

Human Services Staff Development and Training Roles and Competencies: Human Resource Planner

APHSA American Public Human Services Association
NSDTA National Staff Development and Training Association

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 which 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:

American Public Human Services Association
810 First Street, N.E., Suite 500
Washington, D.C. 20002-4267
(202) 682-0100
Fax: (202) 289-6555

To learn more about NSDTA or to become an active member, check out the website (www.aphsa.org)

2003-2004 NSDTA BOARD OF DIRECTORS

Executive Committee

President

Mary Urzi – North Carolina

Past President

David Wegenast – New York

First Vice President

Stephen Ferrer – New York

Second Vice President

Paula Saltaformaggio – Louisiana

Secretary

Ana Pagan – California

Board

Members-at-Large

Floyd Alwon – Massachusetts

Freda Bernotavicz – Maine

Gladys Brock – Tennessee

Grace Clark – Washington

Nancy Dickinson – North Carolina

Dale Curry – Ohio

Stephen Fox – Kentucky

Kathy Jones Kelley – Pennsylvania

Kathy Leeson - Louisiana

Joseph Newell – Pennsylvania

Rose Marie Wentz – Washington

Northeast Region

Eva Austin – Maryland

Noe LaFramboise – New Jersey

Peter Miraglia – New York

Southeast Region

Rebecca Brigham – North Carolina

Darlene Lawson – Tennessee

Central Region

Bernadette McCarthy – Illinois

Gerry Mayhew – Wisconsin

Beki Lockery - Wisconsin

Mountain Region

Art Atwell – Colorado

Linda Kean – Colorado

Southwest Region

Grace Meyer – Texas

Peter Correia - Oklahoma

Ron Young – Arkansas

Western Region

Gary McKee Adair – California

Michael Lawler – California

FOREWORD

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. Areas such 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.

I wish to acknowledge the care and rigorous work of the committee that is researching and developing these guidebooks under the guidance of the committee's chair, Freda Bernotavicz. The Committee has developed a comprehensive matrix of the competencies and functions of staff development and training staff and in 2001 produced competency models for nine roles.

Leadership for this effort is 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. Rose Wentz is responsible for reviewing all reports for consistency. Final editing was done by Freda with the patient assistance of Louise Nicholas who formatted and reformatted multiple drafts throughout the process.

Overall oversight continues to be provided by the Standards Committee. Many thanks to the team who provided the expertise to develop the Human Resource Planner Model which is an important contribution to the field. It is with great admiration that I acknowledge the teamwork and dedication of all who participated in producing this document.

Mary Urzi, President
National Staff Development and Training Association

NSDTA STANDARDS COMMITTEE 2000 – 2001

Chairperson

Freda Bernotavicz, Director

Institute for Public Sector Innovation,
Muskie School, University of Southern Maine
Portland, Maine

Committee Members

Mike Lawler, Director

The Center for Human Services
UC Davis Extension, University of California

Kathy Jones Kelley, Executive Director

PA Child Welfare Competency-based Training and Certification Program
University of Pittsburgh
Mechanicsburg, Pennsylvania

Kathleen Leeson, Regional Program Specialist, Training

Office of Community Services
New Orleans, Louisiana

Gerry Mayhew, Training Section Chief

Wisconsin Department of Workforce Development
Madison, Wisconsin

David Wegenast

Professor
Buffalo State College
Buffalo, New York

Rose Marie Wentz

Training for Change
Seattle, Washington

AUTHORS OF HUMAN RESOURCE PLANNER COMPETENCY MODEL

The Human Resource Planner Competency Model was developed by the following:

Freda Bernotavicz, Director

Mary Hawkins, HR Coordinator and

Margaret Vishneau, Coordinator

Institute for Public Sector Innovation

Muskie School of Public Service

University of Southern Maine

Portland, ME.

Kathy Kelley Jones, Director

Pennsylvania Child Welfare Training Program

University of Pittsburg

Mechanicsville, PE

David Wegenast, Professor

Buffalo State College

Buffalo, N.Y.

HUMAN RESOURCE PLANNER 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 which 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.

Human Resource Planner Competency Model

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)
<ul style="list-style-type: none"> • Administrative Support 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Administrator
<ul style="list-style-type: none"> • Communications Specialist 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Marketer
<ul style="list-style-type: none"> • Evaluator/Researcher 	<ul style="list-style-type: none"> • Evaluator/Researcher 	<ul style="list-style-type: none"> • Evaluator • Researcher
<ul style="list-style-type: none"> • Human Resource Planner 	<ul style="list-style-type: none"> • Manpower Planner 	
<ul style="list-style-type: none"> • Instructional Media Specialist 	<ul style="list-style-type: none"> • Instructional Media Designer 	<ul style="list-style-type: none"> • HRD Materials Developer
<ul style="list-style-type: none"> • Instructor/Trainer 	<ul style="list-style-type: none"> • Instructor/Trainer 	<ul style="list-style-type: none"> • Individual Development Advisor • Instructor or Facilitator
<ul style="list-style-type: none"> • Manager 	<ul style="list-style-type: none"> • Manager 	<ul style="list-style-type: none"> • HRD Manager
<ul style="list-style-type: none"> • Organizational Development Specialist 	<ul style="list-style-type: none"> • Assessor/Consultant 	<ul style="list-style-type: none"> • Needs Analyst • Organizational Change Agent
<ul style="list-style-type: none"> • Training Program and Curriculum Designer 	<ul style="list-style-type: none"> • Curriculum Designer 	<ul style="list-style-type: none"> • 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 (Bernotavicz, 1984).

Human Resource Planner Competency Model

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.

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 and results and 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; 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 available as an addendum to this report.

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.

Background:

Two demographic trends are converging to create what has been described as a “crisis” in the U.S. workforce as a whole:

- Baby boomers are reaching retirement age and leaving the workforce; and
- The declining birthrate means that there are fewer young people entering the workforce.

