits are all focused on increasing **self awareness**.


Although the structure of the instruments remains the same, specific professional language versions exist for:

- information systems professionals,
- financial / accounting professionals,
- engineering professionals,
- medical professionals,
- teaching professionals,
- customer service professionals,
- marketing / sales professionals,
- human resource professionals,
- ... ..

# The WCI Personal Professional Competency Program

## The Competency Styles 360° Feedback Instruments

PROTOTYPE




### Making Decisions

#### Competency Styles

A  
Self Descriptive / 360°  
Set of Instruments  
For Individuals

Other (360° Feedback) Form  
For  
Information Systems Professionals



### Making Decisions

7. X's project team is in the middle of a meeting to discuss the highly unexpected results of the test run of the software application. They find some promising positive results for weeks, suddenly come up negative. In the first part of the meeting, everyone is determined and determined to go forward. Then, some start to be more cautious and skeptical, and to see if you can understand what is happening.

**A** X questions the logic of their action. She believes that the team has not fully processed an outcome and a level of change is required in the next couple of days. This idea is highly understandable, and responses are given that it is possible, get back in action by directly questioning members on their actions and what has done. Once the team has the data, it will be a matter of priority to evaluate the risk versus of strategy presented by the test run.

**B** X states that the team must self-reflect upon the project team. They did not cover when and how that led to the project is not under the control. Instead, the team must focus on how members can collaborate and on the strengths of each member on the team to get beyond the evidence and get back on track. Working together, repeat the test to a good way to do this.

**X** is part of a group of 4 who has been asked to interview 3 shortlisted candidates for a new position as part of their solutions team. In a meeting, the 3 other people each presented each a set of interview questions, and each of the candidates being interviewed. Then meeting is done, the four are each of the candidates. Each person ranked each of the candidates on the criteria as individuals. The four did not share their results until everyone had ranked all candidates. At that point, each of the 4 exchanged their rankings with the other 3 people in the interviewing group. Unfortunately, since one candidate presented differently to each and it is unclear, there is no clear obvious leading candidate. The four need to discuss the results.

**X** asks to his feelings, saying that this is the way each of the candidates would see these questions, based on all the questions on the basis and understand that the four are a group. It seems that the group should simply exchange the scores independently to determine to whom to offer the position.

**X** acknowledges that a rational approach such as the four used in a group may not work for working in a team situation. We asks the other 3 interviewers if they had given evidence that they were not as good as each of the candidates.

Although the structure of the instruments remains the same, specific professional language versions exist for:

- information systems professionals,
- financial / accounting professionals,
- engineering professionals,
- medical professionals,
- teaching professionals,
- customer service professionals,
- marketing / sales professionals,
- human resource professionals,
- ... ..

- Collect feedback from superiors (boss), coworker / peers, subordinates and clients:
  - Gathering Information / Making Sense of It
  - Structuring Personal Activity
  - Interacting with Others
  - Making Decisions
- Mirror the content of the Self-Descriptive instruments so that direct comparison of a person's self-perception to each of the other groups' perception is possible (requires at least 3 respondents for sub-group).
- Done at the same time as self-descriptive instrument to capture an accurate picture at a coordinated point in time.
- In each case, responding individuals are given two possible response behaviours, and asked to select the response that is **"most like how X behaves"**.
- Combination of self descriptive and 360° feedback is directed at both **self awareness** and **accurate self assessment**.
- Understanding how personal behaviour patterns differ from others' set the basis for increasing **empathy**.



# The WCI Personal Professional Competency Program

4 of 6

## The Competency Styles Individual Reports

Direct feedback on 5 behavioural areas making up the competency area:

