

Human Services Staff Development and Training Roles and Competencies: Administrative Support

The National Staff Development and Training Association

(an affiliate of the American Public Human Services Association)

The National Staff Development and Training Association (NSDTA) was founded in 1983 and incorporated as an affiliate of APHSA in 1985 to support persons responsible for human service training and staff development on the local, state, or federal level.

VISION: NSDTA has a vision of competent and caring people in effective organizations creatively working together to improve the well-being of society's children, adults, and families.

MISSION: NSDTA builds professional and organizational capacity in the human services through a national network of membership sharing ideas and resources on organizational development, staff development, and training.

OBJECTIVES:

- To promote a network of contacts to discuss and disseminate best practice methods and strategies.
- To provide a national forum for discussion of staff development and training issues.
- To provide leadership in the development of local, state, and federal programs and procedures that enhance the skills of staff and develop standards and evaluation criteria for training programs nationwide.
- To develop public policy recommendations and advocate for staff development and training issues.
- To create opportunities for continual learning and professional development for itself as an organization and for its members.

MEMBERSHIP

Membership of NSDTA consists of persons who are responsible for consultation, delivery, promotion, or management of staff development, training, personnel, or human resource development on the local, state, or federal level. Membership in NSDTA requires APHSA membership. Please designate NSDTA as your choice of an affiliate organization. To join APHSA, contact Doris Pollard at:

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ACKNOWLEDGEMENTS

This manual is part of a series of guidebooks developed by the Standards Committee of the National Staff Development and Training Association (NSDTA). As such, it continues and develops the work begun in the first manual, *A Key to Success: Guidelines for Effective Staff Development & Training Programs in Human Service Agencies* (NSDTA/APWA, 1993). *A Key to Success* provides basic information about the essential components for effective staff development and training programs. Such areas as the organization of the staff development and training function, staffing, resources, processes, policies, and procedures are examined.

In 1997, as chair of the Standards Committee, I coordinated the production of the first competency model: the Instructor Competency Model. This has proved to be a very useful tool for the field and is being used by many agencies in selection, appraisal and professional development of trainers. The work of the committee has continued with the production of two additional models: the Manager and Administrative Support staff.

I wish to acknowledge the care and rigorous work of the committee that researched and developed these guidebooks over a two-year period under the guidance of the committee's new chair, Freda Bernotavicz. In the process of developing the models for the Manager and Administrative Support staff roles, the Standards Committee saw the need for a more comprehensive approach to the functions and competencies of staff development and training staff as a whole. As a result the Instructor Competency Model has been revised and reissued.

Leadership for this effort was provided by Freda Bernotavicz, who is the senior author of this series. Jim McGroarty provided invaluable advice to the group in drawing their attention to the 1982 study of Public Child Welfare Staff Development and reminding them of the importance of continuity in our work. In addition to developing the conceptual framework for the roles, outputs and competencies, Freda coordinated the work of the Standards Committee, did background research for additional competency data and made the necessary edits to move the process along. Rose Wentz was responsible for reorganizing and editing the Instructor model to be consistent with the new framework and for reviewing all three reports for consistency. Final editing was done by Freda with the patient assistance of Janice Overlock who formatted and reformatted multiple drafts throughout the process.

I would also like to express my appreciation to the NSDTA members who provided feedback on the draft materials at the 2000 NSDTA Annual Conference in New York City. It is with great admiration that I acknowledge the teamwork and dedication of the following members of the Standards Committee in producing this information.

Mary Urzi, President
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ADMINISTRATIVE SUPPORT COMPETENCY MODEL

BACKGROUND

In 1993, the National Staff Development and Training Association (NSDTA) Standards Committee published *A Key to Success: Guidelines for Effective Staff Development and Training Programs in Human Service Agencies* (NSDTA/APWA, 1993). One of the guidelines addresses staff competencies: “The function is staffed by competent, qualified professional and clerical personnel.” (p. 6).

The NSDTA Standards Committee decided to take this guideline and develop a set of competencies (knowledge, skills, and characteristics) that define the role of instructor. The resulting publication in 1997 was the first in a planned series that at the time was described as not definitive, but as work that can be modified or added to as needs and professional evolution dictate. Since that time, the Standards Committee has further refined the concept of staffing of the field and expanded the roles that need to be performed.

DEFINITION OF ROLES

The Staff Development and Training field is staffed by people who perform a different mix of roles. Roles are not synonymous with jobs or people. In a large organization, a higher degree of specialization exists and it is possible that individuals may have only one key role. However, in smaller organizations staff often wear multiple hats and may perform multiple roles.

Based upon a review of the literature and several rounds of review and discussion with leaders in the field, the committee identified nine major roles. Two major sources from the literature were utilized in developing this listing: *Models for HRD Practice* (McLagan and Suhadolnik, 1989) which describes the eleven roles in the training and development field and tends to reflect private sector staffing and *Public Welfare Staff Development: A Role and Competency Framework for Curriculum Development and Instruction* (Kinney, Cooke and Fox, 1982) which identifies six roles for staffing in public welfare training programs. Both studies provided invaluable information which was updated to reflect emerging priorities. The following chart shows how the roles are reflected in the proposed NSDTA listing.