These trends are on a collision course and exacerbating the chronic and long standing problems in recruiting and retaining qualified staff in human services.

The looming workforce crisis presents both a challenge and an opportunity for training and development professionals and the role of human resource or workforce planner is key in assisting agencies prepare. Noting that workforce planning has likely become the greatest challenge faced by organizations today, the International Personnel Management Association (IPMA) defines it as:

The strategic alignment of an organization’s human capital with its business direction. It is a methodical process of analyzing the current workforce, identifying future workforce needs, establishing the gap between the present and future and implementing solutions so the organization can accomplish its mission, goals and objectives (IPMA, 2002).

Several models are available to provide a framework for workforce planning with the following four steps in common:

- Examining future organizational, environmental and other issues that may affect the ability of the organization to accomplish strategic goals;
- Determining the skills and competencies needed in the future workforce to meet the organization’s goals, and identifying gaps in the current workforce’s skills and competencies that need to be addressed;
- Selecting and implementing strategies targeted to address the identified gaps; and
- Evaluating the success of human capital strategies (Gill, 2004).

The purpose of human resource planning is ultimately to find ways to enhance performance of human service programs by recruiting and retaining qualified staff. Human resource planners must collaborate closely with other related roles particularly the manager, the organizational developer and instructor/trainer. In public and not for profit human service organizations the role or functions of the human resource planner may be performed in several departmental units, for example, the state or county personnel office or the program staff development office.

HUMAN RESOURCE PLANNER COMPETENCY MODEL OUTLINE

Administration

1. Organizational Ability
2. Human Service Policy and Framework
3. Workforce Planning Management

Communication

4. Interpersonal Communication
5. Cultural Sensitivity

Conceptual Knowledge/Skills

6. Problem Analysis
7. Judgment
8. Conceptual Thinking
9. Systems Thinking

Evaluation and Research

10. Workforce Planning Evaluation and Research Concepts
11. Data Collection
12. Evaluation Methods, Analyses and Reporting

Group Dynamics and Process

13. Interpersonal Skills
14. Group Process
15. Managing Process
16. Group Climate
17. Teamwork and Cooperation

Human Resource Management

18. Human Resource Management Concepts and Systems
19. Recruitment
20. Screening and Selection
21. Human Resource Maintenance
22. Succession Planning
23. Performance Management
24. Task/Work Analysis
25. Competency-Based Approaches
26. Environmental Scanning
27. Supply, Demand and Gap Analysis
28. Organizational Restructuring

Information Management

- 29. Basic Computer Skills
- 30. Information Systems Thinking
- 31. HR Management Information Systems

Person/Organization Interface

- 32. Impact and Influence
- 33. Initiative
- 34. Information Seeking
- 35. Decisiveness and Directness

Self-Management Skills

- 36. Self-Responsibility
- 37. Self-Concept
- 38. Self-Control
- 39. Flexibility
- 40. Organizational Commitment
- 41. Professional Standards/Ethics

ADMINISTRATION

1.00 Organizational Ability

Ability to demonstrate organizational skills.

- 01.01 **Work Management:** Shows ability to plan, schedule, and direct the work of self and others.
- 01.02 **Work Assignments:** Balances task requirements and individual abilities (matches people and assignments).
- 01.03 **Work Organization:** Organizes materials or activities to accomplish tasks efficiently.
- 01.04 **Goal Setting:** Sets challenging yet achievable goals for self and others.

2.00 Human Service Policy and Framework

Ability to demonstrate understanding of human services policy and laws.

- 02.01 **Human Services Philosophy and History:** Understands relevant human services history, theory, values and ethics.
- 02.02 **Federal and State Laws and Regulations:** Comprehends and implements federal/state laws, legislation, regulations and agency guidelines.
- 02.03 **Human Services Workforce Information:** Demonstrates knowledge of current literature on human services workforce planning and workforce development issues, including major information sources (e.g., texts, journals, clearinghouses), how to access those sources (e.g., through the Internet), and how to extract, integrate, synthesize, and organize information from those sources.

3.00 Workforce Planning Management

Ability to demonstrate workforce planning management skills.

- 03.01 **Planning:** Demonstrates knowledge of the concepts of strategic, operational, and long range planning for workforce planning in the human services context
- 03.02 **Current Issues:** Demonstrates understanding of current workforce planning issues that affect the organization

- 03.03 **Policies and Procedures:** Understands key policies and operating procedures of the organization. **Outsourcing and Contracting:** Recommends appropriate staffing mix to meet organizational needs.

COMMUNICATION

4.00 Interpersonal Communication

Ability to effectively communicate with individuals and groups.

- 04.01 **Clear Explanations:** Adequately explains staffing needs within the organization, sets forth clear expectations of roles needed in order to achieve the mission
- 04.02 **Probing Techniques:** Uses interviews, questions, and other probes to gather information about workforce needs and skills expectations of staff.
- 04.03 **Listening Skills:** Uses active listening skills to gather information on workforce planning, encourage discussion, and elicit feedback from stakeholders.
- 04.05 **Engagement:** Engages all partners in the workforce planning process, jointly constructing purpose, shared norms and appraisal of outcomes; values the knowledge and contribution of all stakeholders.

5.00 Cultural Sensitivity

Ability to demonstrate effective cross-cultural communication techniques.

- 05.01 **Cross-Cultural Diversity:** Adapts communication and behaviors in order to interact effectively with different types of individuals or groups to recruit and retain a diverse workforce.
- 05.02 **Cross-Cultural Sensitivity:** Recognizes and validates differences in cultural, ethnic, and religious values, perceptions, customs, and behaviors.
- 05.03 **Diversity.** Communicates effectively the importance of developing and maintaining a workforce with diverse characteristics including age, gender, race, religion, and ethnicity; recognizes relevant non-traditional education and experience; applies knowledge of cultural differences during

recruitment, screening and selection process

- 05.04 **Managing Conflict:** Manages disagreement and conflict concerning cultural issues.

