

SUPERVISOR'S GUIDE TO USING UVIC COMPETENCIES WINTER 2018

HONOUR PEOPLE AND PLACE

WORK TOGETHER / ČĀNEUEL OL

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UVIC COMPETENCY MODEL

www.uvic.ca/competencymodel



CONTENTS AND OVERVIEW

INTRODUCTION

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As employees will most likely be introduced to the UVic Competency Model through conversations with you as the immediate supervisor, it is important that you are familiar with the model and associated resources available on the UVic Competency website so you can share it with new employees and use it in your conversations with continuing employees throughout the employment lifecycle.

CREATING OR UPDATING JOB DESCRIPTIONS

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When drafting job descriptions for new positions or updating existing job descriptions, consider how each competency applies to the role, and which of the competencies might be included in either the duties or the qualification sections of the job description.

DEVELOPING HIRING CRITERIA AND INTERVIEW QUESTIONS

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Every employee you hire has the potential to be a multi-million dollar decision. We might think we are hiring temporary help, or a part-time receptionist, but many of our longest serving employees started out that way! The competencies can help you identify hiring criteria to build into your selection process that will help you identify those candidates that fit the requirements of the position, and fit at UVic.

ONBOARDING NEW EMPLOYEES

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Employees come to UVic with skills and experience. Some may not have worked in a university setting before, and may find UVic a unique organizational culture. As their supervisor you can use the competencies and accompanying Resource Guides to help your new employees acclimatize to UVic and discover what it means to work here.

DEVELOPING EMPLOYEES

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Supervisors looking for ways to support employee development will find that the UVic Competency Model can help identify areas where some improvement might be needed, and it can also identify areas for strong employees to expand their knowledge and skills beyond the job requirements. The Performance and Development Cycle (PDC) is also an opportunity to make the UVic Competency Model a regular part of your ongoing conversations with employees.

EMPLOYEE RECOGNITION

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As the model was designed to identify those behaviours that support UVic's success, providing recognition to employees based on their demonstration of competencies just makes sense. Make the connection between what employees do on a day-to-day basis and the success of the organization as a way of motivating employees to ensure those behaviours continue.

LEADERSHIP DEVELOPMENT AND SUCCESSION PLANNING

S-7

When supporting an employee to develop leadership and supervisory skills, you may wish to discuss how some competencies may be demonstrated differently in a leadership role than as an individual contributor. You may also use competencies to identify areas of development that support succession planning goals.

USING THE RESOURCE GUIDES IN YOUR ROLE AS A SUPERVISOR

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Some competencies will be directly relevant to the day to day work of the employee and some may be less obvious. Use the Resource Guides to have conversations with your employees about each competency, how it might be demonstrated and how it could be developed.

APPENDIX: UVIC COMPETENCY MODEL

INTRODUCTION

DEFINITION AND BACKGROUND

A competency model describes the knowledge, skills and attributes employees demonstrate when successfully contributing to an organization’s strategic objectives. The UVic model describes competencies that make UVic unique. The revised model, which replaces the 2005 iteration, is aspirational, recognizing that pursuing our strategic objectives will always require us to lean into the edge of learning, growth and discovery. Details regarding the Competency Development Methodology and ČANEUEL OL Consultative Process are available on the competency webpage

APPLICATION

This model applies to staff and administrative leaders and is a foundation for many of the HR processes and systems used by managers including: selection tools, performance and development reviews, career and succession planning and employee development. While the model has not been designed specifically to apply to faculty roles, it can be used by any employee at UVic. For most employees, conversations about the competencies will occur as part of the annual Performance and Development Cycle and associated goal-setting conversations.

STRUCTURE

The UVic Competency Model offers a high-level view of what it means to work at UVic. It aligns with and supports but does not replace information found in job descriptions, collective agreements and UVic policies and procedures. The four competency themes describe UVic’s aspirations and are stated in “we” language, while the twelve competency behaviours use “I” language—emphasizing the shared accountability required between the organization and the individual to achieve UVic’s strategic goals.

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The model is presented visually as a nested graphic to demonstrate how each competency builds on the others. Our foundation is to **Honour People and Place**, and the behaviours listed are needed for employees to effectively **Work Together**, which enables us to collectively **Make It Better** so we can focus our energy and resources to **Make a Difference**.