ROLES AND COMPETENCIES IN PUBLIC HUMAN SERVICES STAFF DEVELOPMENT AND TRAINING (NSDTA 2000)	PUBLIC WELFARE STAFF DEVELOPMENT: A ROLE AND COMPETENCY FRAMEWORK FOR CURRICULUM DEVELOPMENT AND INSTRUCTION (Kinney, Cooke and Fox, 1982)	MODELS FOR HRD PRACTICE (McLagan and Suhadolnik, 1989)
• Administrative Support	•	• Administrator
• Communications Specialist	•	• Marketer
• Evaluator/Researcher	• Evaluator/Researcher	• Evaluator • Researcher
• Human Resource Planner	• Manpower Planner	
• Instructional Media Specialist	• Instructional Media Designer	• HRD Materials Developer
• Instructor/Trainer	• Instructor/Trainer	• Individual Development Advisor • Instructor or Facilitator
• Manager	• Manager	• HRD Manager
• Organizational Development Specialist	• Assessor/Consultant	• Needs Analyst • Organizational Change Agent
• Training Program and Curriculum Designer	• Curriculum Designer	• Program Designer

DEFINITIONS OF NSDTA ROLES

Administrative Support: The role of providing the administrative support to ensure that the facilities, equipment, materials, participants and other components of a learning event are present and that program and organizational logistics run smoothly.

Communications Specialist: The role of designing processes and materials for storage, retrieval and dissemination of information and products within the program and to other target audiences.

Evaluator/Researcher: The role of identifying the impact of an intervention and of developing and testing theories of learning, training, development and transfer of learning.

Human Resource Planner: The role of planning for the utilization and development of human resources.

Instructional Media Specialist: The role of designing systems for and producing written or electronically-mediated instruction.

Instructor/Trainer: The role of facilitating individual performance improvement including delivering training, directing structured learning and facilitating groups.

Manager: The role of facilitating and leading a group's work including linking training and development with other organizational units and monitoring contract activities.

Organizational Development Specialist: The role of facilitating organizational improvement, including assessing training needs, diagnosing organizational problem areas, consulting on OD strategies, and conducting team building sessions.

Training Program and Curriculum Designer: The role of developing programs and curriculum including defining the content and outcomes, selecting and sequencing appropriate learning activities, writing modules and developing case studies.

DISCUSSION OF NSDTA ROLES

Administrative Support: This role is similar to the Program Administrator role in the ASTD model (McLagan, 1989). However, in the NSDTA model, this role is conceptualized as the logistical support role most often played by classified staff. The competency model for this role is based on a model developed for secretarial support (Bernotavitz and Clasby 1984).

Communications Specialist: This role corresponds with the Marketer role in the ASTD study. However, unlike that role which focuses on “selling”, this role also reflects the need within the public arena to develop mechanisms to share information both within the training agency, with the client agencies and with the field as a whole. In addition, this role incorporates the librarian function of storage and retrieval of information and products in both hard copy and electronic forms.

Evaluator/Researcher: Two trends in the human services training and development field are making this role more critical. One is the increased demand for accountability resulting in the need to demonstrate a relationship between training and improved program outcomes. The other is the need to design training which is most efficient and effective both in terms of learning activities and delivery systems and which builds on theories of learning.

Human Resource Planner: In some states, such as New York, this role is a large part of the job of individuals who work for the public agency. Their responsibility is to predict future manpower needs of the agency and assist in planning for the necessary types of training. The name of the role has been updated from Manpower Planner to Human Resource Planner.

Instructional Media Specialist: This role draws on instructional media rather than program content expertise. The individual in this role converts and formats materials which have already been designed, selecting the most appropriate media to fit the learning goals.

Instructor/Trainer: This role focuses on performance improvement for individuals or groups and includes both preparation of individuals for training (development planning), direct delivery of instruction and follow up activities to promote transfer of learning. A competency model was developed for this role by NSDTA in 1999.

Manager: This role reflects both the traditional role of the manager in planning, organizing, and staffing operations or projects and the strategic role of developing long-range plans to accomplish the mission of the training and development program.

Organizational Development Specialist: In contrast to the Instructor/Trainer role, this role focuses on organizational performance improvement and includes a number of functions outside the scope of traditional classroom training.

Training Program and Curriculum Designer: Unlike the Instructional Media Specialist, this role requires program knowledge and includes both specifying learning goals, the design of interventions and writing content.

OUTPUTS OF NSDTA ROLES

Outputs are the tangible results or products of the roles. The following list is intended to be illustrative and can act as a guide to clarifying roles and responsibilities within a specific program or agency.

Administrative Support: Facility and equipment selections and schedules; inventory and projections of future equipment needs; records of programs and clients (training transcripts, Continuing Education Credits (CEUs), attendance and evaluation documents); logistical support and service to participants; on-site program support and staff management; functioning equipment; contracts and agreements to provide services.

Communications Specialist: Positive image for products, services and programs; plans to disseminate products, services and programs; promotional and information material; articles, presentations, catalogs of training materials and curriculum, reports, articles, websites, resource libraries, public service announcements.