CONCEPTUAL KNOWLEDGE/SKILLS

6.00 Problem Analysis

Ability to demonstrate effective problem analysis skills.

- 06.01 **Assessment:** Seeks out relevant data and examines complex information to determine the staffing needs of the organization.
- 06.02 **Approaches:** Uses critical judgment to assess alternative approaches to workforce development. Values diversity of opinion and mental models as a way of bringing multiple perspectives to bear on a problem.
- 06.03 **Analysis:** Uses a systems framework to identify both causes and consequences of recruitment strategies and retention issues. Discerns gaps between theory and practice.

7.00 Judgment

Ability to demonstrate sound judgment.

- 7.01 **Using Information:** Facilitates identification of, and communicates cause and effect relationships. Reaches sound conclusions and makes reasonable decisions based on available information.
- 7.02 **Balance:** Weighs both short- and long-term needs and consequences. Attends to both human and organizational needs.
- 7.03 **Priorities:** Sets priorities for tasks in order of importance.
- 7.05 **Objectivity:** Maintains objectivity in handling difficult issues, events, or decisions. Establishes and follows objective criteria in making recommendations for staffing plans.

8.00 Conceptual Thinking

Ability to synthesize information, to discern patterns in events and relationships.

- 8.01 **Frameworks and Experience:** Uses theoretical frameworks as well as learning from past experience to guide analysis or actions.
- 8.02 **Past Experience:** Practices self-reflection to enhance learning from experience. Distinguishes crucial similarities and differences in present and past situations.
- 8.03 **Creative Thinking:** Is comfortable with risk-taking in thinking. Looks for innovative ways to recruit, retain and develop employees. Plays with ideas.
- 8.04 **Systems View:** Looks at the big picture for workforce development. Focuses on interactions and dynamics to create a climate for action.

9.00 **Systems Thinking**

Ability to focus on interactions and dynamics, taking a long view which includes the past, the future, and the immediate present.

- 9.01 **Dynamic Thinking:** Understands complex relationships and interdependencies. Frames workforce development in terms of patterns of behavior over time.
- 9.02 **System-as-Cause Thinking:** Discerns the patterns of workforce issues not driven by short-term events, but wider system, environmental, economic and cultural factors.
- 9.03 **Global Thinking:** Sees the entirety of workforce planning. Reframes concerns. Balances short-term and long-term staffing needs and perspectives.
- 9.04 **Operational Thinking:** Understands how a behavior is actually generated. Questions any and all underlying assumptions.
- 9.05 **Closed-Loop Thinking:** Views causality as an on-going process, not a one-time event, with effect feeding back to influence causes, and causes affecting each other.
- 9.06 **Quantitative and Qualitative Thinking:** Knows how to quantify and how to incorporate intangible variables into the system model with regard to staffing the agency; distinguishes people and roles.

EVALUATION AND RESEARCH

10.00 **Workforce Planning** Evaluation and Research Concepts

Ability to demonstrate understanding of basic evaluation and research concepts.

- 10.01 **Basic Concepts:** Understands the process and importance of identifying the purpose, audience and questions to be answered to understand workforce planning concerns.
- 10.02 **Uses Systematic Process of Inquiry:** Engages in a logical set of inquiry activities, resulting in workforce plans based on empirical evidence, including the ability to frame research questions; creation of research design that best addresses questions; identification of appropriate measurement techniques; application of quantitative, qualitative, or mixed-methods; conduct of feasibility assessments; conduct of cost-effectiveness or cost-benefit analyses; and conduct of meta-evaluation.
- 10.03 **Evaluation and Research Design:** Understands basic concepts and terminology related to design such as exit questionnaires, sampling, control and comparison groups, experimental and quasi-experimental design.
- 10.04 **Data Collection Instruments:** Describes types of tools for data collection including questionnaires, attitude or satisfaction surveys, paper-and-pencil or performance tests, interviews, focus groups, observations, and administrative performance records.
- 10.05 **Data Collection Issues:** Understands basic concepts related to data collection such as validity and reliability, and practical issues in selection and administration of data collection instruments.
- 10.06 **Data Analysis:** Understands general concepts of data analysis including qualitative and quantitative data, process and outcome data, descriptive or inferential data, and return on investment.
- 10.07 **Reporting and Dissemination:** Understands types of reports (formative and summative) and the role of interim and final results reporting. Provides leadership and support for stakeholder involvement, providing feedback and disseminating results.
- 10.08 **Evaluation Practice:** Is able to plan and manage evaluation projects and complete work in a cost-effective and timely manner.

11.00 Data Collection

Ability to identify useful data and methodologies to collect it.

- 11.01 **Organizational Research:** Designs and uses field research methods, including ethnographic studies.
- 11.02 **Managing the Consulting Process:** Engages with staff in diagnoses of conditions and organizational patterns, recommends appropriate interventions.
- 11.03 **Questioning:** Collects data via pertinent questions asked during surveys, interviews, and focus groups for the purpose of workforce planning analysis.
- 11.04 **Survey Design and Development:** Comprehends survey approaches that use open and closed style questions for collecting data. Prepares instruments in written, verbal or electronic formats.

12.00 Evaluation Methods, Analyses, and Reporting

Ability to reveal and convey technical information about workforce planning.

- 12.01 **Valid and Reliable Information:** Demonstrates ability to implement information-gathering procedures that ensure the results are valid and sufficiently reliable for the intended use.
- 12.02 **Systematic Information Processes:** Demonstrates ability to systematically review all data collection, processing, and reporting functions so that any errors found will be corrected.
- 12.03 **Analysis of Information:** Demonstrates ability to appropriately and systematically analyze qualitative and quantitative data so that research questions are effectively answered and conclusions can be assessed by stakeholders.
- 12.04 **Timely and Impartial Reporting:** Demonstrates ability to clearly report on significant interim/final research findings that can be used in a timely manner and implements reporting procedures that guard against distortion caused by personal feelings or biases of any party to the evaluation.