The model is intentionally non-hierarchical, recognizing that each employee will realize, demonstrate and develop competencies and behaviours differently according to their position and department, team, and personal goals. The model and accompanying Resource Guides are intended to encourage employees to ask the question “How does this show up for me?” rather than offer a prescriptive application for all.



DEVELOPMENT AND SUPPORT

The competencies are enabled by but do not replicate foundational skillsets, such as personal effectiveness, interpersonal communication, collaboration, and supervision and leadership skills. These skills are being incorporated into HR’s Learning Programs through the HR Employee Learning Calendar which align with the competencies.

Resource guides for each competency behaviour outline strategic linkages, sample coaching questions, suggested skills, and learning opportunities. Employees and their supervisors are encouraged to identify one or two behaviours to develop at a time, in a way that is relevant and appropriate to the individual, rather than attempting to take it all on at once.

ADDITIONAL RESOURCES

Competency Development Methodology

https://www.uvic.ca/hr/assets/docs/ld/competency_model/UVicCompetencyMethodology.pdf

ČANEUEL OL Consultative Process <https://www.uvic.ca/hr/services/home/pdc/index.php>

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CREATING OR UPDATING JOB DESCRIPTIONS

When drafting job descriptions for new positions or updating existing job descriptions, consider how each competency may apply to the role, and which of the competencies might be included in either the responsibilities or the qualification sections of the job description.

Remember the competencies are not prescriptive, so it probably doesn't make sense to cut and paste competencies directly into a job description. Rather, consider which competencies may apply and how they should be reflected in the specific job description you are creating to ensure the document clearly identifies the knowledge, skills and abilities required in your area to support the university's overall success.

CONSIDER THE FOLLOWING

What are the core responsibilities of the job? Which competencies relate directly to the core responsibilities of the role and how would you describe those duties or expectations of the position?

Examples:

- A position may reflect the **Provide Excellent Service** competency by including in the job duties the responsibility to provide timely and reliable service that meets the client's needs
- A professional level position may reflect the **Focus on Quality** competency by including in the job expectations the responsibility to research and apply industry best practice in their approach to their work.

What qualifications are required for the position? To what standard? Describe the level or standard of skill in any of the competencies that should be required qualifications. The 'Suggested Skills to Develop' section of the Resource Guides can be helpful when considering what knowledge, skills or abilities will be required to carry out the duties of the position.

Examples:

- A position that provides support services to students may reflect the **Be Socially and Culturally Responsive** competency by requiring previous work experience with socially and culturally diverse populations, or by demonstrating an understanding of the unique needs and issues that may arise for students.
- A position that provides internal or external service may reflect the **Provide Excellent Service** competency by requiring exceptional listening skills. Front line service positions may require a higher standard by demonstrating an ability to listen empathically to a distressed client.

When updating or writing a new job description your HR Advisor can help you to incorporate the UVic competencies to ensure your staff recruitment process attracts the right candidates.

ADDITIONAL RESOURCES

Hiring website <https://www.uvic.ca/hr/services/home/hiring/index.php>

DEVELOPING HIRING CRITERIA AND INTERVIEW QUESTIONS

Every employee you hire has the potential to be a multi-million dollar decision. We might think we are hiring temporary help, or a part-time receptionist, but many of our longest serving employees started out that way! The competencies can help you identify hiring criteria to build into your selection process that will help you identify those candidates that fit the requirements of the position, and fit at UVic.

SAMPLE INTERVIEW QUESTIONS

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Build Personal Insight: *Share an example of how a conflict or difference of opinion helped you to see yourself from the other person's perspective.*

Increase Indigenous Acumen: *How have you taken initiative to increase your knowledge, awareness and understanding of the impact of Canadian policies and practices related to Indigenous people?*

Be Socially and Culturally Responsive: *What is one thing you could do in this role to help create a welcoming and inclusive environment?*

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Invite Diverse Perspectives: *How comfortable are you in receiving differing perspectives from your own? How do you stay open and minimize defensiveness?*

Develop Partnerships: *Think about a time when you worked with someone from another department or organization. What made that relationship successful? What was challenging? What was the impact?*

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Focus on Quality: *What are some ways you can measure the quality of your work? What could you pay more attention to? How will you track progress over time? What support do you need to do that?*