Evaluator/Researcher: Evaluation and research designs and plans; instruments; evaluation processes; evaluation feedback; concepts, theories or models of development or change; data analysis and interpretation; current evaluation and research findings, conclusions and recommendations; best practices; information on future forces and trends.

Human Resource Planner: Predictions of future staffing needs; analysis of retention issues; recruitment strategies; plans for program staffing requirements; skill surveys; data on staff; analysis of legislation and regulations to determine agency staff needs; competency models; task analysis; job descriptions; employee development plans, tools for performance management.

Instructional Media Specialist: Graphic, video-based material or live broadcasts; audio or computer-based material; print-based learner material; job aids; instructor and facilitator guides; hardware and software purchasing specifications; advice on media use; recommendations on appropriateness of media-based training.

Instructor/Trainer: Learning environment; presentation of materials; facilitation of structured learning events (such as case studies, role plays, games, simulations and tests); facilitation of group discussions; facilitation of media-based learning events (such as videotapes, films, audiotapes, teleconferences, and computer-assisted instruction); test delivery and feedback; group members' awareness of their own group process; feedback to learners; individual action plans for learning transfer; individuals with new knowledge, skills and attitudes.

Manager: Staff work direction, plans and performance management; resource acquisition and allocation; linkage to other groups or organizations; budgets and financial management; work environment, strategy, structure and long range plans; policy; negotiating and monitoring of agency and contract training and consultation; project plans and progress reports; training program priorities; evaluation of process (goals, outcomes and activities); management of training tracking system.

Organizational Development Specialist: Teams; resolved conflicts for an organization or groups; diagnosis of organizational problem areas; performance analysis; assessment of training needs; consultation on O.D. strategies; changes in group norms, values or culture; designs for change; client awareness of relationships within and around the organization; plans to implement organization change; implementation of change strategies; recommendations to management regarding training and development systems; strategies for analyzing individual or organizational behavior; tools to measure individual, workgroup or organizational performance discrepancies; recommendations for

needed change in individual, work-group or organizational performance; definitions and descriptions of desired individual or group performance.

Training Program and Curriculum Designer: Program or intervention objectives and designs; learning activities; role plays; case studies; training and curriculum modules; learning objectives; competency-based approaches, transfer of learning techniques, adult learning principles.

DEFINITIONS OF COMPETENCIES

Prior to developing the Instructor model, the committee reviewed a number of definitions of competencies and made a conscious decision not to endorse a single definition or approach, but to develop a set of competencies that embraced multiple approaches. Those definitions that were most useful in guiding the work were the following:

- ◆ “A competency is a grouping of the knowledge and skills necessary for the performance of a job task. Competent workers have the knowledge and skills they need to perform their jobs.” (Hughes and Rycus, 1989, p. 9).
- ◆ “[A competency is] any attribute of a person that underlies effective performance; a job competency is simply an attribute related to doing a job effectively. People carry with them a wide assortment of knowledge, abilities, interests, traits, and motives, but unless these attributes relate demonstrably to doing a job well, they are not job competencies.” (Klemp, 1981, p. 55).
- ◆ “A competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job situation.” (Spencer and Spencer, 1993, p. 9).
- ◆ “[Competencies are] internal capabilities that people bring to their jobs. They may be expressed in a broad, even infinite, array of on-the-job behaviors.” (McLagan, 1989, p. 77).
- ◆ “Skill -- those activities at which one is proficient or capable of being proficient. For example, a tennis player must be proficient at using a racket (a skill); a musician must be proficient at playing an instrument (also a skill).” (Powers, 1992, p. 15).
- ◆ “Knowledge -- the state of knowing about or understanding something, such as knowing about tennis or understanding music.” (Powers, 1992, p. 15,16).
- ◆ “Characteristics -- those traits that constitute a person’s character, such as enthusiasm, honesty, integrity, and so on.” (Powers, 1992, p. 16).

ROLE/COMPETENCY MATRIX

To help organize the data, the committee built upon the competency clusters previously identified: Administration, Communications, Course Design, Evaluation, Group dynamics/Process, Instructional Techniques, Learning Theory, Manpower Planning, Person/Organization Interface, Research and Development, Training Equipment and materials, Training Needs Analysis (Kinney, Coke and Fox, 1982). The following changes were made to the listing:

- Conceptual Knowledge/Skills, Information Management and Self-Management Skills were added;
- Human Resource Management replaced Manpower Planning and Logistics replaced Training Equipment and Materials;
- Evaluation was added to Research and Development.

A matrix showing all of the roles and competencies is on the following page.

*** (insert chart here)***

While each role requires a different mix of competencies, there are also core competencies which are common to all of the roles. These include: Cultural Sensitivity, Conceptual Knowledge/Skills (Problem Analysis, Judgment, Conceptual Thinking) and Self-Management Skills (Self-Responsibility, Self-Control, Flexibility and Professional Standards/Ethics). Recognizing the growing importance of competencies related to Information Management, this function was added and Basic Computer Skills has been included as a core competency.

