Competency Assessment:
Keeping it manageable and meaningful

And maybe even a little fun!

Donna Wright, RN, MS
Creative Health Care Mgmt.
Minneapolis, MN
1-800-728-7766
www.chcm.com
Organizational Evolution
Competency Issues verses Other Employee Issues

Organizational Evolution
**Competency Issues/Problems**

Response:
- Education and
- other staff development support

**Commitment issues**
(employee moving in a direction other than the direction of the organizational mission and purpose)

Response:
- Managerial response
  - start with a discussion about commitment
  - Ask – “Do you really want to work here”
Wright’s Competency Assessment Model
Elements of success

- Competencies collaboratively identified
  Reflective of the dynamic nature of work

- Employee-centered verification
  Verification method choices are identified and appropriately match the competency categories

- Leaders create a culture of success
  Focused on the organizational mission
  Also focused on supporting the employee
Assessing all domains of skill

Technical

Critical Thinking

Interpersonal

(del Bueno, 1980)
**Worksheet for Identifying Ongoing Competencies**

**Job Class ___________________________**
**Dept./Area __________________________**
**Date __________________________**

Step 1: Brainstorm staff needs in each of the categories listed below.

Step 2: Prioritize those needs and choose which ones the organization will focus on.

<table>
<thead>
<tr>
<th>Competency Needs:</th>
<th>Priority: Hi-Med-Lo</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the NEW procedures, policies, equipment, initiatives, etc. that affect this job class</td>
<td></td>
</tr>
<tr>
<td>What are the CHANGES in procedures, policies, equipment, initiative, etc. that affect this job class</td>
<td></td>
</tr>
</tbody>
</table>
**What are the HIGH RISK aspects of this job.** *High risk is anything that would cause harm, death, or legal action to an individual or the organization*

**What are PROBLEMATIC aspects of this job.** *These can be identified through quality management data, incident reports, patient surveys, staff surveys, and any other form of evaluation (formal or informal)*

**Reminder:** Are there any age-specific aspects in any of the priority areas listed above? Add age specific aspects to a competency selected above rather than creating a separate age specific competency.

Try to limit your focus to no more than 10 competencies each year. Trying to focus on more than that can be confusing and overwhelming for both staff and leaders.
Manager and employees develop competencies for the job class

Each employee is accountable to verify their identified competencies

The manager is accountable for creating an environment that supports competency achievement

Accountability
<table>
<thead>
<tr>
<th>Competency statement</th>
<th>Verification Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to apply customer service principles to the everyday work situations.</td>
<td>□ Submit two customer services peer reviews completed by two different coworkers.</td>
</tr>
<tr>
<td></td>
<td>□ Submit one customer service exemplar based on information from a patient/family member. May include cards, letters, or patient satisfaction information that identifies you by name.</td>
</tr>
<tr>
<td></td>
<td>□ Participate in a case study/discussion group session on customer service.</td>
</tr>
<tr>
<td></td>
<td>□ Complete two customer service case studies.</td>
</tr>
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</table>
Methods of Competency Verification

- Post-tests
- Return Demos
- Observation of daily work
- Case Studies
- Exemplars
- Self Assessment
- Discussion groups
- Presentations
- Peer Reviews
- Mock Events
- QI monitors
Vision and daily philosophy

Leadership articulation of expectations
- Communication
- Structure
- Resources

Leadership response and follow through
- Consequences or lack of consequences
- Consistency

Competency Assessment
Assessing individual abilities

Quality Improvement
Assessing group effectiveness
Top Priorities
Assessed by Competency Assessment

Other important Aspects of work
Assessed by Quality Improvement Activities

Employee bring evidence of Competency

Manager creates the environment for success
Reference:


If you would like more information about this resource or information provided by Donna Wright in this session, feel free to contact Creative Healthcare Management -- 1-800-728-7766.
**Worksheet for Identifying Ongoing Competencies**

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**Step 1:** Brainstorm staff needs in each of the categories listed below.

**Step 2:** Prioritize those needs and choose which ones the organization will focus on. (see page 27 for prioritization guidelines.)

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Try to limit your focus to 10 or fewer competencies each year. Trying to focus on more than that can be confusing and overwhelming for both staff and leaders.

**Reminder:**
Are there any age-specific¹ aspects in any of the priority areas listed above? Add age-specific aspects to a competency selected above, rather than creating a separate age-specific competency (see chapter 5).

¹You can also consider cultural and other population-specific aspects.
The Ultimate Guide to Competency Assessment in Health Care

**Competency Assessment Form for** __________________________ through __________________________

*(job title) (competency assessment period)*

<table>
<thead>
<tr>
<th>Name __________________________</th>
<th>Job Class __________________________</th>
<th>Work Area __________________________</th>
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</thead>
</table>

This form is to be completed by the employee. For each of the competency statements listed below, the employee may select which method of verification he or she would like to use for validation of his or her skill in that area. See the method of verification for details. When this form is complete, submit it to the area supervisor as indicated.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Method of Verification</th>
<th>Date Completed</th>
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For added effect, this form can be categorized into three domains of skill (technical, critical thinking, and interpersonal).

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The following are a list of organizational activities required for this job. Select the method of education/verification that you prefer.

<table>
<thead>
<tr>
<th>Organizational Education and other Requirements</th>
<th>Method of Education/Verification</th>
<th>Date Completed</th>
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**This section to be completed by supervisor:**

With consideration of the employee’s performance and competency assessment, this employee is competent to perform as a/an:

_________________________ on/in ___________________________  □ YES  □ NO (Not yet deemed competent)

(job class)  (work area)

**Action Plan:**


Employee Signature __________________________ Date _______ Supervisor Signature __________________________ Date _______

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Supervisor Summary of
Employee Competency Completion

Supervisor ____________________ Dept./Work Area ____________________

Please indicate the competency status and the date completed (or reviewed) for all the
employees you supervise.

Competency Status:
- COMP = All competencies successfully validated
- NYDC = Not Yet Deemed Competent

NYDC can be used for employees who…
- are on leave
- have not successfully verified all their competencies
- fail to turn in completed competency forms

An action plan must be identified for each employee given an NYDC status.

*Please send a copy of each action plan to Human Resources*

<table>
<thead>
<tr>
<th>Employee</th>
<th>Date Completed</th>
<th>Competency Status</th>
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Return to Human Resources ______________ by ______________

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Supervisor Evaluation of the Overall Competency Completion

We would like to track issues and trends related to competency assessment. As you compile information regarding each of your employees, please note the following.

What difficulties did employees have in successfully completing competencies?

What worked well in the competency?

Was there any competency that was difficult for the employees to achieve?

Were there any issues relating to the communication of the competency process?

Was competency support available to you and your staff when you needed it?

Please return to _____________________ by ____________________.

Thank you!