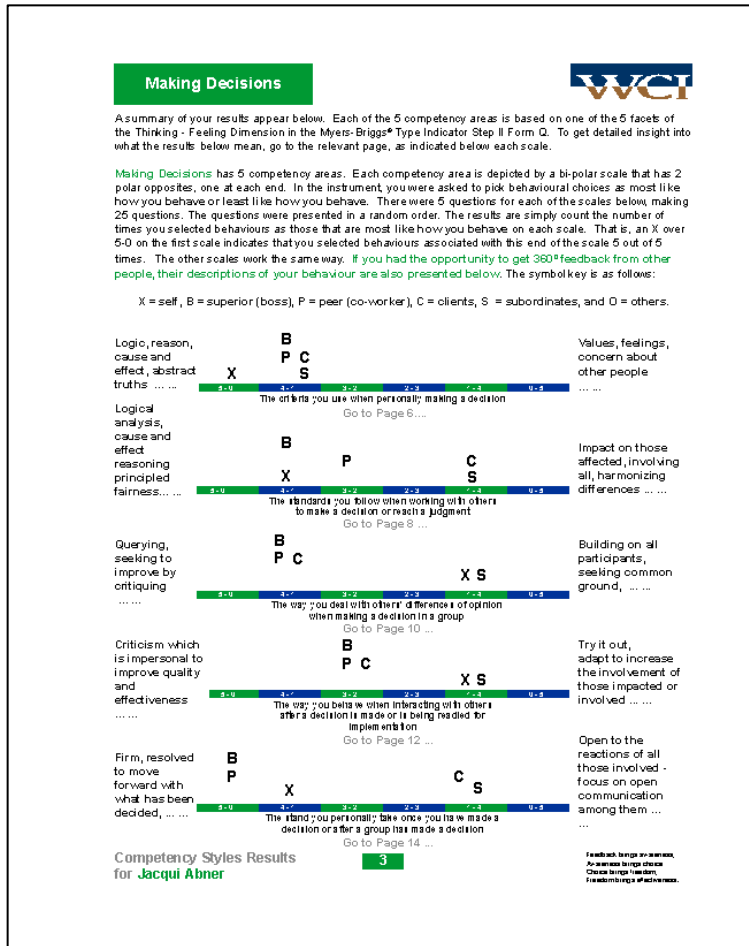
- Self perception
- Superior's (Boss)
- Co-workers / peers
- Subordinates
- Clients

Two-ended scales - there is no “best” behaviour - just a description of an individual’s patterns of behaviour.

A Competency is:

- knowing how you behave,
- aligning your self perception with the perceptions of those who work with you,
- knowing how your behaviour patterns are different from other people who do not share your competency styles,
- aligning your behaviour with the needs of the situation at hand,
- avoiding “the clash of personal styles” when that is not productive in the situation at hand.

The summary page provides a snapshot of where an individual is in this competency area (Making Decisions at left - similar summary pages are in the individual reports for Gathering Information / Making Sense of It, Structuring Personal Activity, and Interacting with Others.

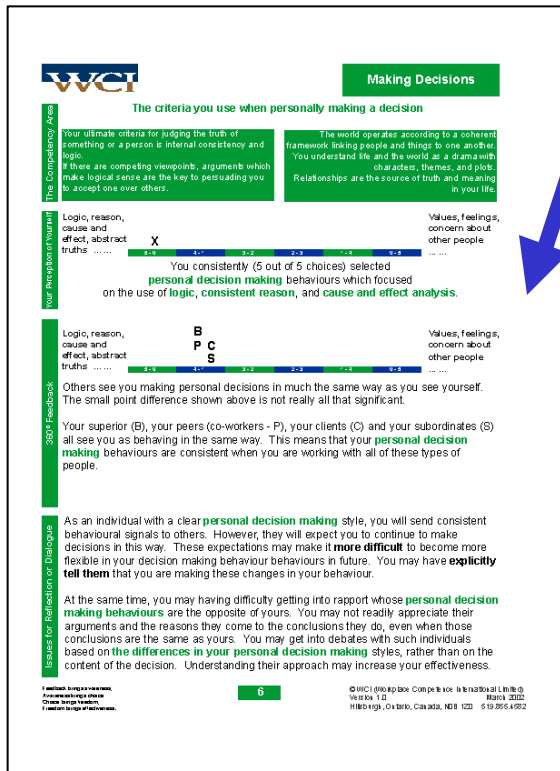




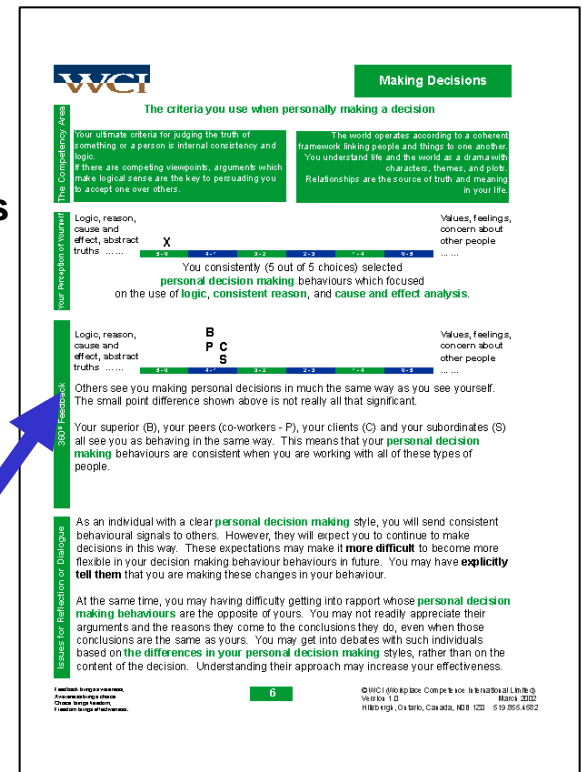
# The WCI Personal Professional Competency Program