Comprehensive competency models were developed for two roles (Administrative Support and Manager) and the Instructor/Trainer model has been updated to make it consistent with the role/competency matrix. To promote consistency across all of the roles, the following format was utilized for each of the competencies:

- Competency name,
- brief definition of the competency, and
- behavioral indicators or examples of ways in which the individual demonstrates the competencies stated as action verbs.

Note that while some competencies are common to more than one role, the behavioral indicators may be different reflecting a different level of responsibility.

USES

A set of competencies translates the functions of a role into the specific skills, knowledge, and characteristics needed to perform on the job. Any agency or organization that has a training and staff development component can take these competency statements and rate their importance (high, moderate, low, none) to that particular agency. Once rated, the remaining competencies can be used in several ways:

- **Human Resource Planning**
The role/competency matrix can be used to look at functions across a staff development program to identify gaps or needs, to reallocate responsibilities and roles to existing staff and to plan for new roles and positions.
- **Developing Job Descriptions**
The role/competency matrix can also be used as the basis for developing job descriptions. The role definitions and outputs can guide defining job responsibilities and the matrix provides a framework for grouping roles into positions.
- **Career Pathing**
The matrix can be used to identify both horizontal and vertical career paths for professional growth and development.
- **Recruiting/Selecting Applicants for a Position**

The competency statements can be used to more clearly frame job descriptions and interview questions, to help both managers responsible for hiring and job candidates better determine if they have the attributes, interest, and experiences suitable to the role(s) in question.

- **Strengths Inventory and Professional Development**

The competency statements can be used as an inventory instrument by a person in the role to determine the degree (high, moderate, low, none) to which s/he possesses the needed knowledge, skills, and characteristics. This in turn can guide an individual's professional development plan to acquire needed competencies or enhance existing ones through courses, workshops, mentoring/coaching, and other methods of professional development. A sample assessment instrument is provided as an appendix in this report.

- **Performance Management/Appraisal**

The competency statements can be used as the basis of the yearly performance appraisal cycle, providing clear articulation of expectations, on-going feedback and coaching, plans for professional development, and other components of the appraisal process.

- **Curriculum Development**

Certain agencies (particularly state agencies or universities which manage training functions) undertake the development of courses or workshops addressing the development of skills for staff development and training staff. Competency statements can usefully drive the development of these curricula.

DEVELOPMENT OF THE ADMINISTRATIVE SUPPORT COMPETENCY MODEL

The committee began with a draft model for the role of Administrative Support in a staff development and training unit (Institute for Public Sector Innovation, 1995). This model was based upon a research study of the competencies needed to be an effective secretary in a university setting (Bernotavicz and Clasby, 1984). The information was reformatted to be consistent with the competency clusters and the committee reviewed several iterations. Additional information was added to develop a comprehensive listing of the competencies needed by an individual in the Administrative Support role. More detailed information on the role of Administrative Professionals in general including a detailed Code of Ethics for Administrative Professionals can be found at www.iaap-hq.org.

A draft of the competency model was presented at a session of the NSDTA annual conference in New York City in August, 2000. The model was reviewed by the participants who provided feedback and recommendations for revisions that have been incorporated into this version.

ADMINISTRATIVE SUPPORT COMPETENCY MODEL OUTLINE

- I. Administration**
 - 1. Values Quality and Efficiency
 - 2. Thinking Ahead/Planning Skills
 - 3. Event Coordination
 - 4. Office Skills

- II. Communication**
 - 5. Communication Skills
 - 6. Written Communication Skills
 - 7. Oral Communication Skills
 - 8. Cultural Sensitivity

- III. Conceptual Knowledge/Skills**
 - 9. Problem Analysis
 - 10. Judgment
 - 11. Conceptual Thinking

- IV. Group Dynamics/Process**
 - 12. Interpersonal Understanding
 - 13. Teamwork and Cooperation

- V. Information Management**
 - 14. Basic Computer Skills
 - 15. Advanced Computer Skills
 - 16. Data Management
 - 17. Data Input and Analysis

- VI. Logistics**
 - 18. Equipment Management

- VII. Person/Organization Interface**
 - 19. Initiative
 - 20. Influence Skills
 - 21. Helping Orientation

- VIII. Self-Management Skills**
 - 22. Self-Responsibility
 - 23. Self-Awareness
 - 24. Strong Self-Concept
 - 25. Assertiveness
 - 26. Self-Control
 - 27. Flexibility
 - 28. Job Commitment

ADMINISTRATIVE SUPPORT COMPETENCY MODEL COMPREHENSIVE LISTING

ADMINISTRATION

1.00 Values Quality and Efficiency

Ability to structure and organize work to promote efficiency

- 01.01 **Work Structure:** Structures work to increase efficiency (eg., what to do, in what sequence).
- 01.02 **Work Organization:** Keeps things and environment organized to improve efficiency.
- 01.03 **Monitoring Quality:** Spots things that are out of order, below standard, or inappropriate and takes appropriate action.
- 01.04 **Efficiency:** Streamlines procedures; adopts new technologies/equipment, etc. to improve efficiency.
- 01.05 **Work Planning:** Keeps track of and schedules work.