GROUP DYNAMICS AND PROCESS

13.00 Interpersonal Skills

Ability to apply interpersonal skills through building trust, providing feedback and valuing diversity.

- 13.01 **Builds Trust:** Remains neutral and objective as relationships are built; uses reflective listening techniques, and remains flexible while expressing confidence in the process; and conducts safe discussions concerning issues or cultural norms affecting the organization.
- 13.02 **Feedback:** Provides timely, sensitive, and relevant feedback. Challenges the organization's ideas in a way that supports and maintains a diverse workforce.
- 13.03 **Diversity:** Understands and values diversity and different styles of perceiving, learning, communicating and operating within the organization.

14.00 Group Process

Ability to apply group process theory including task and maintenance functions.

- 14.01 **Theory:** Knows and understands theories and principles of group dynamics such as, distinguishing task and growth groups; task and maintenance functions; phases of group development; and small group behavior.
- 14.02 **Task Functions:** Implements group interaction task functions such as information or opinion seeking, information or opinion giving, clarifying, summarizing, and consensus testing and utilizes information to support staff retention.
- 14.03 **Maintenance Functions:** Implements group interaction maintenance functions such as encouraging expression of group feelings, harmonizing, modifying, gate keeping, and evaluating.

15.00 Managing Process

Ability to manage group process including conflict and difficult situations.

- 15.01 **Managing Conflict:** Helps to resolve problems and manage conflicts through negotiations, aiming for win-win agreements.

- 15.02 **Maintains Focus:** Refocuses straying groups to adhere to the agenda or plan.
- 15.03 **Difficult Situations:** Manages situations of concern (e.g., high turnover, employee stress, and employee lack of knowledge and skill) in a way that maintains employees' confidence, commitment, and competency.

16.00 Group Climate

Ability to establish and maintain effective group climate.

- 16.01 **Ground Rules:** Negotiates and clarifies with the group what constitutes effective/ineffective behavior and establishes ground rules.
- 16.02 **Group Decision-Making:** Involves the group in discussing and making decisions on process and procedures for workforce development.
- 16.03 **Environment:** Creates an environment where employee's feel safe to explore ideas and disagree on recruitment and retention strategies.

17.00 Teamwork and Cooperation

Ability to support a group of individuals as they exchange information, establish trust, make decisions, implement and evaluate interactions and plans.

- 17.01 **Project Development and Implementation.** Actively seeks input from stakeholders on workforce projects. Incorporates that input into a sound, defensible design using appropriate data gathering and analytic methodologies
- 17.02 **Reflection on Results.** Presents intermediate and final data to stakeholders in readily understandable formats; uses analytic skills to help stakeholders analyze the meaning of data; helps stakeholders to discover and question assumptions as they interpret data; provides additional relevant data to stakeholders as their discussions evolve.
- 17.03 **Action Steps.** Helps stakeholders reach defensible conclusions based on workforce data; strongly encourages stakeholders to identify concrete actions to improve approaches based on results

HUMAN RESOURCE MANAGEMENT

18.00 Human Resource Management (HRM) Concepts and Systems

Ability to demonstrate understanding of human resource management concepts and systems.

- 18.01 **Human Resource Understanding:** Understands issues and practices in human resource areas: job design, human resource planning, selection and staffing, human resource research and information systems, compensation and benefits, employee assistance, and union/labor relations.
- 18.02 **Human Resource Systems:** Understands theory and techniques and appropriate applications of effective career development, performance management, and succession planning systems.
- 18.04 **Laws/Regulation/Contracts:** Understands issues related to federal and personnel laws and regulations, union contracts, discipline and grievance processes and their impact on individual and organizational performance and workforce planning efforts.
- 18.05 **Career Development Theory and Application:** Understands theories and techniques, and uses appropriate applications of career development interventions used for performance improvement.

19.0 Recruitment *Ability to plan and implement effective strategies to recruit staff*

Sources: Identifies and utilizes appropriate sources for recruitment and adjusts plan and approach as necessary.

- 19.01 **Materials:** Develops informational materials to communicate agency vision and job requirements to attract applicants and to convey accurate information to promote informed choice
- 19.02 **Communication:** Communicates effectively with potential applicants individually or in groups, adjusting communication style and content based on audience.
- 19.03 **Information:** Collects and manages information on the recruitment process.

20.00 Screening and Selection

- 20.01 **Theory and Application:** Understands the theories, techniques and appropriate applications of staff screening and selection.
- 20.02 **Legal and Policy Issues:** Knows and understands the basis in law and policy related to fair screening and selection processes
- 20.03 **Criteria:** Knows and uses valid, job-related criteria in the screening and selection process.

21.00 Human Resource Maintenance

Ability to understand and implement systems to maintain human resources.

- 21.01 **Reward System Theory and Applications:** Understands the theories, techniques, and appropriate applications of reward system interventions used for performance improvement, career growth and retention.
- 21.02 **Training and Development:** Develops and implements systems to assess and address employee training and development needs related to workforce planning, plans training activities/interventions to meet current and evolving organizational needs, and formulates skill-building and career development plans for employees.
- 21.03 **Workplace Learning:** Understands the importance of, and develops opportunities for on-going job related learning. Identifies need for workplace learning programs to meet current and projected gaps in skills; incorporates workplace learning efforts into career development and workforce development plans.
- 21.04 **Health, Safety and Security:** Understands the strategic health, safety, and security issues and concerns from both the employee and organizational perspective; the laws and regulations that impact this functional area; and the programs, systems, and rules to maintain employee wellness and organizational stability.

22.00 Succession Planning

Demonstrates understanding of succession planning.

- 22.01 **Theory and Techniques:** Understands the theories, techniques and appropriate applications of succession planning.
- 22.02 **Approaches:** Develops or selects and utilizes system to assess, track, analyze, and prioritize current and future staffing levels required to meet organizational needs and training and to evaluate results of efforts

23.00 Performance Management

Demonstrates understanding of performance management issues.