Provide Excellent Service: *When have you received excellent customer service? What happened? What did you learn from that experience and how can you apply that to providing better service in this role?*

Make Informed Decisions: *What approach would you take to assess, analyze and develop recommendations to improve a program, process or system?*

Remain Agile: *How would others know when you are struggling with a change? What do you need from others when things get tough?*

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See the Big Picture: *What inspires you about UVic and connects you to our community?*

Tell Our Story: *Think of a news story about something that makes you proud to be a part of the UVic community. How could you share that with people you know?*

Support the Student Experience: *What is one way (big or small) that you can make a difference for a student in the next month?*

ADDITIONAL RESOURCES

Recruitment resources and tools <https://www.uvic.ca/hr/services/home/hiring/recruitment/index.php>

ONBOARDING NEW EMPLOYEES:

The onboarding period is an important season in which to welcome employees into our UVic community. This first impression is a chance to enroll them in our vision, connect their work to a greater sense of purpose in the organization, and establish foundational practices. This time is also when employees form important relationships with their supervisors, colleagues and those we serve. In this sense, the onboarding period is a time when employees are oriented to how our competencies are lived out every day.

Employees come to UVic with skills and experience, but some may not have worked in a university setting before, and may find UVic a unique organizational culture. The competencies and accompanying Resource Guides can help new employees acclimatize to UVic and discover what it means to work here. HR incorporates the competencies into onboarding tools and programs according to the following legend:

COMPLIANCE	My ACCOUNTABILITIES: <i>I know what I am responsible for, and am equipped to respond.</i>
HONOUR PEOPLE AND PLACE	My SELF: <i>I am prepared to be an active and engaged member of the community</i>
WORK TOGETHER / ƆANEUEL OL	My TEAM: <i>I am able to build relationships and feel connected to people on my team</i>
MAKE IT BETTER	My JOB: <i>I know what is expected of me and am supported to strive for excellence</i>
MAKE A DIFFERENCE	My ORGANIZATION: <i>I see myself as part of the larger organization</i>

ADDITIONAL RESOURCES

Onboarding website <https://www.uvic.ca/hr/careers/home/new-employees/index.php>

New Employee Handbook <https://www.uvic.ca/hr/assets/docs/onboarding/employee-handbook.pdf>

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DEVELOPING EMPLOYEES

When looking for ways to support employee development, the UVic Competency Model can help identify areas where some improvement might be needed, and can also identify areas for high performing employees to expand their knowledge and skills beyond the job requirements. Development conversations normally happen as part of the Performance and Development Cycle, but conversations about employee development can happen any time.

Below are some ideas for how to use the competency model to support individual or team development:

- **Select** one competency per month as a team development goal, whether as a team strength or area for development. Share activities for development and celebrate success.
- **Focus** employee development goals on the competencies. This may be more appropriate for employees who are already strong in their work related tasks, duties and projects as a way of acknowledging and supporting that employee's strong work performance.
- **Use** the competency language to communicate a development need to an employee who may be having difficulty understanding the need to develop
- **Seek** a variety of development opportunities for you and your employees including self-directed learning, experiential work assignments, as well as classroom-based learning opportunities offered through the Employee Learning Calendar.
- **Lead** by example by sharing how you are developing the competencies in your professional capacity

THE PERFORMANCE AND DEVELOPMENT CYCLE

Competencies can help focus goals, provide an opportunity for coaching and feedback, and offer a useful framework for providing recognition. The Performance and Development Cycle (PDC) is an opportunity to make the competency model a regular part of your ongoing conversations with employees. Competencies can help bring these conversations up out of the day-to-day duties of the job and identify development goals that are more related to personal development or to developing a better understanding of the university as a whole.

The competencies have been built into the new Performance Development Cycle forms and resources.

TIPS FOR USING COMPETENCIES AT EACH STAGE OF THE PERFORMANCE AND DEVELOPMENT CYCLE

STEP 1 – LOOKING FORWARD: GOAL SETTING CONVERSATIONS



- Review Competencies as part of your step one conversations
- Jointly determine which competencies are fundamental to the role and which may be more of a personal development goal
- Trying to develop all the competencies at once isn't realistic. Select a few to develop this performance cycle and develop goals for each.

