

Public Health Competency Based Employee Performance Management Leaders' Guide

Public Health Competency Based Employee Performance Management Toolkit
OPHA & Partners, Version 2 (2010)



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Public Health Competency Based Employee Performance Management Leaders' Guide

Contents

Acknowledgements

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Leaders' Guide Introduction

Understanding Competency Based Management

- Competency based management
- A step-by-step approach to competency based practices
- The business case

Competency Based Employee Performance Management

- Benefits to human resources management

Framework

Public Health Employee Performance Management Competencies

- Competency structure
- Public Health Employee Performance Management Competency Summary Chart

Main Roles in Public Health

Competency Profiles

- Competency Profiles Chart

Implementation Strategy

- Options
- Steps
- Tips for Success

Communication Strategy

- Purpose
- Steps
- Sample Communication Plan
- Communications Strategy Chart

Public Health Competency Based Employee Performance Management Leaders' Guide

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Public Health Competency Based Employee Performance Management Leaders' Guide

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Public Health Competency Based Employee Performance Management Leaders' Guide

Introduction

The **Public Health Competency Based Employee Performance Management Leaders' Guide** (Leaders' Guide) is a tool that provides organizational leaders (senior management, human resource professionals and administrators of competency based performance management) with a comprehensive overview of how to implement a competency based employee performance management process.

Understanding Competency Based Management

Competency based management

Competency based management (CBM) is a way of managing human resources (HR) functions that focuses on the competencies (observable knowledge, skills, abilities, motivations or traits) defined in terms of the behaviours needed for successful job performance. CBM is all about behaviours that help us produce results at work.

Results at a job level are linked to organizational success because CBM aligns job competencies with organizational goals and standardizes and integrates all HR activities to support those goals. Employees are hired, promoted and developed according to these competencies. The approach is founded on the fact that when HR processes are aligned with organizational objectives, there are improvements in performance throughout the organization.

A step-by-step approach to competency based practices

The notion of competencies is not new to HR; what is new is their broader application across human resources functions. CBM standardizes and integrates human resources functions by applying established criteria (competencies) to all HR functions.

In **recruitment, selection and promotion**, candidates' suitability is assessed against defined competencies.

In **succession management**, competencies facilitate the creation of a pool of qualified candidates with the right skills, behaviours and knowledge for more advanced opportunities within the organization.

In **learning and development**, competencies are used to identify employee strengths and areas for further improvement. They help employees understand what skills and behaviours they need to work on to improve their performance in the current position and what areas they need to focus on for growth. Competencies are used as a basis for the development of employee learning plans.

In **performance management**, competencies facilitate the communication of performance objectives to employees and serve as benchmarks against which employee performance is evaluated.

This guide specifically outlines how to implement competencies into performance management, the outcomes from which will help support learning and development activities.

Public Health Competency Based Employee Performance Management Leaders' Guide

The Business Case

Competency based management has been around long enough to establish its merits. Leading private and public sector organizations of all types and sizes have thoroughly tested and evaluated CBM since its introduction to human resources management.

Studies of successful implementations confirm the following benefits:

Improves organizational performance

Competency based management links job requirements to organizational goals. This approach delivers benefits at all levels in the organization. CBM adopters have measured improvement in the performance of individual employees, business units and their organizations.

Empowers employees

Employees who understand the organization's service requirements, values and mission and have clear expectations of their roles, are more committed and effective. This leads to reduced turnover rates. When given access to competency tools, employees are empowered to take charge of their own careers, self-evaluate and build their competencies.

Supports HR management practices

Competency based management provides an integrated framework for human resources planning and management. Managers have better tools to select the right people and to identify learning gaps in their organizations.

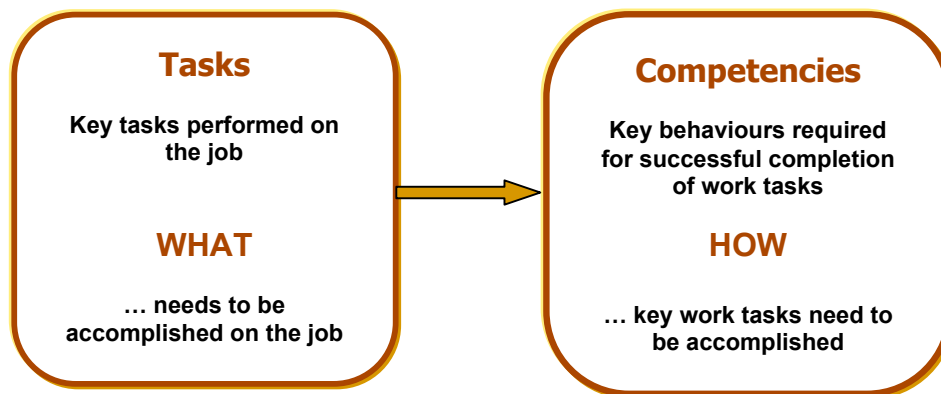
Competency Based Employee Performance Management