- 23.01 **Performance Gap Analysis:** Performs "front-end analysis" by comparing actual and ideal performance levels in the workplace. Identifies opportunities and strategies for performance improvement.
- 23.02 **Performance Theory:** Recognizes the implications, outcomes, and consequences of performance interventions; distinguishes between activities and results.
- 23.04 **Self-Assessment:** Understands and communicates the importance of self-assessment, including design of learning goals, criteria for judging progress, system for recording and monitoring data and developmental activities and process for determining action steps to meet organizational needs.
- 23.05 **Techniques for Assessment:** Utilizes a consistent assessment process, using multiple types of quantitative and qualitative data and drawing on multiple sources to make judgments.
- 23.06 **Linking Individual and Organizational Effectiveness:** Knows approaches for linking individual and organizational effectiveness.

24.00 Task/Work Analysis

Ability to understand task/work analysis and its applications.

- 24.01 **Approaches:** Understands and knows of the various approaches to task/work analysis, including functional job analysis and position analysis questionnaires.
- 24.02 **Job Descriptions:** Understands steps in developing comprehensive job descriptions based upon task/work analysis.

24.03 **Validity:** Is familiar with approaches to ensure content validity of task/work analysis.

24.04 **Work Flow Analysis:** Understands the techniques of work flow analysis, including observation, interviewing key informants, and document analysis.

25.00 Competency-Based Approaches: *Ability to use competency models and methodologies.*

25.01 **Competency Models:** Knows and understands the theory, structure and use of competency models for workforce planning.

25.02 **Competency Methods:** Knows and uses different methodologies to construct competency models, including Task Analysis, Behavioral Event Interviews, and Subject Matter Experts.

25.03 **Competency Assessment:** Knows and uses procedures for designing competency-based assessment instruments. Collects and manages competency data for use in workforce planning including recruitment, training, reorganization, and succession planning efforts.

26.0 Environmental Scanning: *Ability to scan the environment as the basis for workforce planning.*

26.01 **External Assessment:** Scans external environment to assess issues such as supply and demand, economic conditions, changing composition of the workforce, government influences (policy, laws etc), geographic and competitive conditions (education enrollment, migration into area).

26.02 **Internal Assessment:** Scans internal organization to determine capabilities, including current workforces skills, retirement patterns, turnover data, demographic profiles of current employees.

26.03 **SWOT Analysis:** Develops strategies that align organizational strengths with external opportunities, identifies internal weaknesses and threats that could affect organizational success, assesses budget implications of strategies.

27.0 Supply, Demand and Gap Analysis: *Ability to analyze workforce supply and demand information to identify gaps .*

27.01 **Supply Analysis:** Examines data on current and future composition of the workforce and workload, makes projections from current workforce demographic and personnel transaction data; develops attrition forecasts

- 27.02 **Demand Analysis:** Examines future activities, workloads and competency sets to generate quantitative data on anticipated workload and workforce changes and competency requirements.
- 27.03 **Gap Analysis:** Compares information from the supply and demand analyses to identify the differences.

28.00 Organizational Restructuring: *Ability to develop strategic human resource systems to support organizational restructuring.*

- 28.01 **Strategic Staffing Plans:** Develops strategic staffing plans to support restructuring (mergers, downsizing, reorganization).
- 28.02 **Organizational Analysis:** Gathers data to determine staffing impact of proposed reorganization including analysis of positions and functions.
- 28.03 **Staffing Plans:** Develops criteria and process to plan for impact on staff, paying attention to equity, performance and legal issues.

INFORMATION MANAGEMENT

29.00 Basic Computer Skills

Ability to apply basic computer concepts including e-mail, scheduling and word processing.

- 29.01 **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.
- 29.02 **E-Mail:** Utilizes e-mail to compose, reply to and forward messages attach files and save attachments, set up files and file messages.
- 29.03 **Scheduling:** Utilizes scheduling, including creating new tasks, viewing editing and deleting appointments, printing appointments.
- 29.04 **Word Processing:** Utilizes the word processing function, including editing and maneuvering, selecting, deleting and inserting text; indenting paragraphs; cutting and pasting copy; saving and securing documents.

30.00 Information Systems Thinking

Ability to demonstrate information systems thinking.

- 30.01 **Information Systems Concept:** Understands the concept of information systems in general and appropriately collects and analyzes information.
- 30.02 **Data and Information:** Understands the distinction between data and information. Responsibly interprets and accurately reports data to support stakeholders in decision-making. Uses appropriate and effective media for informing different audiences.
- 30.03 **Policy and Practice Link:** Understands and conveys to others the link between workforce **planning** issues and policy implications. Uses data and examples to help audiences relate findings to policy and practice.
- 30.04 **Importance of Quality Data:** Takes appropriate measures (e.g. verification, peer review) to assure data accurateness in both quantitative and qualitative work.

31.00 HR Information Systems

Ability to understand purpose and basic functions of HR information systems.

- 31.01 **Computer/Analysis Software Knowledge:** Demonstrates knowledge and understanding of word processing, spreadsheet and database software packages that are considered the best/most efficient on the market. Is capable of performing statistical functions necessary for data analysis. Comprehends the results software produces and responsibly reports data output.
- 31.02 **Data in System:** Is familiar with administrative/human resource data, its location and organization.
- 31.03 **Data Management:** Demonstrates knowledge of database design. Organizes data effectively for proper and accurate analysis and reporting. Utilizes software to explore and manage data.
- 31.04 **Using Information:** Demonstrates knowledge of collected data and results. Provides stakeholders with descriptive information from the numeric and non-numeric data.
- 31.05 **Critical Data:** Demonstrates the ability to identify critical data and/or results, and effectively explains and communicates the importance of findings

PERSON/ORGANIZATION INTERFACE

32.0 Impact and Influence

Ability to demonstrate understanding and skills of impact and influence.