STEP 2 – CHECKING IN: FEEDBACK & COACHING CONVERSATIONS



- Use questions from the Resource Guides during your regular check-ins to highlight the competencies in the employee's work and to jointly develop a better understanding of how they show up in this role
- Provide feedback based on the competencies the employee has chosen to focus on, and look for ways to provide feedback and recognition on other competencies when you see them being demonstrated

STEP 3 – LOOKING BACK: SUMMARIZING & NEXT STEPS CONVERSATIONS



- Document progress related to competency development in the Step 3 PDC form
- Acknowledge and celebrate achievements that align with competencies
- Discuss other competencies to focus on for the next PDC cycle

ADDITIONAL RESOURCES

PDC website www.uvic.ca/pdc

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EMPLOYEE RECOGNITION

Often employees demonstrate competencies without even knowing what the competencies are. Making the connection between what employees do on a day-to-day basis and the success of the organization is a great way to motivate employees and to ensure those behaviours continue.

Providing recognition to employees based on their demonstration of competencies helps to further identify the behaviours that support UVic's success. For this reason, the model and the criteria for the President's Extraordinary Service Awards (PESA) are also aligned.

TIPS FOR USING THE COMPETENCIES TO RECOGNIZE EMPLOYEES

- **Pick** a competency for each team meeting and ask team members to share where they have seen each other demonstrating this competency at work.
- **Ask** your employees during your one-on-one check-in which competencies they believe they have connected to most since the last time you met? Ask about what they did and why they think it is important?
- **Frame** positive feedback through the competency model. *For example, if a client gives positive feedback about the way the employee handled an issue for them, refer to the Provide Excellent Service competency and connect the client's feedback to the employee's demonstration of that competency.*
- **Ask** employees at team meetings (or one on one check-ins) what they enjoy the most about their work. Find a way to connect that back to the competency model to show how their behaviours support organizational success.
- **Use** competency language to craft biographies and scripts for employees participating in Long Service Recognition and Retiree events.
- **Nominate** an employee for a President's Extraordinary Service Award (the competencies align with the award criteria).

ADDITIONAL RESOURCES

HR Recognition and Awards website <https://www.uvic.ca/hr/services/home/recognition/index.php>

President's Awards website <https://www.uvic.ca/president/awards/index.php>

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LEADERSHIP DEVELOPMENT AND SUCCESSION PLANNING

When supporting an employee to develop leadership and supervisory skills, you may wish to discuss how some competencies may be demonstrated differently in a leadership role than as an individual contributor. You may also use competencies to identify areas of development that support succession planning goals.

SUGGESTIONS FOR USING THE COMPETENCIES TO SUPPORT YOUR SUCCESSION PLANNING

- **Discuss** with employees who show an interest in leadership roles how each competency is demonstrated in their current role, then how that competency would show up in a leadership role. Ask them: *What might be different and why?*
- **Identify** the competencies you think would be most useful for an employee to develop in order to demonstrate leadership potential. Provide that feedback to the employee. Consider: *How can you coach them and support them with putting a development plan in place?*
- **Review** the roles in your unit that have high succession risk due to pending retirements, high turnover rates, a shrinking labour market or specialized skillsets. Ask yourself: *What competencies are most relevant to those roles? Consider: How can you encourage your team to develop in those areas so that you will have a stronger candidate pool for high risk vacancies?*
- **Help** employees make the connection between competencies and the success of UVic. Use the “Why is this important” section of the Resource Guides to discuss the strategic importance of each competency. Ask them: *How does this impact the leadership needs of the department or unit?*
- **Ask** an employee who shows potential for leadership to identify a leader that best demonstrates each competency at a leadership level. Ask them: *Why did you choose this leader? How does this leader demonstrate each competency? How does this leader inspire you to develop as a leader?*