Benefits to human resources management

In addition to the contribution made to the organizational effectiveness of your organization, competency based employee performance management brings clear benefits to your HR processes. For example, competencies clarify the standards of performance to allow organizations to easily define excellence and to allow managers and employees to have open dialogue about performance and development issues.

Once the work is understood and the tasks for each role are identified, it becomes possible to identify the underlying competencies that enable incumbents to do these tasks well. This takes the exercise from the “WHAT” to the “HOW,” connecting the incumbent’s job description to their performance plan.

Remember that competencies are defined as observable knowledge, skills, abilities, motivation or traits defined in terms of the behaviours needed for successful job performance. For example, we asked people to demonstrate “more initiative” without explaining what that meant. The competencies resolve this by describing the expected behaviours that lead to successful performance in a role. They express the manner in which the tasks are to be accomplished.



Results at a job level are linked to organizational success because competency based management aligns job competencies with organizational goals and standardizes and integrates all HR activities to support those goals.

Public Health Competency Based Employee Performance Management Leaders' Guide

Framework

The objective of the framework is to provide a clear, efficient, flexible, public health competency based employee performance management model for assessing employees against the eight **Public Health Employee Performance Management Competencies** (Competencies). This framework can be adopted as is, or customized to meet the unique needs of the various public health units that have not yet developed their own model. In addition to this framework, several tools have been developed to facilitate the performance management process and are described further on.



Competency based employee performance management is a cycle of managing employee performance for success where objectives are developed, competencies are incorporated and constructive feedback is provided for continuous improvement.

Public Health Employee Performance Management Competencies

The Ontario Public Health Association (OPHA) and its project partners developed competencies with behavioural statements that enable the Core Competencies for Public Health in Canada (Release 1.0) to be used in employee performance management. (Visit: <http://www.phac-aspc.gc.ca/ccph-cesp/pdfs/cc-manual-eng090407.pdf> for more information on these core competencies.) The result of this work is a set of eight **Public Health Employee Performance Management Competencies**, adapted from the Core Competencies for Public Health in Canada (Release 1.0), as follows:

1. Public Health Sciences
2. Assessment and Analysis
3. Policy and Program Planning, Implementation and Evaluation
4. Partnerships, Collaboration and Advocacy
5. Diversity and Inclusiveness
6. Communication
7. Leadership
8. Ethics and Professionalism

The Competencies are only one component of public health competency based employee performance management. Other competencies specific to an organization, program or discipline should be considered when assessing performance.

Competency structure

Competencies include the following information:

- **A competency name** – Is the same as the Public Health Agency of Canada with the exception of an additional competency called Ethics and Professionalism
- **A definition** – Provides a general understanding of the type of behaviour addressed using the Public Health Agency of Canada's definitions
- **A proficiency scale** – Defines the standards of performance for the competency at four proficiency levels. Proficiency levels are incremental and cumulative.

Public Health Competency Based Employee Performance Management Leaders' Guide

- **A behavioural statement** – Illustrates the expected behaviours for each proficiency level that describe examples of successful performance indicators. They are examples only, not an exhaustive or mandatory list and are meant to provide guidance in determining the expected level of successful job performance. The behavioural statements give you an understanding of the differences in expected behaviours as proficiency levels increase in complexity and scope.

An example competency is shown below.