- 32.01 **Anticipation:** Anticipates effects of an action on people, programs or events.
- 32.02 **Approaches:** Uses appropriate approaches to achieve desired results.
- 32.03 **Using Information:** Anticipates significant information necessary for decision-making.
- 32.04 **Organizational Awareness:** Demonstrates awareness of organizational goals and concern for image and reputation of the agency and program and potential impact on recruitment and retention.

33.00 Initiative

Ability to take the first step.

- 33.01 **Action:** Initiates timely action rather than waiting to react as situations develop.
- 33.02 **Strategic Thinking:** Recognizes and seizes opportunities.
- 33.03 **Confronts Barriers:** Challenges barriers to effective workforce planning and takes action to overcome them.
- 33.04 **System Knowledge:** Uses knowledge of the system to identify long-term opportunities and problems.
- 33.05 **Environmental Scanning:** Looks ahead using key informants and trends analysis to anticipate risks, opportunities, and strategic positioning for workforce planning.

34.00 Information Seeking

Demonstrate information seeking skills.

- 34.01 **Information Identification:** Identifies what information is needed and the proper source for it.

- 34.02 **Questioning:** Seeks out exact information or resolution of discrepancies by asking a series of pertinent questions.
- 34.03 **Open to Cues:** Looks for potential opportunities or for miscellaneous information that may be of future use.

35.00 Decisiveness and Directness

Demonstrates decisiveness and directness.

- 35.01 **Need for Decisions:** Recognizes when a decision is required.
- 35.02 **Decision-making:** Makes timely decisions based on available data.
- 35.03 **Firmness:** Maintains and/or explains positions when under pressure from others, confronting resistance necessary.
- 35.04 **Open to Change:** Shifts positions if new information indicates.
- 35.05 **Directive:** Gives directions or orders based on personal authority, rules, and procedures when a situation requires.

SELF-MANAGEMENT SKILLS

36.00 Self-Responsibility

Ability to engage in ongoing learning to improve professional capabilities.

- 36.01 **Reflective Practice:** Uses reflective practice in a regular and systematic way to assess the effects of own choices and actions on others; recognizes espoused theories versus theories-in-use; uses own performance to reframe issues based on feedback.
- 36.02 **Self-development:** Engages in continued efforts to clarify personal values and to carry out plans for professional development to meet personal and agency needs.
- 36.03 **Knowledge of Field:** Stays up-to-date on policy and best practice in field of workforce planning.
- 36.04 **Professional Growth:** Loves to learn and take on new responsibility; actively seeks opportunities to grow professionally, including learning from the expertise or perspectives of colleagues. Believes learning is a “lifelong

process.”

36.05 **Timeliness:** Completes assigned tasks in a timely manner.

37.00 Self-Concept

Ability to believe in own capabilities and judgment.

- 37.01 **Self-Awareness:** Identifies own personal values, needs, interests, style, and competencies and their effects on others; recognizes when personal feelings have been aroused; works within limits of capabilities; manages personal defensiveness.
- 37.02 **Pride:** Takes pride in own expertise and in ability to handle situations.
- 37.03 **Feedback:** Actively seeks and accepts feedback for improvement without loss of self-esteem and without responding defensively.
- 37.04 **Assertiveness:** Advocates for professional standards, and for others and their needs.

38.00 Self-Control

Ability to maintain emotional equilibrium and optimism.

- 38.01 **Self-discipline:** Manages biases; performs effectively in the midst of chaos and in an atmosphere of ambiguity. Maintains self-control in high stress situations.
- 38.02 **Checks Behavior:** Inhibits impulses to do or say inappropriate things.
- 38.03 **Self-Monitors:** Monitors own personal values and biases so that they do not undermine objectivity and professionalism.
- 38.04 **Patience:** Shows patience and tenacity in working for desired results.

39.00 Flexibility

Ability to respond to challenge and change.

- 39.01 **Stress Reduction:** Manages own well being; finds ways, such as humor, to reduce or manage stress.
- 39.02 **Coping Skills:** Perseveres in the face of disappointment, hostility, or

Human Resource Planner Competency Model

adverse conditions; resists dwelling on disappointments; motivates self to make the best of things.

39.03 **Openness:** Is open to new information and to changing own opinions; suspends own judgment and helps others to learn to suspend their judgment; makes own mental models explicit and doesn't impose own mental models on others.

39.04 **Fairness:** Recognizes the pros and cons of alternatives and accepts the validity of opposing views.

39.05 **Versatility:** Adapts behavior or approach to adjust appropriately to particular situations; is able to shift gears and redirect activities.

40.00 Organizational Commitment

Ability to demonstrate commitment to the organization.

40.01 **Responsibility:** Takes responsibility for projecting and maintaining a professional image for the organization.

40.02 **Follow-Through:** Demonstrates willingness to solve problems and see things through to completion.

40.03 **Sets Standards:** Sets high standards for self and others.

40.04 **Focuses on Goals:** Stays focused on larger goals and strategies to achieve them.

41.00 Professional Standards/Ethics

Ability to conduct self in an ethical and honest manner.

41.01 **Legal Issues:** Complies with all pertinent laws and regulations governing the role.

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

41.03 **Professional Conduct:** Supports peers and avoids conduct that impedes the practicing of their profession.

41.04 **Public Service:** Improves public understanding of public service and

government bureaucracies and the role of government.