2.00 Thinking Ahead/Planning Skills

Ability to think ahead and plan work.

- 02.01 **Priorities:** Sets priorities on what will be done and manages time accordingly.
- 02.02 **Planning Steps:** Thinks through steps from A to Z.
- 02.03 **Assessing Resources:** Assesses what is needed (resources, etc.) to get the job done.
- 02.04 **Contingency Planning:** Assesses potential obstacles and plans for contingencies.
- 02.05 **Keeping End in Sight:** Keeps “end” in sight and deduces appropriate sequence or organization of material.
- 02.06 **Balance:** Stays balanced in terms of short versus long term needs, or today’s needs versus future needs.

3.00 Event Coordination

Ability to coordinate logistics to support training events

- 03.01 **Logistics Planning:** Works with event coordinator to determine the number of participants, needs of the presenter, size and shape of room, need for additional rooms, food

requirements, and other details of the event.

03.02 **Site Liaison:** Able to identify appropriateness of potential sites by using established lists and by comparing it to conference or meeting needs. Act as a liaison with facilities and speakers for logistics (food, travel, accommodations, etc.)

03.03 **Materials Production:** Designs, formats, arranges for printing, and mailing of brochures. Designs format and does layout of program registration and brochure.

03.04 **Registration:** Sets up registration database. Sets up financial management system, deposits check and produce final accounting statements.

03.05 **Event Logistics:** Recruits registration desk staff and plans for coverage of on-site staffing. Monitors staffing and trouble-shoots logistical issues during the event.

4:00 Office Skills

Ability to demonstrate effective communication skills.

04.01 **Telephone Skills:** Screens calls and decides how to route them; answers questions, registers conference and workshop participants, and gives directions and information.

04.02 **Mailing Skills:** Prepares materials for mailing, correctly addresses packages and follows procedures for appropriate carrier.

04.03 **Copying Skills:** Copies and compiles materials including complex documents and training materials.

04.04 **Receptionist Skills:** Greets and receives visitors to the office, directs them to appropriate staff or event.

COMMUNICATION

5.00 Communication Skills

Ability to demonstrate effective communication skills.

05.01 **Communicating Standards:** Communicates standards and expectations to others.

05.02 **Information Resource:** Acts as a source of information on training program policies, programs, and keeps others informed about what's going on.

05.03 **Tact:** Uses diplomacy and tact in getting points across and dealing with persons from a variety of backgrounds.

6.00 Written Communication Skills

Ability to communicate effectively in writing.

- 06.01 **Completing Forms:** Fills out standardized forms.
- 06.02 **Proofing and Editing:** Proofreads for typographical errors, grammar, spelling, and punctuation and make corrections when necessary. Able to edit for format, style, and consistency.
- 06.03 **Writing Documents:** Writes/composes routine documents such as letters, memos, forms, handouts, labels, and brochures.
- 06.04 **Reading Comprehension:** Reads and understands routine business correspondence and reports.

7.00 Oral Communication Skills

Ability to demonstrate effective oral communication.

- 07.01 **Oral Communication:** Utilizes effective oral communication skills (eye contact, voice modulations, etc).
- 07.02 **Conveying/Obtaining Information:** Talks with others to convey or obtain information.
- 07.03 **Group Communication:** Communicates ideas, participates in group discussions, presents information in a group setting, and summarizes information for those not in attendance.
- 07.04 **Communicating Procedures and Policies:** Interprets and explains policies and procedures to others.

8.00 Cultural Sensitivity

Ability to demonstrate effective cross-cultural communication techniques.

- 08.01 **Cross-Cultural Diversity:** Identifies differences in cultural, ethnic, and religious values, perceptions, customs, and beliefs.
- 08.02 **Cross-Cultural Interactions:** Identifies ways of communicating and establishing relationships with others from different cultural backgrounds.

CONCEPTUAL KNOWLEDGE/SKILLS

9.00 Problem Analysis

Ability to clarify issues by breaking them down into meaningful components.

- 09.01 **Analysis:** Breaks problems down into component parts for analysis.

- 09.02 **Categorizing:** Sorts information into categories for analysis.
- 09.03 **Scanning:** Spots target information quickly.
- 09.04 **Identifying Causes of Problems:** Presses beyond the superficial to identify root causes or key elements.

10.00 Judgment

Ability to demonstrate sound judgment.

- 10.01 **Picking up on Clues:** Deduces appropriate avenues of inquiry or sources of information from clues.
- 10.02 **Using Information:** Gathers and weighs all pertinent information before making judgments or taking action.
- 10.03 **Logical Conclusions:** Reaches logical conclusions and makes high quality decisions.
- 10.04 **Informing People:** Informs all appropriate parties of decisions.

11.00 Conceptual Thinking

Ability to see patterns and synthesize related items.

- 11.01 **Identifying Patterns:** Identifies patterns in behavior or situations.
- 11.02 **Using Standards:** Evaluates situations against a standard or ideal.
- 11.03 **Using Past Experience:** Develops new approaches from reflection on prior experience.
- 11.04 **Seeing Bigger Picture:** Interprets discrete events or information in light of context and significance.

