## CPS Side by Side Competency Models

- Shaded areas show competencies that are shared by two or more job classifications.
- Complimentary competencies indicate that the competencies are counterparts to one another; one is more specific to front line staff and the other is geared towards supervision.
- Non-highlighted competencies indicate that it’s specific for that particular job classification and is not held in common with the other two job classifications.

<table>
<thead>
<tr>
<th>CPS I, II, III Competency Model</th>
<th>Unit Supervisor Competency Model</th>
<th>Program Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptability</td>
<td>Adaptability</td>
<td>Adaptability</td>
</tr>
<tr>
<td>Managing Conflict</td>
<td>Managing Conflict</td>
<td>Managing Conflict</td>
</tr>
<tr>
<td>Work Standards</td>
<td>Work Standards</td>
<td>Work Standards</td>
</tr>
<tr>
<td>Decision Making</td>
<td>Decision Making</td>
<td>Decision Making</td>
</tr>
<tr>
<td>Cultural Competence</td>
<td>Cultural Competence</td>
<td>Cultural Competence</td>
</tr>
<tr>
<td></td>
<td>Building a Successful Team</td>
<td>Building a Successful Team</td>
</tr>
<tr>
<td></td>
<td>Building Strategic Working Relations</td>
<td>Building Strategic Working Relations</td>
</tr>
<tr>
<td></td>
<td>Leading through Vision and Values</td>
<td>Leading through Vision and Values</td>
</tr>
<tr>
<td></td>
<td>Facilitating Change</td>
<td>Facilitating Change</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>Communication</td>
</tr>
<tr>
<td>Technical/Profess. Skill &amp; Knowledge</td>
<td></td>
<td>Technical/Profess. Skill &amp; Knowledge</td>
</tr>
<tr>
<td>Managing Work (Time Management)</td>
<td>Plan and Organize (Compliments Managing Work)</td>
<td></td>
</tr>
<tr>
<td>Stress Tolerance</td>
<td>Stress Tolerance</td>
<td></td>
</tr>
<tr>
<td>Developing and Engaging Individuals and/or Families</td>
<td>Building Trust</td>
<td>Formal Presentations</td>
</tr>
<tr>
<td></td>
<td>Aligning Performance for Success</td>
<td>Energy</td>
</tr>
</tbody>
</table>
### Revised CPS Program Specialist Competencies and Internal HR Processes

<table>
<thead>
<tr>
<th>Recruitment/Selection*</th>
<th>Performance Mgmt</th>
<th>Professional Development Level</th>
<th>Rewards/Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptability</td>
<td>Adaptability</td>
<td>Low Developability</td>
<td>Adaptability</td>
</tr>
<tr>
<td>Building Strategic Wking relationships</td>
<td>Building Strategic Wking relationships</td>
<td>High Developability</td>
<td>Building Strategic Wking relationships</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication</td>
<td>High Developability</td>
<td>Communication</td>
</tr>
<tr>
<td>Cultural Competence</td>
<td>Cultural Competence</td>
<td>Med Developability</td>
<td>Cultural Competence</td>
</tr>
<tr>
<td>Decision Making</td>
<td>Decision Making</td>
<td>Med Developability</td>
<td>Decision Making</td>
</tr>
<tr>
<td>Energy</td>
<td>Energy</td>
<td>Low Developability</td>
<td>Energy</td>
</tr>
<tr>
<td>Managing Conflict</td>
<td>Managing Conflict</td>
<td>High Developability</td>
<td>Managing Conflict</td>
</tr>
<tr>
<td>Work Standards</td>
<td>Work Standards</td>
<td>Low Developability</td>
<td>Work Standards</td>
</tr>
<tr>
<td>Tech Knowledge/Skills</td>
<td></td>
<td>High Developability</td>
<td>Tech Knowledge/Skills</td>
</tr>
<tr>
<td>Facilitating Change</td>
<td></td>
<td>Med Developability</td>
<td>Facilitating Change</td>
</tr>
<tr>
<td>Leading thru Vision and Values</td>
<td></td>
<td>Med Developability</td>
<td>Leading thru Vision and Values</td>
</tr>
<tr>
<td>Building a Successful Team</td>
<td></td>
<td>High Developability</td>
<td>Building a Successful Team</td>
</tr>
<tr>
<td>Formal Presentations</td>
<td></td>
<td>Med Developability</td>
<td>Formal Presentations</td>
</tr>
</tbody>
</table>

**Fit Facets:**

**Job Fit:**
- Challenging Work
- Task Variety

**Organizational Fit:**
- Continuous Improvement
- Participative Mgmt.

*Behavioral interview questions will be developed for these competencies*
CPS Specialist Competency Model and Fit Definitions and Key Behaviors

Adaptability - Maintaining effectiveness when experiencing major changes in work tasks or the work environment: adjusting effectively to work within new work structures, processes, requirements, or cultures.