Policy and Program Planning, Implementation and Evaluation This category describes the core competencies needed to effectively choose options, and to plan, implement and evaluate policies and/or programs in public health. This includes the management of incidents such as outbreaks and emergencies.					
Level 1: Demonstrates introductory understanding of public health policies and programs		Level 2: Conducts basic program planning and evaluation with assistance		Level 3: Independently designs programs and policies, identifying necessary actions and resources required for implementation	Level 4: Guides other professionals in policy and program development and conducts risk assessments
INDICATORS	<ul style="list-style-type: none"> • Demonstrates awareness of key public health policies and programs in legislation, regulations, and risk management frameworks. • Demonstrates general understanding of how policies and programs are developed, implemented and evaluated • Monitors the quality and timeliness of ones own work in line with program goals 	<ul style="list-style-type: none"> • Applies knowledge and evidence in public health sciences to assist with program design and development • Follows the action steps and standards • Suggests amendments to improve the effectiveness of programs and policies 	<ul style="list-style-type: none"> • Plans and designs programs and policies to address specific public health issues • Develops implementation plans to account relevant legislation, risk management frameworks, and policies • Secures and allocates program resources and ensures coordination of resources during program implementation • Establishes procedures and standards for evaluating the effectiveness of programs and policies 	<ul style="list-style-type: none"> • Oversees multiple program or policy implementation initiatives in the public health domain • Conducts comprehensive risk assessments for program or policy implementation and develops a contingency plan to mitigate the risk identified • Supervises other involved in planning, implementing and evaluating policies or programs 	

The following **Public Health Employee Performance Management Competency Summary Chart** provides a short summary of the eight Competencies and their proficiency level descriptors.

Public Health Competency Based Employee Performance Management Leaders' Guide

Public Health Employee Performance Management Competency Summary Chart

The following chart is a summary of the eight Public Health Employee Performance Management Competencies and their proficiency level descriptors.

Competency	Level 1	Level 2	Level 3	Level 4
<p>Public Health Sciences and Professional and/or Technical Knowledge</p> <p>This category includes key knowledge and critical thinking skills related to the public health sciences and technical knowledge: behavioural and social sciences, biostatistics, epidemiology, environmental public health, demography, workplace health, and the prevention of chronic diseases, infectious diseases, psychosocial problems and injuries. Competency in this category requires the ability to apply knowledge in practice.</p>	Demonstrates introductory understanding and ability and, with guidance, applies public health sciences and/or other technical knowledge in a few, simple situations.	Demonstrates basic knowledge and ability and, with guidance, can apply public health sciences and/or other technical knowledge in common situations that present limited difficulties.	Demonstrates advanced knowledge and ability, and can apply public health science and/or other technical knowledge in new or complex situations. Guides other professionals.	Is recognised as an expert and develops new approaches, methods or policies in relation to developing knowledge of public health sciences and other technical knowledge.
<p>Assessment and Analysis</p> <p>This category describes the core competencies needed to collect, assess, analyze and apply information (including data, facts, concepts and theories). This competency requires that a person make evidence-based decisions, prepare budgets and reports, conduct investigations and make recommendations for policy and program development.</p>	Processes complex information.	Integrates and interprets broad and complex information.	Identifies and handles ambiguity.	Formulates broad strategies on multi-dimensional strategic issues.
<p>Policy and Program Planning, Implementation and Evaluation</p> <p>This category describes the core competencies needed to effectively choose options, and to plan, implement and evaluate policies, programs and/or process systems in public health and other professional areas. This includes the management of incidents such as outbreaks, emergencies and other process systems.</p>	Demonstrates introductory understanding of public health and other policies and programs	Conducts basic program planning and evaluation with assistance	Independently designs programs and policies, identifying necessary actions and resources required for implementation	Guides other professionals in policy and program development and conducts risk assessments
<p>Partnerships, Collaboration and Advocacy</p> <p>This category captures the competencies required to influence and work with others to improve the health and well-being of the public through the pursuit of a common goal. Partnership and collaboration optimizes performance through shared resources and responsibilities. Advocacy (speaking, writing or acting in favour of a particular cause, policy or group of people) often aims to reduce inequities in health status or access to health services.</p>	Operates effectively within partnerships	Manages existing partnerships	Seeks partnership opportunities	Facilitates partnerships

Public Health Competency Based Employee Performance Management Leaders' Guide

Summary Chart (continued)

