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Competencies and Professionals

- 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**.
• 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 lie 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

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

<table>
<thead>
<tr>
<th>Self (Personal Competence)</th>
<th>Other (Social Competence)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self Awareness</strong></td>
<td><strong>Social Awareness</strong></td>
</tr>
<tr>
<td>• Emotional self-awareness</td>
<td>• Empathy</td>
</tr>
<tr>
<td>• Accurate self-assessment</td>
<td>• Service orientation</td>
</tr>
<tr>
<td>• Self-confidence</td>
<td>• Organizational awareness</td>
</tr>
<tr>
<td><strong>Self Management</strong></td>
<td><strong>Relationship Management</strong></td>
</tr>
<tr>
<td>• Emotional self-control</td>
<td>• Developing others</td>
</tr>
<tr>
<td>• Trustworthiness</td>
<td>• Influence</td>
</tr>
<tr>
<td>• Conscientiousness</td>
<td>• Communication</td>
</tr>
<tr>
<td>• Adaptability</td>
<td>• Conflict management</td>
</tr>
<tr>
<td>• Achievement drive</td>
<td>• Visionary leadership</td>
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<tr>
<td>• Initiative</td>
<td>• Catalyzing change</td>
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<tr>
<td></td>
<td>• Building bonds</td>
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<tr>
<td></td>
<td>• Teamwork &amp; collaboration</td>
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</table>

Regulation

Recognition

Self (Personal Competence)

Other (Social Competence)
Competencies and Professionals

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

There is more or less a 1 to 1 relationship between having a related set of technical competencies and the technical area that the individual can handle at work

20% of the competencies handle 80% of the need in day to day normal working situations - but the real payoff is in the 80% of the competencies needed to handled the remaining 20% - not needed as often but crucial when required and ultimately determine personal effectiveness in a role
The structure of personal 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 ... ...
• 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’s shoes
Competencies and Professionals

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.

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## Competencies and Professionals

**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**.

### Competency Styles

<table>
<thead>
<tr>
<th>Gathering Information / Making Sense of It</th>
<th>Structuring Personal Activity</th>
<th>Making Decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The kinds of things to which we direct our attention</td>
<td>- The general patterns we use in organizing our ourselves and our surroundings</td>
<td>- The criteria we use to make a decision or a judgment</td>
</tr>
<tr>
<td>- How we use our perceptions to approach problems and tasks</td>
<td>- How we manage our time with respect to work delivery deadlines and targets</td>
<td>- The standards we follow in working with others when making decisions</td>
</tr>
<tr>
<td>- What we make or do based on our immediate perceptions</td>
<td>- The degree of structure we prefer in our daily activities</td>
<td>- How we deal with differences of opinions when making decisions with others</td>
</tr>
<tr>
<td>- The process we use to construct knowledge or to make meaning out of our perceptions</td>
<td>- How we structure smaller tasks and activities that need to be done to finish larger projects</td>
<td>- How we interact with others after an initial judgment or decision has been made</td>
</tr>
<tr>
<td>- The social context in which we confer meanings on our perceptions</td>
<td></td>
<td>- How we behave personally once a decision or judgment has been made</td>
</tr>
</tbody>
</table>
The WCI Personal Professional Competency Program: Topics

• The Basis of the Competency Styles Approach
• The WCI Competency Styles Self Descriptive Instruments
• The WCI Competency Styles 360° Feedback Instruments
• The WCI Competency Styles Individual Reports
• PPC Team Profiles
The WCI Personal Professional Competency Program

The Basis of the Competency Styles Approach

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 Growth Litany

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

The Personal Competence Development Cycle
The WCI Personal Professional Competency Program
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.
The WCI Personal Professional Competency Program

The Competency Styles 360° Feedback Instruments

- 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.

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,
- … …

Although the structure of the instruments remains the same, specific professional language versions exist for:
The WCI Personal Professional Competency Program

The Competency Styles
Individual Reports

Making Decisions

In an effort to provide timely feedback, each of the 5 competency areas is based on one of the 5 topics of the Thinking. Finding Dimension in the Macro-Busy™ Indicator Scale from G. To get detailed information about the results, before moving on to the relevant page, an additional description page is needed.

Competency Styles - 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.)
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.
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 direct 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**.