ADDITIONAL RESOURCES

Leading for Engagement (UVic’s competency-aligned Leadership Development Program)

https://www.uvic.ca/hr/services/home/learning/leading_engagement/index.php

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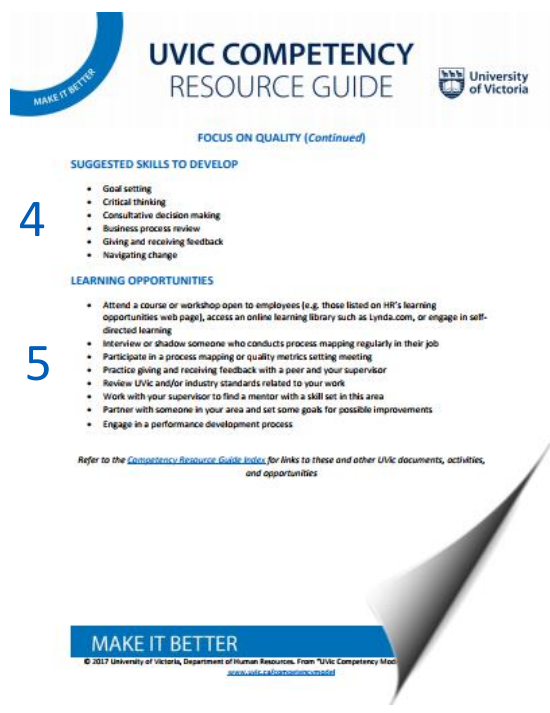
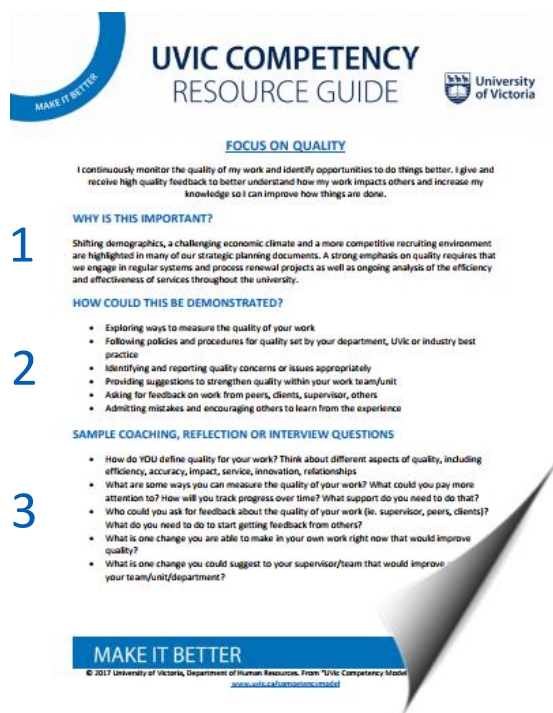
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USING THE RESOURCE GUIDES IN YOUR ROLE AS A SUPERVISOR

Some competencies will be directly relevant to the day to day work of the employee and some may be less obvious. Use the Resource Guides to have conversations with your employees about each competency, how it might be demonstrated and how it could be developed. Each Resource Guide has the following five sections:



1. WHY IS THIS IMPORTANT?

The beginning of each Resource Guide explains why each competency is important enough to be one of the 12, and outlines how it links, aligns, connects or supports UVic's strategic priorities.

2. HOW COULD THIS BE DEMONSTRATED?

The Resource Guides list sample ways to demonstrate each competency, but remember these are listed for illustrative purposes only and could be different for each individual. One of the best ways to start using the competencies is to ask the employee questions like: *How does this competency show up in your job? What do you need to know, demonstrate and/or develop related to this competency to be successful in the role?* Some competencies may apply very generally to a position while others might require a deep level of expertise.

3. SAMPLE COACHING, REFLECTION OR INTERVIEW QUESTIONS

To help supervisors and employees with the question: *“How does this competency show up in this role?”* we have provided some questions that can be used by employees as reflection questions, by supervisors as coaching questions, or even used as interview questions when supervisors are trying to hire the right people. These are only examples and we hope you come up with your own questions that are relevant.

4. SUGGESTED SKILLS TO DEVELOP

If you are looking to help employees develop a competency the skills listed in this session will likely form part of the development plan. There are many different ways to develop these skills, not just by taking courses, so be creative and flexible based on how your employees like to learn best.

5. LEARNING OPPORTUNITIES

There are many different ways to develop competencies. The Employee Learning Calendar is a great place to look for courses to take, but not all competencies can be learned by taking a class. Explore other ways of learning that are more experiential and more self-directed if that suits your employee’s learning style or learning needs better.

ADDITIONAL RESOURCES

All Resource Guides www.uvic.ca/competencymodel

Learning Calendar www.uvic.ca/hrcalendar