<p>Diversity and Inclusiveness This category identifies the socio-cultural competencies required to interact effectively with diverse individuals, groups and communities. It is the personification of attitudes and practices that result in inclusive behaviours, practices, programs and policies.</p>	Respects Diversity	Creates an Inclusive environment	Embraces diversity and builds needs of others into plans	Drives diversity within the organization and surrounding community
<p>Communication Involves an interchange of ideas, opinions and information. This category addresses numerous dimensions of communication including internal and external exchanges; written, verbal, non-verbal and listening skills; computer literacy; providing appropriate information to different audiences; working with the media and social marketing techniques.</p>	Listens and clearly presents information	Fosters two-way communication	Adapts communication	Communicates complex messages
<p>Leadership This category focuses on leadership competencies that build capacity, improve performance and enhance the quality of the working environment. They also enable organizations and communities to create, communicate and apply shared visions, missions and values.</p>	Meets organization's fundamental needs	Facilitates achievement of results	Builds strong teams	Empowers team members
<p>Ethics and Professionalism Is the ability to demonstrate and support organizational ethics and values and adhere to professional codes of conduct to manage self, others, information and resources.</p>	Demonstrates the organization's ethics and values.	Proactively identifies ethical implications	Promotes the organization's ethics and values	Inspires others through ethical leadership

Public Health Competency Based Employee Performance Management

Leaders' Guide

Main Roles in Public Health

In addition to the Core Competencies for Public Health in Canada (Release 1.0) the Public Health Agency of Canada identified three main roles to which they would apply:

Front line provider: Public health staff who have post-secondary education and /or experience in the field of public health. Front line providers have sufficient relevant experience to work independently, with minimal supervision. Front line providers carry out the bulk of day-to-day tasks in the public health sector. They work directly with clients, including individuals, families, groups and communities. Responsibilities may include information collection and analysis, fieldwork, program planning, outreach activities, program and service delivery, and other organizational tasks. Examples of front line providers are public health nurses, public health/environmental health inspectors, public health dietitians, dental hygienists and health promoters.

Consultant/specialist: Consultants/specialists are public health staff who are likely to have advanced preparation in a special content area or a specific set of skills. They provide expert advice and support to front line providers and managers although they may also work directly with clients. Examples of consultants/specialists include epidemiologists, community medicine specialists, environmental health scientists, evaluators, nurse practitioners and advanced practice nurses.

Manager/supervisor: Public health staff who are responsible for major programs or functions. Typically, they have staff who report to them. Sometimes senior managers come from sectors other than public health and therefore rely heavily on consultants/specialists and other public health professionals for content expertise and advice. In other situations, managers with public health experience and qualifications are expected to bring more content knowledge.

Public Health Competency Based Employee Performance Management Leaders' Guide

Competency Profiles

To enable organizations to use the adapted competencies for performance management, **Public Health Employee Performance Management Competency Profiles** (Competency Profiles) were developed for the three Main Roles in Public Health through a review of representative job descriptions and input from subject matter experts. The Competency Profiles identify the relevant proficiency levels required for successful performance in the role for each of the competencies listed.

It is important to note that the profiles are generic examples to be used as guidelines when determining the competency profile for a specific job in a given organization. The profiles do not reflect the differences between jobs within each role, or the variances found in organizations, programs or disciplines. Therefore the profiles should be reviewed and adapted as necessary before use.

The numbers in the following profile grid represent the proficiency levels identified for each of the **Public Health Employee Performance Management Competencies**. Some competencies have been identified as needing a range of proficiency in that role. The relevant level for the job should be selected by reviewing the job requirements in the job description.

Refer to Step 7 of the Implementation Strategy, “**Validate Competency Profiles**”, for more detailed information on competency profiling.

Public Health Competency Based Employee Performance Management Leaders' Guide

Competency Profiles Chart

Competencies	Front Line Provider	Consultant / Specialist	Manager / Supervisor
Public Health Sciences	3	3	3-4
Assessment and Analysis	2-3	3-4	3-4
Policy and Program Planning, Implementation and Evaluation	2	2-3	4
Partnerships, Collaboration and Advocacy	2-3	4	3-4
Diversity and Inclusiveness	3	3	3-4
Communication	3-4	3-4	3-4
Leadership	2	3	3-4
Ethics and Professionalism	3	3	3-4

Public Health Competency Based Employee Performance Management Leaders' Guide

Implementation Strategy

Options

The following implementation steps are suggested when introducing public health competency based employee performance management (PHCBEPM) within your organization. You can use some or all of the steps to establish an implementation plan. Depending on your organizational needs, you can approach your implementation plan in three ways:

- Option 1: Adopt the PHCBEPM system “as is” in the ready to go format and roll out to your entire public health unit. To do this, follow steps 1-5 and 13-14.