## The Competency Styles Individual Reports

5 of 6



Each of the 5 behaviours in the competency area is explored in depth. Commentary on the individual's results point to issues to consider to **increase self awareness, accurate self assessment and empathy.** A guide to action is on the facing page. For some individuals, this acts as a way to **plan behaviour change.** For others, this is a **dialogue guide,** since their most effective way of planning behaviour change is through dialogue with others.

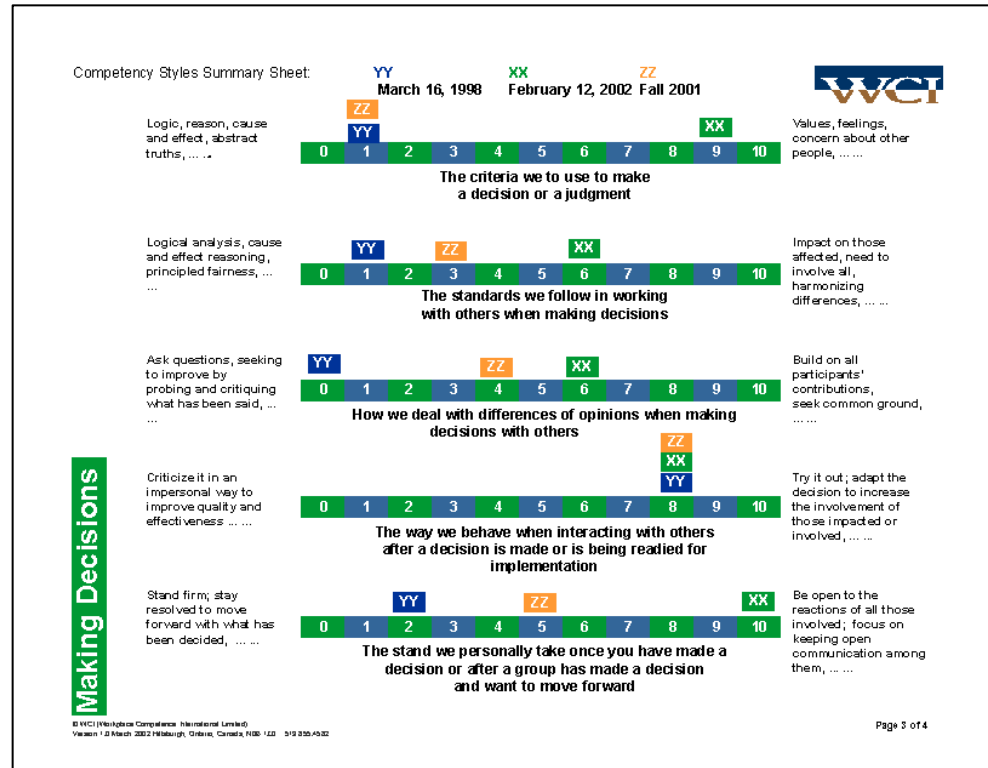


Behaviour change at work is often difficult. Even if an individual **accepts** the need to change, and works at changing personal behaviour, such change is often subject to the “**extinction effect**”. **Other people** need to **change their habitual behavioural responses** to the individual, as the person puts the new behaviour into effect. Unless they are willing to do so, their “**peer**” **pressure may extinguish** the person's new behaviour. **Communication and support from the individual's boss** are sometimes needed to help overcome this dynamic. **Support from a “developmental partner” or a coach** often helps.

# The WCI Personal Professional Competency Program

6 of 6

## Competency Styles Team Development



## Team Profiles

- **Team profiles** are a very effective tool for working with a team in order to **improve its functioning**.
- **By discussing individual differences** among team members, you directly address areas of team difficulty.
- **Increased awareness of each others' competency styles** often goes a long way towards addressing difficult team dynamics, especially when the team members are motivated to succeed. **In effect, this increases each member's empathy for the others.**

**Competency Styles** based team interventions focus on behaviour that individuals can understand and **learn**.

1. I understand you - **empathy**,
2. I know why my behaviour and your behaviour often do not line up well - **self awareness** and **self assessment**.
3. I can do something about it - **behavioural competencies**.