GROUP DYNAMICS/PROCESS

12.00 Interpersonal Understanding

Ability to demonstrate interpersonal understanding.

- 12.01 **Emotional Sensitivity:** Recognizes when people are upset and/or need to talk.

- 12.02 **Showing Sympathy:** Listens to and acknowledges feelings of others.
- 12.03 **Empathy:** Views situations from other people’s perspectives
- 12.04 **Non-Verbal:** Interprets non-verbal cues.
- 12.05 **Values of Others:** Takes into account values that differ from own.

13.00 Teamwork and Cooperation

Ability to demonstrate effective teamwork and cooperation skills.

- 13.01 **Expressing Confidence:** Expresses to people confidence in their potential and ability to overcome obstacles.
- 13.02 **Recognizing Others:** Uses praise and recognition to sustain people and reinforce commitment to the organization’s goals.
- 13.03 **Valuing Harmony:** Enjoys working cooperatively with other people.
- 13.04 **Valuing Professional Development:** Derives satisfaction from having helped people learn to grow.
- 13.05 **Compensating for Others:** Compensates for others’ inadequacies or shortcomings.
- 13.06 **Human Relations Skills:** Utilizes human relations techniques to promote harmonious working relationships.
- 13.07 **Sharing Information:** Shares knowledge, information and skills to ensure team success.

INFORMATION MANAGEMENT

14.00 Basic Computer Skills

Ability to demonstrate basic computer skills including e-mail, scheduling and word processing.

- 14.01 **Computer: Basics:** Applies basic computer concepts including the ability to turn on computer, log on and turn off, display start and help menus, opening programs, using the mouse, moving cursor within documents, deleting files and using recycle bin.
- 14.02 **E-Mail:** Utilizes e-mail to compose, reply to and forward messages, attach files and save attachments, set up files and file messages.
- 14.03 **Scheduling:** Utilizes scheduling including creating new tasks,

viewing, editing and deleting appointments, printing appointments.

- 14.04 **Word Processing:** Utilizes the word processing function including editing and maneuvering, selecting, deleting and inserting text, indenting paragraphs, cut, copy and paste, saving and securing documents.

15.00 Advanced Computer Skills

Ability to demonstrate advanced computer skills including graphics, desktop publishing, Web site management and using the internet.

- 15.01 **Graphic Skills:** Designs charts, graphs, and tables and lays out information graphically using appropriate word processing, spreadsheet and presentation software packages.
- 15.02 **Desktop Publishing:** Lays out and produces professional looking questionnaires, surveys, handouts, brochures, and newsletters.
- 15.03 **Web site Management:** Manages a web site including updating information.
- 15.04 **Internet:** Utilizes the Internet for functions such as basic research, scheduling, registration and travel arrangements.

16.00 Data Management

Ability to demonstrate data management skills.

- 16.01 **Gathering/Classifying Data:** Gathers and/or classifies information manually and through computer based applications.
- 16.02 **Summarizing Data:** Writes, charts and/or graphs summaries of data clearly, grammatically, and with correct spelling.
- 16.03 **Maintaining Data:** Keeps/maintains office records manually and through computer based applications.
- 16.04 **Filing:** Files alphabetically, chronologically and by subject; sets up manual and electronic files and directories; archives information manually and electronically.

17.00 Data Input and Analysis

Ability to demonstrate data input and analysis skills.

- 17.01 **Computing Data:** Computes data (involving fractions, decimals and percentages), makes reports, charts, tables, and or graphs or carries

out prescribed action in relation to them.

17.02 **Collecting Data:** Sets up mailing lists, prepares and coordinate mass mailing, logs and keeps records of responses.

17.03 **Inputting Data:** Inputs data into standardized software programs.

17.04 **Analyzing Data:** Creates databases from raw data, produces charts, tables, and reports.

LOGISTICS

18.00 Equipment Management

Ability to demonstrate equipment management skills.

18.01 **Equipment Operation:** Operates a variety of office and training equipment (e.g., calculators, personal and laptop computers, electronic blackboards, FAX machines, overhead projectors, data projectors and LCD displays, VCRs, copy machines, computer printers.)

18.02 **Equipment Maintenance:** Troubleshoots and corrects minor problems and service requirements, teaches others correct operating procedures, and acts as liaison with vendors and service providers when need arises

18.03 **Equipment Inventory:** Maintains equipment inventory and projects future needs.

PERSON/ORGANIZATION INTERFACE

19.00 Initiative

Ability to demonstrate initiative.

19.01 **Taking Action:** Initiates activities and actions to solve problems or accomplish goals.

19.02 **Improvements:** Initiates improvements (better things to do; better ways to do things).

19.03 **Valuing Responsibility:** Enjoys having control over scope of job and how it's done.

20.00 Influence Skills

Ability to demonstrate influence skills.

- 20.01 **Timing:** Uses timing for maximum impact when attempting to influence people or situations.
- 20.02 **Switching Strategies:** Switches influence strategies when a strategy is unsuccessful.
- 20.03 **Solutions:** Proposes potential solutions to problems when persuading others.
- 20.04 **Using Data:** Uses information/factual arguments to persuade.
- 20.05 **Using Demonstration:** Uses drama or “demonstration” to get point across.
- 20.06 **Alliances:** Builds alliances to achieve an objective.