- Option 2: Adopt the PHCBEPM system “as is” by first pilot testing with one of your internal business units prior to rolling it out to the entire public health unit. To do this, follow steps 1-5 and 8-14.

- Option 3*: Adapt the PHCBEPM system to include other job profiles and/or competencies. To do this, follow steps 1 through 14.

* It is strongly encouraged that the PHCBEPM system be used in its ready to go format and pilot tested with an internal business unit (Option 2), prior to adapting the system to add additional job profiles and/or other competencies (organizational, program or discipline specific.) The OPHA and the project partners have, in consultation and collaboration with consultants with expertise in competency based performance management, created, pilot tested and evaluated the tools that make up the PHCBEPM system.

Public Health Competency Based Employee Performance Management Leaders' Guide

Steps

Step 1. Assess the organization's readiness to implement PHCBEPM

- What needs to be done before a new performance management process can be implemented?
- What are the barriers, if any, and how can they be addressed?
- Who is available and willing to assist with or support the implementation?

Step 2. Identify the stakeholders

- Who do you need to get on board?
- How do you engage your stakeholders? *Example:* senior management: This group must fully buy into PHCBEPM if it is to be successfully implemented across your organization. Their support of PHCBEPM activities is more likely if you explain the business benefits.

Step 3. Prepare stakeholders communication strategy

- What are the key messages and potential communication vehicles for each stakeholder group? Refer to Communications Strategy section.

Step 4. Gain organizational approval

- Who needs to give final approval or direction to proceed?

Step 5. Identify the PHCBEPM issues/decisions on which you want to engage the stakeholders

- What tools, items or issues need stakeholder consultation? Who will be consulted, to what extent and at what stages of the project?
- How will they be consulted: focus groups, a survey, interviews?

Step 6. Prepare for validation of the competencies

- An important aspect of any implementation plan is having reviewers to validate any additions and/or changes you may make to your competencies and/or profiles. The validation exercise has a further benefit; it gives you an opportunity to communicate the benefits of PHCBEPM and helps create common understanding and acceptance.
- How you choose to follow this simple step-by-step validation process will depend on what best suits your organization. For example, the number of members in the three roles may determine whether you do focus groups, use subject matter experts, hold a meeting of all members in the role or conduct one-on-one interviews.

Public Health Competency Based Employee Performance Management Leaders' Guide

Select reviewers who:

- Know and typify the desired level of competence
- Understand the job
- Represent different stakeholder interests
- Represent the diversity of the workforce in the role.

Determine what the process should look like. For example you can:

- Use an expert panel, focus group, survey, and/or interviews
- Divide the work up and stage it in different ways.

Decide what should be documented. You should keep track of:

- The process and methodology used and the criteria for selecting the participants
- The participants
- The rationale for decisions
- The outcomes.

Step 7. Validate competency profiles

A: Review the current job description

Review the most current job description for the position you are profiling (and update if necessary). It is critical that this job description is valid (e.g. developed through job analysis techniques) to ensure that the competency profile is also valid.

B: Review the three roles identified by Public Health Agency of Canada

The Public Health Agency of Canada has identified three main roles as described in the Main Roles in Public Health. Review these descriptions to determine under which role the job you are profiling falls.

If you find that the job does not fit into any of the three roles, you will need to identify the proficiency levels for the new competency profile from scratch, rather than using the draft profiles provided. Proceed to the next step for guidance.

Public Health Competency Based Employee Performance Management

Leaders' Guide

C: Review the Public Health Employee Performance Management Competency Profiles

Review the **Public Health Employee Performance Management Competency Profiles** (Competency Profiles) for the generic role that relates to the job you are profiling.

The numbers in the grid represent the proficiency levels (i.e. the level required for successful performance in a job) identified for each of the **Public Health Employee Performance Management Competencies** (Competencies) of the three generic roles. The Competencies have four possible levels that increase in proficiency. Where a range of numbers is given, the proficiency levels vary across the jobs within the generic role.

Use the proficiency levels in the next step when reviewing competencies to determine if the generic profile accurately represents the proficiency level you would expect for the job. If not, you will need to adapt the profile accordingly. If the job being profiled does not fit into any of the three generic roles, you will need to create a new role and select proficiency levels for all of the competencies in the profile.

D: Review the Public Health Employee Performance Management Competencies

Review each of the eight Competencies in detail to become familiar with the behavioural examples at each proficiency level.