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

REFERENCES

- Boyatzis, Richard E. (1982). *The Competent Manager*. New York, NY: John Wiley & Sons.
- Gill, Robert (2004) *Essentials of Workforce Planning. IPMA-HR News*. Alexandria, VA: International Public Management Association for Human Resources.
- Hughes, Ronald C. and Judith S. Rycus (1989). *Target Competent Staff: Competency-Based Inservice Training for Child Welfare*. Washington, DC: Child Welfare League of America.
- International Personnel Management Association (2002). *Workforce Planning Resource Guide for Public Sector Human Resource Professionals*. Washington, DC: Author.
- Klemp, George L. (1981). *Job Competence Assessment: Defining the Attributes of the Top Performer*. Alexandria, VA: American Society for Training and Development, Vol. No. 8.
- Kinney, Thomas, Kathleen Coke, and Richard Fox, (1982). *Public Child Welfare Staff Development: A Role and Competency Framework for Curriculum Development and Instruction*. Albany, NY: Continuing Education Program, School of Social Welfare, Nelson A. Rockefeller College of Public Affairs and Policy, State University of New York at Albany.
- Lawson, Tom E. (1989). *The Competency Initiative: Standards of Excellence for Human Resource Executives*. Society for Human Resource Management
- McLagan, P. (1989). *Models for HRD Practice*. Alexandria, VA: The American Society for Training and Development.
- Powers, Bob (1992). *Instructor Excellence: Mastering the Delivery of Training*. San Francisco: Jossey-Bass.
- Rothwell, William J., Sanders, Ethan S. and Soper Jeffrey G. (1999). *ASTD Models for Workplace Learning and Performance: Roles, Competencies, and Outputs*, Alexandria, VA: The American Society for Training and Development.

Spencer, L. and S. Spencer (1993). *Competence at Work: Models for Superior Performance*. New York: John Wiley & Sons, Inc.

Assessment Instrument for Human Resource Planner 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

1 2 3
Low Moderate High

ADMINISTRATION

1.00 Organizational Ability – *Ability to demonstrate organizational skills.*

- 01.01 Work Management _____
- 01.02 Work Assignments _____
- 01.03 Work Organization _____
- 01.04 Goal Setting _____

2.00 Human Service Policy and Framework – *Ability to demonstrate understanding of human services policy and laws.*

- 02.01 Human Services Philosophy and History _____
- 02.02 Federal/State Laws and Regulations _____
- 02.03 Human Services Workforce Information _____

3:00 Workforce Planning Management – *Ability to demonstrate workforce planning management skills.*

- 03.01 Planning _____
- 03.02 Current Issues _____

- 03.03 Policies and Procedures _____
- 03.04 **Outsourcing and Contracting** – *Recommends appropriate staffing mix to meet organizational needs*

Communication

4.00 Interpersonal Communication – *Ability to effectively communicate with individuals and groups.*

- 04.01 Clear Explanations _____
- 04.02 Probing Techniques _____
- 04.03 Listening Skills _____
- 04.04 Engagement _____

5.00 Cultural Sensitivity – *Ability to demonstrate effective cross-cultural communication techniques.*

- 05.01 Cross-Cultural Diversity _____
- 05.02 Cross-Cultural Sensitivity _____
- 05.03 Diversity _____
- 05.04 Managing Conflict _____

CONCEPTUAL KNOWLEDGE/SKILLS

6.00 Problem Analysis – *Ability to demonstrate effective problem analysis skills.*

- 06.01 Assessment _____
- 06.02 Approaches _____
- 06.03 Analysis _____

7.00 Judgment – *Ability to demonstrate sound judgment.*

Human Resource Planner Competency Model

- 7.01 Using Information _____
- 7.02 Balance _____
- 7.03 Priorities _____
- 7.04 Objectivity _____
- 8.00 Conceptual Thinking** – *Ability to synthesize information, to discern patterns in events and relationships.*
- 8.01 Frameworks and Experience _____
- 8.02 Past Experience _____
- 8.03 Creative Thinking _____
- 8.04 Systems View _____
- 9.00 Systems Thinking** – *Ability to focus on interactions and dynamics, taking a long view which includes the past, the future, and the immediate present.*
- 9.01 Dynamic Thinking _____
- 9.02 System-as-Cause Thinking _____
- 9.03 Global Thinking _____
- 9.04 Operational Thinking _____
- 9.05 Closed-Loop Thinking _____
- 9.06 Quantitative and Qualitative Thinking _____

EVALUATION AND RESEARCH

- 10.00 Workforce Planning Evaluation and Research Concepts** – *Ability to demonstrate understanding of basic evaluation and research concepts.*
- 10.01 Basic Concepts _____
- 10.02 Uses Systematic Process of Inquiry _____

- 10.03 Evaluation and Research Design _____
- 10.04 Data Collection Instruments _____
- 10.05 Data Collection Issues _____
- 10.06 Data Analysis _____
- 10.07 Reporting and Dissemination _____
- 10.08 Evaluation Practice _____

11.00 Data Collection – *Ability to identify useful data and methodologies to collect it.*

- 11.01 Organizational Research _____
- 11.02 Managing the Consulting Process _____
- 11.03 Questioning _____
- 11.04 Survey Design and Development _____

12.00 Evaluation Methods, Analysis, and Reporting – *Ability to reveal and convey technical information about workforce planning.*

- 12.01 Valid and Reliable Information _____
- 12.02 Systematic Information Processes _____
- 12.03 Analysis of Information _____
- 12.04 Timely and Impartial Reporting _____

GROUP DYNAMICS AND PROCESS

13.00 Interpersonal Skills – *Ability to apply interpersonal skills through building trust, providing feedback and valuing diversity.*

- 13.01 Builds Trust _____
- 13.02 Feedback _____

13.03 Diversity _____

14.00 Group Process – *Ability to apply group process theory including task and maintenance functions.*

14.01 Theory _____

14.02 Task Functions _____

14.03 Maintenance Functions _____

15.00 Managing Process - *Ability to manage group process including conflict and difficult situations.*

15.01 Managing Conflict _____

15.02 Maintains Focus _____

15.03 Difficult Situations _____

16.00 Group Climate – *Ability to establish and maintain effective group climate.*

16.01 Ground Rules _____

16.02 Group Decision-Making _____

16.03 Environment _____

17.00 Teamwork and Cooperation – *Ability to support a group of individuals as they exchange information, establish trust, make decisions, implement and evaluate interactions and plans.*