21.00 Helping Orientation

Ability to demonstrate a helping orientation.

- 21.01 **Values Being Accessible:** Strives to keep self and supervisors accessible and responsive.
- 21.02 **Listening:** Lets people get the essence of their stories out.
- 21.03 **Patient and Thorough:** Takes time and is thorough in explaining things to people.
- 21.04 **Making System Work:** Conveys willingness and ability to make the system work for people.

SELF-MANAGEMENT SKILLS

22.00 Self-Responsibility

Ability to demonstrate self-responsibility.

- 22.01 **Self-Development:** Learns skills and knowledge necessary to do a better job.
- 22.02 **Taking Ownership:** Assumes responsibility for quality of product and services of the office, for office meeting deadlines and getting work done, for efficiency of office and cost containment.

- 22.03 **Seeing Things Through:** Sees things through to closure, fills in the blanks, cleans up ragged edges.
- 22.04 **Perseverance:** Keeps tracking on goals/objectives despite obstacles or setbacks.
- 22.05 **Development Planning:** Sets learning goals and implements a plan to further skills and knowledge beyond current job.

23.00 Self-Awareness

Ability to demonstrate awareness of self.

- 23.01 **Self-Knowledge:** Attuned to own feelings and values.
- 23.02 **Realistic:** Realistic and objective about own strengths and weaknesses.

24.00 Strong Self Concept

Ability to demonstrate strong self-concept.

- 24.01 **Confident:** Feels confident of ability to handle job.
- 24.02 **Values Challenges:** Enjoys having capabilities stretched.
- 24.03 **Values Achievement:** Derives new energy from accomplishments and recognition.
- 24.04 **Providing Input:** Comfortable making suggestions or giving advice to “superiors”.

25.00 Assertiveness

Ability to demonstrate assertiveness.

- 25.01 **Confronting Problems:** Confronts problems, deals with them, doesn't “kick things under the rug”.
- 25.02 **Limits:** Sets limits
- 25.03 **Addressing Problems:** Tells people when something is not up to standards or role expectations.

26.00 Self-Control

Ability to demonstrate self-control.

- 26.01 **Patience:** Is polite and patient in dealing with people, stays calm and professional in emotionally charged situations.
- 26.02 **Grace Under Pressure:** Performs under pressure and during emotional situations.
- 26.03 **Understanding Stress:** Identifies sources of stress and irritation and their impact on people.
- 26.04 **Sense of Humor:** Sees the lighter side or humor in situations.

27.00 Flexibility

Demonstrates ability to respond effectively to challenges and change.

- 27.01 **Resilient:** Bounces back from disappointments; maintains a positive, optimistic attitude.
- 27.02 **Switching Gears:** Switches gears and handles interruptions without getting rattled.
- 27.03 **Focus:** Focuses on task amid chaos and noise.
- 27.04 **Options:** Identifies optional ways to do things (weighs pros and cons of options).

28.00 Job Commitment

Demonstrates commitment to the role and responsibilities of administrative support.

- 28.01 **Extra-Role Efforts:** Pitches in on efforts not in job description; willingly undertakes tedious or menial tasks.
- 28.02 **Extra Distance:** Goes the extra distance, makes personal sacrifices to get the job done.
- 28.03 **Representing Organization:** Sees self as representative/image-maker of the organization.
- 28.04 **Open to Learning:** Learns basic knowledge about the role willingly, function and methodology of Training programs.

29.00 Professional Standards/Ethics

Demonstrates professional standards/ethics.

- 29:01 **Legal Issues:** Complies with all copyright laws and the laws and

regulations governing the position.

29.02 **Confidentiality:** Maintains confidentiality and integrity in the practice of the profession.

29.03 **Professional Conduct:** Supports peers and avoids conduct which impedes the practicing of the profession

29.04 **Public Service:** Improves public understanding of human resource development and management.

29.05 **Accurate Representation:** Fairly and accurately represents credentials, qualifications, experience and abilities.

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ASSESSMENT INSTRUMENT FOR ADMINISTRATIVE SUPPORT COMPETENCIES

The following rating scale may be used as an individual assessment tool. After rating the individual on the degree to which he/she possesses each competency, the instrument can function as a guide in the following areas: hiring, professional development, performance appraisal, and training of trainers.