Compare the job requirements to the corresponding profile and decide if the behavioural statements for the proficiency levels suggested reflect the actual requirements of the job. Review the behavioural statements in other levels to determine if a different level would be more accurate. Keep in mind that the behavioural examples in each proficiency level are just that; examples. They are not specific job requirements but guidelines to help you understand the types of behaviours that would be expected at that level.

If the job does not fit into one of the three generic roles and you cannot use a generic profile provided in the previous step, review all of the behavioural statements for each competency and determine the level that most accurately reflects the job requirements for that competency.

Public Health Competency Based Employee Performance Management

Leaders' Guide

E: Record the revised competency profile

Record your profiling results on the **Competency Profiling Template for Public Health** and provide a brief explanation for any changes you have made so that others may understand your view and the organization can come to a group consensus on the proficiency level and/or profile to be used as outlined in the next step.

Add any other competencies that you are required to include in the profile such as organization, program or discipline specific competencies.

F: Validate the revised competency profile

It is important to ensure that your revised competency profile is valid for use in human resource processes, e.g. performance management, recruitment etc. This means presenting it to and reviewing with stakeholders and subject matter experts such as job incumbents, their managers/supervisors, human resource representatives and any union representatives where applicable.

During the review, compare the job competency profile to other profiles developed to ensure consistency of competencies and proficiency levels. This should be done firstly within the occupational group of jobs you are profiling (e.g. all dietitian positions) and then across occupational groups for the whole organization.

G: Adjust tools to reflect your organization

Ensure any competencies added by your organization are also added to the performance management tools and adjust assessment forms to reflect your organizational proficiency levels.

Step 8. Identify pilot group and prepare a communication plan. Refer to the Communication Strategy section for more detail.

- Select a communication vehicle appropriate for the pilot group. Ensure alignment of communication messages with the broader strategic messages of your organization. Clearly state the “WIFM” (“what’s in it for me”).

Step 9. Finalize and launch pilot group communication plan

- Ensure you communicate frequently and effectively to all employees.

Public Health Competency Based Employee Performance Management Leaders' Guide

Step 10. Conduct training for pilot group

- Customize training programs for your organization.

Step 11. Conduct pilot

- Refer to the **Public Health Competency Based Employee Performance Management Checklist** (Checklist) in the **Public Health Competency Based Employee Performance Management: A Guidebook for Managers and Employees**.

Step 12. Learn from the process

- Conduct manager and employee focus groups.
- Review and evaluate the initiative. Adjust training sessions, communications and tools as required based on information gathered and lessons learned during the pilot.

Step 13. Launch organization wide initiative

- Launch PHCBEPM across your organization.

Step 14. Communicate, communicate, communicate on a regular basis to the various stakeholders

The following are some key points that should be regularly communicated to ensure continued buy-in and engagement in competency based employee performance management:

- Program effectiveness data
- Concrete outcomes
- Benefits of competency based employee performance management
- Each target group's role in PHCBEPM
- Request for input and feedback into the process

Public Health Competency Based Employee Performance Management Leaders' Guide

Tips for Success

- ✓ **Link individual objectives to organizational goals**
- ✓ **Focus on results and behaviours as well as process improvement**
- ✓ **Review and update performance plans regularly**
- ✓ **Train managers and employees how to give and receive feedback**
- ✓ **Train managers how to conduct performance evaluations**
- ✓ **Communicate the benefits of PHCBEPM in achieving personal and organizational goals**

Communication Strategy

Purpose

The creation of a communication plan will ensure that employees and stakeholders understand and are supportive of the process of implementing PHCBEPM.

Developing a plan will ensure you have considered your desired outcomes, identified target audiences, developed clear messages to communicate, and planned the methods and timelines in which to share these messages.

Steps

Complete the following steps in preparing your communication plan.

1. **Purpose** – what you want to accomplish
2. **Desired Outcomes** – what do you want to achieve
3. **Situational Analysis** – do you have any information on current attitudes (surveys) that could be used as a starting point to measure the change in attitudes
4. **Target Audiences** – identify who you are trying to reach (primary and secondary audiences)
5. **Key Messages** – what are you going to say to your target audiences
6. **Spokesperson** – who will deliver the messages (the spokesperson may be different for each audience)
7. **Timing** – when will the communication happen
8. **Vehicles/Channels** – how are you going to distribute your message (there may be a variety of channels for each target audience)
9. **Cost** – how much will it cost
10. **Evaluation** – how are you going to determine whether the communication plan was effective

Public Health Competency Based Employee Performance Management Leaders' Guide

Sample Communication Plan for Introducing PHCBEPM

Purpose: To instil an understanding of PHCBEPM and why it is important for public health organizations.