17.01 Project Development and Implementation _____

17.02 Reflection on Results _____

17.03 Action Steps _____

HUMAN RESOURCE MANAGEMENT

18.00 Human Resource Management (HRM) Concepts and Systems – *Ability to demonstrate understanding of human resource management concepts and systems.*

Human Resource Planner Competency Model

18.01	Human Resource Understanding	_____
18.02	Human Resource Systems	_____
18.03	Laws/Regulation/Contracts	_____
18.04	Career Development Theory and Application	_____
19.00	Recruitment – <i>Ability to plan and implement effective strategies to recruit staff</i>	
19.01	Materials	_____
19.02	Communication	_____
19.03	Information	_____
20.00	Screening and Selection	
20.01	Theory and Application	_____
20.02	Legal and Policy Issues	_____
20.03	Criteria	_____
21.00	Human Resource Maintenance – <i>Ability to understand and implement systems to maintain human resources.</i>	
21.01	Reward System Theory and Applications	_____
21.02	Training and Development	_____
21.03	Workplace Learning	_____
21.04	Health, Safety and Security	_____
22.00	Succession Planning – <i>Demonstrates understanding of succession planning</i>	
22.01	Theory and Techniques	_____
22.02	Approaches	_____
23.00	Performance Management – <i>Demonstrates understanding of performance management issues</i>	

- 23.01 Performance Gap Analysis _____
- 23.02 Performance Theory _____
- 23.03 Self-Assessment _____
- 23.04 Techniques for Assessment _____
- 23.05 Linking Individual and Organizational Effectiveness _____

24.00 Task/Work Analysis – *Ability to understand task/work analysis and its applications.*

- 24.01 Approaches _____
- 24.02 Job Descriptions _____
- 24.03 Validity _____
- 24.04 Work Flow Analysis _____

25.00 Competency-Based Approaches – *Ability to use competency models and methodologies*

- 25.01 Competency Models _____
- 25.02 Competency Methods _____
- 25.03 Competency Assessment _____

26.00 Environmental Scanning – *Ability to scan the environment as the basis for workforce planning*

- 26.01 External Assessment _____
- 26.02 Internal Assessment _____
- 26.03 SWOT Analysis _____

27.00 Supply, Demand and Gap Analysis – *Ability to analyze workforce supply and demand information to identify gaps.*

- 27.01 Supply Analysis _____
- 27.02 Demand Analysis _____

27.03 Gap Analysis _____

28.00 Organizational Restructuring – *Ability to develop strategic human resource systems to support organizational restructuring*

28.01 Strategic Staffing Plans _____

28.02 Organizational Analysis _____

28.03 Staffing Plans _____

INFORMATION MANAGEMENT

29.00 Basic Computer Skills – *Ability to apply basic computer concepts including e-mail, scheduling and word processing.*

29.01 Computer Basics _____

29.02 E-Mail _____

29.03 Scheduling _____

29.04 Word Processing _____

30.00 Information Systems Thinking – *Ability to demonstrate information systems thinking*

30.01 Information Systems Concept _____

30.02 Data and Information _____

30.03 Policy and Practice Link _____

30.04 Importance of Quality Data _____

31.00 HF Information Systems – *Ability to understand purpose and basic functions of HR information systems.*

31.01 Computer Analysis Software Knowledge _____

31.02 Data in System _____

- 31.03 Data Management _____
- 31.04 Using Information _____
- 31.05 Critical Data _____

PERSON/ORGANIZATION INTERFACE

32.00 Impact and Influence – *Ability to demonstrate understanding and skills of impact and influence.*

- 32.01 Anticipation _____
- 32.02 Approaches _____
- 32.03 Using Information _____
- 32.04 Organizational Awareness _____

33.00 Initiative – *Ability to take the first step*

- 33.01 Action _____
- 33.02 Strategic Thinking _____
- 33.03 Confronts Barriers _____
- 33.04 System Knowledge _____
- 33.05 Environmental Scanning _____

34.00 Information Seeking – *Demonstrates information seeking skills*

- 34.01 Information Identification _____
- 34.02 Questioning _____
- 34.03 Open to Cues _____

35.00 Decisiveness and Directness – *Demonstrates decisiveness and directness*

- 35.01 Need for Decisions _____

- 35.02 Decision-making _____
- 35.03 Firmness _____
- 35.04 Open to Change _____
- 35.05 Directive _____

SELF-MANAGEMENT SKILLS

36.00 Self-Responsibility – *Ability to engage in online learning to improve professional capabilities*

- 36.01 Reflective Practice _____
- 36.02 Self-Development _____
- 36.03 Knowledge of Field _____
- 36.04 Professional Growth _____
- 36.05 Timeliness _____

37.00 Self-Concept – *Ability to believe in own capabilities and judgment*

- 37.01 Self Awareness _____
- 37.02 Pride _____
- 37.03 Feedback _____
- 37.04 Assertiveness _____

38.00 Self-Control – *Ability to maintain emotional equilibrium and optimism*

- 38.01 Self-discipline _____
- 38.02 Checks Behavior _____
- 38.03 Self-Monitors _____

Human Resource Planner Competency Model

38.04 Patience _____

39.00 Flexibility – Ability to respond to challenge and change

39.01 Stress Reduction _____

39.02 Coping Skills _____

39.03 Openness _____

39.04 Fairness _____

39.05 Versatility _____

40.00 Organizational Commitment – Ability to demonstrate commitment to the organization

40.01 Responsibility _____

40.02 Follow-Through _____

40.03 Sets Standards _____

40.04 Focuses on Goals _____

41.00 Professional Standards/Ethics – Ability to conduct self in an ethical and honest manner

41.01 Legal Issues _____

41.02 Confidentiality _____

41.03 Professional Conduct _____

41.04 Public Service _____

41.05 Accurate Representation _____