- **Tries to understand changes**: Tries to understand changes in work tasks situations, and work environments as well as the logic or basis for change; actively seeks information about new work situations.
- **Approaches change or newness positively**: Treats change and new situations as opportunities for learning or growth; focuses on the beneficial aspects of change; speaks positively about the change to others.
- **Adjusts behavior**: Quickly modifies behavior to deal effectively with changes in the work environment; readily tries new approaches appropriate for new or changed situations; does not persist with ineffective behaviors.

Communication: Clearly conveying information and ideas through a variety of media, including written, case note documentation, email, and verbal, to individuals or groups in a manner that engages the audience and helps them understand and retain the message.

- **Organizes the communication**—Clarifies purpose and importance; stresses major points; follows a logical sequence.
- **Maintains audience attention**—Keeps the audience engaged through use of techniques such as analogies, illustrations, an appealing style, body language, and voice inflection.
- **Adjusts to the audience**—Frames message in line with audience experience, background, and expectations; uses terms, examples, and analogies that are meaningful to the audience.
- **Ensures understanding**—Seeks input from audience; checks understanding; presents message in different ways to enhance understanding.
- **Adheres to accepted conventions**—Uses correct grammar, syntax, pace, volume, diction, and mechanics appropriate to the media being used.
- **Comprehends and responds timely to communication from others**—Attends to messages from others; correctly interprets messages and responds appropriately.

Cultural Competence Competency - Responding respectfully and effectively to people of all cultures, languages, socio-economic classes, races, ethnic backgrounds, religions, sexual orientation and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families and communities, and protects, preserves, and advocates for the dignity of each.

- **Cultural Recognition**—Demonstrates recognition of varying cultures, beliefs and values in self and others.
CPS Specialist Competency Model and Fit
Definitions and Key Behaviors

♦ **Awareness of Own Beliefs and Values** — Continuously increase awareness of how one’s own personal beliefs and values influence decision making and service provision; and, impacts outcomes for clients/individuals/families.

♦ **Demonstrates Respect** — Demonstrates respectful behavior towards clients/individuals/families.

♦ **Continuous Learning** — Strives to continuously learn and understand the cultural beliefs and values of others.

♦ **Adopts New Behaviors** — Learns new patterns of behavior that are appropriate to clients/individuals/families and effectively applies those behaviors.

♦ **Recognizes Limitations** — Incorporates the values and beliefs of the client/individual/family into one’s practice to the extent that they are not in conflict with laws, ethical and agency standards.

♦ **Leverage Resources** — Seeks resources to develop effective strategies in working with clients/individuals/families.

♦ **Advocacy** — Develop awareness of the effect of institutional barriers on diverse populations and appropriately advocates for and with clients/individuals/Families.

**Decision Making** — Identifying and understanding issues, problems, and opportunities; comparing data from different sources to draw conclusions; using effective approaches for choosing an course of action or developing appropriate solutions; taking action that is consistent with available facts, constraints, and probable consequences.

♦ **Identifies issues, problems, and opportunities**: Recognizes issues, problems, or opportunities and determines whether action is needed.

♦ **Gathers information**: Identifies the need for and collects information to better understand issues, problems, and opportunities.

♦ **Interprets information**: Integrates information from a variety of sources, detects trends, associations, and cause-effect relationships.

♦ **Generates alternatives**: Creates relevant options for addressing problems/opportunities and achieving desired outcomes.
Chooses appropriate action: Formulates clear decision criteria; evaluates options by considering implications and consequences; choose an effective option.

Commits to action: Implements decision or initiates action with a reasonable time.

*Involves Others:* Includes others in the decision-making process as warranted to obtain good information, make the most appropriate decision, and ensure buy-in and understanding of the resulting decision.

**Developing and Engaging Individuals and/or Families (new):** Planning and supporting the development of individual’s skills and abilities.

- **Collaboratively establishes development goals**—Works with individuals and/or families to identify areas for development, understand need for improvement, and set specific development goals.

- **Collaboratively establishes development plans**—Works with individuals and/or families to identify options for meeting development goals; explores environmental supports and barriers to development; jointly determines appropriate developmental activities.

- **Matches Resources to Need**—Secures resources required to support development efforts; ensures that opportunities for development are available; offers assistance to help individuals and/or families.