Desired Outcomes:

- Generate an awareness of the competencies and tools and have staff recognize them as an option for performance management
- Create an interest in the project
- Share knowledge throughout the organization
- See the tool kit adopted and implemented throughout the organization

Situational Analysis Example:

A recent online survey of management staff showed a high percentage of respondents (83%) identified a need for improved education and support in conducting employee performance appraisals.

Target Audiences:

- Senior management
- Union groups
- Managers
- Employees

Key Messages:

- PHCBEPM provides a consistent process to assess the performance of health professionals across the organization
- PHCBEPM is a desirable option to support existing human resources practices and is adaptable for use in various public health environments
- PHCBEPM demonstrates provincial and national best practices

Spokesperson:

Depending upon the timing of the communication plan and the audience, the spokesperson could be the Medical Officer of Health or the Director of Human Resources.

Timing:

Must be approved by Executive. The communication strategy will be rolled out following that approval.

Vehicles/Channels:

Public Health Competency Based Employee Performance Management

Leaders' Guide

- Executive meeting
- Labour/Management meeting
- All Staff Day – presentation
- E-mails (will include introductory messages, as well as reminders to staff and managers about tools)
- Intranet/employee newsletter – will include a frequently asked questions section

Cost:

All Staff Day presentation – will require creation of power point (no cost), and printing of handout for staff (low cost).

Evaluation:

Once project has been rolled out to all audiences and the PHCBEPM tool kit has been implemented, an online survey will be sent out to managers and staff seeking feedback on their awareness of the tool, and the effectiveness of the tool.

Public Health Competency Based Employee Performance Management Leaders' Guide

Communications Strategy Chart			
Target Audience	Message Content	Timing	Potential Vehicle
Senior Management	<ul style="list-style-type: none"> • Introduce the PHCBEPM initiative • Briefly list business rationale and benefits of Competency based management • Briefly list business rationale and benefits of PHCBEPM (e.g. ROI) • Provide the reasons behind the project (goals and objectives) • Request that they champion PHCBEPM in their respective departments • Request their assistance and their commitment to the project and communications effort • Provide them with a point of contact if they have any questions 	<p>Following CEO approval of initiative.</p> <p>Prior to implementation during process design.</p>	<p>E-mail</p> <p>Executive meeting</p> <p>Briefing notes</p> <p>Slide decks</p> <p>Websites</p> <p>E-learning module</p>
Union Groups	<ul style="list-style-type: none"> • Introduce the PHCBEPM initiative • Briefly list business rationale and benefits of Competency based management • Clarify the purpose and process of PHCBEPM and alignment with collective agreements • Describe transparency and fairness of process • Establish opportunities for union participation throughout the process (representation on steering committee, assistance with employee communications etc.) 	<p>During process design stage, prior to management and employee communication.</p> <p>Ongoing throughout process.</p>	<p>E-mail</p> <p>Union meeting</p> <p>Slide decks</p> <p>E-learning module</p>
Managers	<ul style="list-style-type: none"> • Introduce the PHCBEPM initiative • Provide an overview of the implementation steps (or phase) • Explain how PHCBEPM fits in HR processes (performance appraisals, career planning) • Explain expectations and role of managers and provision of any training/coaching for employee communications • Provide them with a point of contact if they have questions 	<p>After communication delivered to senior management and process has been finalized.</p> <p>Ongoing throughout process.</p>	<p>E-mail</p> <p>Management meeting</p> <p>Briefing notes</p> <p>Slide decks</p> <p>E-learning</p>
Employees	<ul style="list-style-type: none"> • Introduce the PHCBEPM initiative • Provide brief overview (what, why, when) and “what’s in it for me” • Outline how you will need their help (complete performance appraisal, discuss career and learning plans with manager) • Encourage all employees to participate • Inform that more detailed information is forthcoming 	<p>After management communication, at launch of process.</p> <p>Ongoing throughout process.</p>	<p>E-mail</p> <p>Staff meetings</p> <p>Intranet</p> <p>Online “Town Hall”</p> <p>Employee newsletter</p> <p>E-learning module</p>