Individual Demonstrates the Competency

123
Low.....Moderate.....High

ADMINISTRATION

1.00 Value Quality and Efficiency

- 01.01 Work Structure _____
- 01.02 Work Organization _____
- 01.03 Monitoring Quality _____
- 01.04 Efficiency _____
- 01.05 Work Planning _____

2.00 Thinking Ahead/Planning Skills

- 02.01 Priorities _____
- 02.02 Planning Steps _____
- 02.03 Assessing Resources _____
- 02.04 Contingency Planning _____
- 02.05 Keeping End in Sight _____
- 02.06 Balance _____

3.00 Event Coordination

- 03.01 Logistics Planning _____

03.02	Site Liaison	_____
03.03	Materials Production	_____
03.04	Registration	_____
03.05	Event Logistics	_____
4.00	Office Skills	
04.01	Telephone Skills	_____
04.02	Mailing Skills	_____
04.03	Copying Skills	_____
04.04	Receptionist Skills	_____
COMMUNICATION		
5.00	Communication Skills	
05.01	Communicating Standards	_____
05.02	Information Resource	_____
05.03	Tact	_____
6.00	Written Communication Skills	
06.01	Completing Forms	_____
06.02	Proofing and Editing	_____
06.03	Writing Documents	_____
06.04	Reading Comprehension	_____
7.00	Oral Communication Skills	
07.01	Oral Communication	_____
07.02	Conveying/Obtaining Information	_____

07.03	Group Communication	_____
07.04	Communicating Procedures and Policies	_____
8.00	Cultural Sensitivity	
08.01	Cross-Cultural Diversity	_____
08.02	Cross-Cultural Interations	_____
CONCEPTUAL KNOWLEDGE/SKILLS		
9.00	Problem Analysis	
09.01	Analysis	_____
09.02	Categorizing	_____
09.03	Scanning	_____
09.04	Identifying Causes of Problems	_____
10.00	Judgment	
10.01	Picking up Clues	_____
10.02	Using Information	_____
10.03	Logical Conclusions	_____
10.04	Informing People	_____
11.00	Conceptual Thinking	
11.01	Identifying Patterns	_____
11.02	Using Standards	_____
11.03	Using Past Experience	_____
11.04	Seeing Bigger Picture	_____

GROUP DYNAMICS/PROCESS

12.00 Interpersonal Understanding

- 12.01 Emotional Sensitivity _____
- 12.02 Showing Sympathy _____
- 12.03 Empathy _____
- 12.04 Non-Verbal _____
- 12.05 Values of Others _____

13.00 Teamwork and Cooperation

- 13.01 Expressing Confidence _____
- 13.02 Recognizing Others _____
- 13.03 Valuing Harmony _____
- 13.04 Valuing Professional Development _____
- 13.05 Compensating for Others _____
- 13.06 Human Relations Skills _____
- 13.07 Sharing Information _____

INFORMATION MANAGEMENT

14.00 Basic Computer Skills

- 14.01 Computer Basics _____
- 14.02 E-Mail _____
- 14.03 Scheduling _____
- 14.04 Wordprocessing _____

15.00 Advanced Computer Skills

15.01	Graphic Skills	_____
15.02	Desktop Publishing	_____
15.03	Website Management	_____
15.04	Internet	_____
16.00	Data Management	
16.01	Gathering/Classifying Data	_____
16.02	Summarizing Data	_____
16.03	Maintaining Data	_____
16.04	Filing	_____
17.00	Data Input and Analysis	
17.01	Computing Data	_____
17.02	Collecting Data	_____
17.03	Inputting Data	_____
17.04	Analyzing Data	_____
LOGISTICS		
18.00	Equipment Management	
18.01	Equipment Operation	_____
18.02	Equipment Maintenance	_____
18.03	Equipment Inventory	_____
PERSON/ORGANIZATION INTERFACE		
19.00	Initiative	

19.01	Taking Action	_____
19.02	Improvements	_____
19.03	Valuing Responsibility	_____
20.00	Influence Skills	
20.01	Timing	_____
20.02	Switching Strategies	_____
20.03	Solutions	_____
20.04	Using Data	_____
20.05	Using Demonstration	_____
20.06	Alliances	_____
21.00	Helping Orientation	
21.01	Values Being Accessible	_____
21.02	Listening	_____
21.03	Patient and Thorough	_____
21.04	Making System Work	_____
SELF-MANAGEMENT SKILLS		
22.00	Self-Responsibility	
22.01	Self-Development	_____
22.02	Taking Ownership	_____
22.03	Seeing Things Through	_____
22.04	Perseverance	_____
22.05	Development Planning	_____

23.00 **Self-Awareness**

23.01 Self-Knowledge _____

23.02 Realistic _____

24.00 **Strong Self Concept**

24.01 Confident _____

24.02 Values Challenges _____

24.03 Values Achievement _____

24.04 Providing Input _____

25.00 **Assertiveness**

25.01 Confronting Problems _____

25.02 Limits _____

25.03 Addressing Problems _____

26.00 **Self-Control**

26.01 Patience _____

26.02 Grace Under Pressure _____

26.03 Understanding Stress _____

26.04 Sense of Humor _____

27.00 **Flexibility**

27.01 Resilient _____

27.02 Switching Gears _____

27.03 Focus _____

27.04	Options	_____
28.00	Job Commitment	
28.01	Extra-Role Efforts	_____
28.02	Extra Distance	_____
28.03	Representing Organization	_____
28.04	Open to Learning	_____
29.0	Professional Standards/Ethics	
29.01	Legal Issues	_____
29.02	Confidentiality	_____
29.03	Professional Conduct	_____
29.04	Public Service	_____
29.05	Accurate Representation	_____