- **Monitors progress**—Gives individuals and/or families specific feedback on their progress related to established goals; highlights key strengths and areas for improvement; adjusts plans to ensure development.

**Managing Work:** Effectively managing one’s time and resources to ensure that work is completed efficiently.

- **Prioritizes**—Identifies more critical and less critical activities and tasks; adjusts priorities when appropriate.

- **Makes preparations**—Ensures that required equipment and/or materials are in appropriate locations so that own and others’ work can be done effectively.

- **Schedules**—Effectively allocates own time to complete work; coordinates own and others’ schedules to avoid conflicts.

- **Leverages resources**—Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently.
CPS Specialist Competency Model and Fit
Definitions and Key Behaviors

- **Stays focused**—Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion.

**Managing Conflict**—Dealing effectively with others in an antagonistic situation; using appropriate interpersonal styles and methods to reduce tension or conflict between two or more people.

- **Opens discussions effectively**—Establishes a clear and compelling rationale for resolving the conflict.
- **Clarifies the current situation**—Collects information from relevant sources to understand the conflict.
- ***Remains open to all sides***—Objectively views the conflict from all sides.
- ***Stays focused on resolution***—Stays focused on resolving the conflict and avoids personal issues and attacks.
- **Develops others’ and own ideas**—Presents and seeks potential solutions or positive courses of action.
- ***Initiates action***—Takes positive action to resolve the conflict in a way that addresses the issue, dissipates the conflict, and maintains the relationship.
- **Closes discussions with clear summaries**—Summarizes to ensure that all are aware of agreements and required actions.

**Stress Tolerance**—Maintaining stable performance under pressure or opposition (such as time pressure or job ambiguity); handling stress in a manner that is acceptable to others and to the organization.

- **Maintains focus**—Stays focused on work tasks and productively uses time and energy when under stress.
- **Maintains relationships**—Presents a positive disposition and maintains constructive interpersonal relationships when under stress.
- ***Copes effectively***—Develops appropriate strategies as needed to alter conditions that create stress and to sustain physical and mental health.
CPS Specialist Competency Model and Fit
Definitions and Key Behaviors

Technical/Professional Knowledge and Skills – Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping up with current developments and trends in areas of expertise.

Interviewing Skills:

*Possesses relevant knowledge and skills*—Has adequate knowledge and/or skills to perform effectively on the job. (e.g. Including navigation of CHILDS, correct use of the CSA/SRA/CP process; knowledge of what information or resources are needed; adherence to law and policy; ability to establish rapport; relationship-building techniques; gather information; use open ended questions, Listen, Observe physical behaviors/non-verbal communication, remain Non-judgmental; knowledge of substance, domestic violence, child development, etc.)

*Maintains knowledge and skills*—Keeps abreast of knowledge and/or skills required to perform the job effectively, including 24 hours annually of continuing education, either internal or external to the agency, as demonstrated by certificates or training record in CHILDS and in the employee’s YES website.

Work Standards – Setting high standards of performance for self and others; assuming responsibility and accountability for successfully completing assignments or task; self-imposing standards of excellence rather than having standards imposed.

*Sets standards for excellence:* Establishes criteria and/or work procedures to achieve a high level of quality, productivity, or service.

*Ensures high quality:* Dedicates required time and energy to assignments or tasks to ensure that no aspect of the work is neglected; works to overcome obstacles to completing tasks or assignments.

*Takes responsibility:* Accepts responsibility for outcomes (positive or negative) of one’s work; admits mistakes and refocuses efforts when appropriate.

*Encourages others to take responsibility:* Provides encouragement and support to others in accepting responsibility; does not accept others’ denial of responsibility without questioning.

Job Fit - The extent to which activities and responsibilities available in the job are consistent with the activities and responsibilities that result in personal satisfaction; the degree to which the work itself is personally satisfying.

Facets:

*Challenging work*—Working on difficult or demanding tasks requiring substantial effort and commitment.

*International exposure*—Working with situations involving different cultures/languages and responding to the ambiguity of unexpected/unfamiliar approaches.
CPS Specialist Competency Model and Fit
Definitions and Key Behaviors

♦ **Relationship building**—Developing and maintaining ongoing working relationships requiring personal interaction and mutual support.

**Organizational Fit** - *The extent to which an organization’s mode of operation and values are consistent with the type of environment that provides personal satisfaction.*

**Facets:**

♦ **Customer focus**—Emphasis on understanding, meeting, and exceeding customer needs and maximizing customer satisfaction.

♦ **Valuing diversity**—Advancement of diversity in the workforce (with regard to race, ethnicity, opinion, gender, physical ability, etc.) for the achievement of common goals.