

Leading and Evaluating Competency: *Is Understanding Competency in Practice Critical to Supporting Competence?*

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COLLEGE OF
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- **Defining Competency**
- **Competency Theory**
- **Competency Outcomes**
- **Leading Competency**
- **Supporting Competencies in Practice**
- **Identifying Competency**
- **Putting Competency Into Practice**
- **Conclusion**

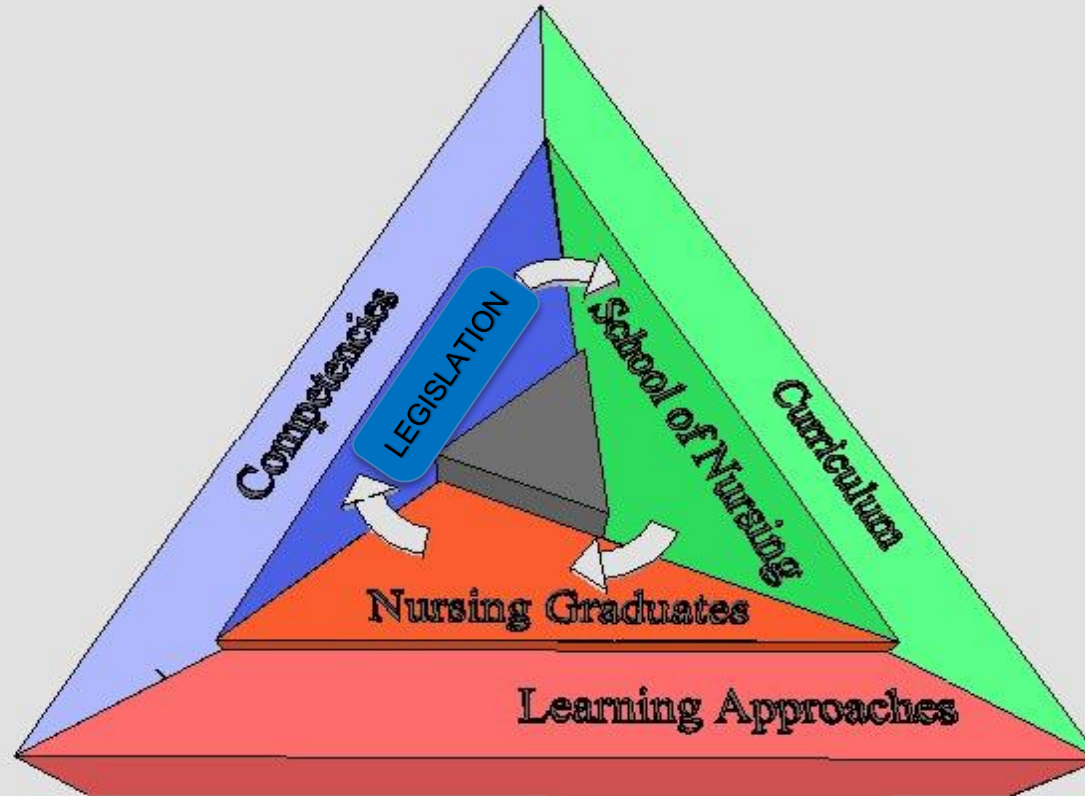
Heterogeneous, abstract and a “complex knowing of how to act” and consequently, can be a challenge to objectively assess

(Tardiff, 2006 as cited in Goudreau, Pepin, Larue, Dubois, Descoteaux, Lavoie & Dumont, 2015).

“Graduates identified that the Learning Process supports their perception of Competencies”

(Applin, Williams, Day & Buro, 2011).

Competency Theoretical Framework



Adult Education Literature :

- Adults as “**self-directed**”, “**problem centered**”, and needing to learn “**useful**” information
(Knowles, 1980; Vandever & Norton, 2005).

Hypothesis:

Theoretical knowledge undergoes a **transition** from **cognitively** based knowledge into the ability to **practically apply** the theoretical knowledge into practice or “**USEFUL**” Knowledge.

Knowles, M. S. (1970). The modern practice of adult education: Andragogy versus pedagogy.

Epstein, R. M., & Hundert, E. M. (2002). Defining and assessing professional competence.

Applin, H., Williams, B., Day, R., & Buro, K. (2011). A comparison of competencies between problem-based learning and non-problem-based graduate nurses..

COMPETENCE = Ability + Attitude

Ability

Attitude:
commitment and
willingness to
perform.

C = S + E + K + A

competence

skills

experience

knowledge

attitude

Transformational Theory:

- Learning is based upon a role **transformation** from **student** to **clinician**.
- Adopting theoretical frameworks and ideologies into education can support this “**paradigm shift**” away from a focus on the learning group as a whole, towards a **learner-centered education**.

OUTCOME COMPETENCIES!!!!

Graduates Transform : **Academia into Practice**

- They experience “ a predictable array: **emotional, intellectual, physical, sociocultural, and developmental issues**
- In turn, feed a progressive and sequential pattern of personal and professional “**evolution**” (CARNA, 2015).
- Graduates evolution continues to perceived competence in practice after 1 year of independent practice. (Applin, H., Williams, B., Day, R., & Buro, K. (2011).

Similarly competency based learning, and transformational theory “allow(s) the learner to mobilize both;

- **internal sources (different types of knowledge)**
- **external resources (external information sources) in solving problems/critical things”**

(Goudreau, Pepin, Larue, Dubois, Descoteaux, Lavoie & Dumont, 2015).



Dreyfus Model of Skill Acquisition

Novice

- “Tell me what I need to do”, guided by rules, no experience



Advanced Beginner

- Some experience, performance acceptable



Competent

- Planning becomes deliberate, not yet mastered



Proficient

- Sees full context of situation, can determine what is typical and how to respond



Expert

- High skill, analytical, not reliant on rules

Competency to Competent Practice Strategies- Multifactorial



Positive
Attitude



Communication
and Legislation



Application of
Competencies
to Goals/Vision



Strategy to
Implementing
the
competencies



Implement a
Competency
Strategy and
discussing the
evaluation
process.



Evaluate the
competency
strategy for
stakeholders
success



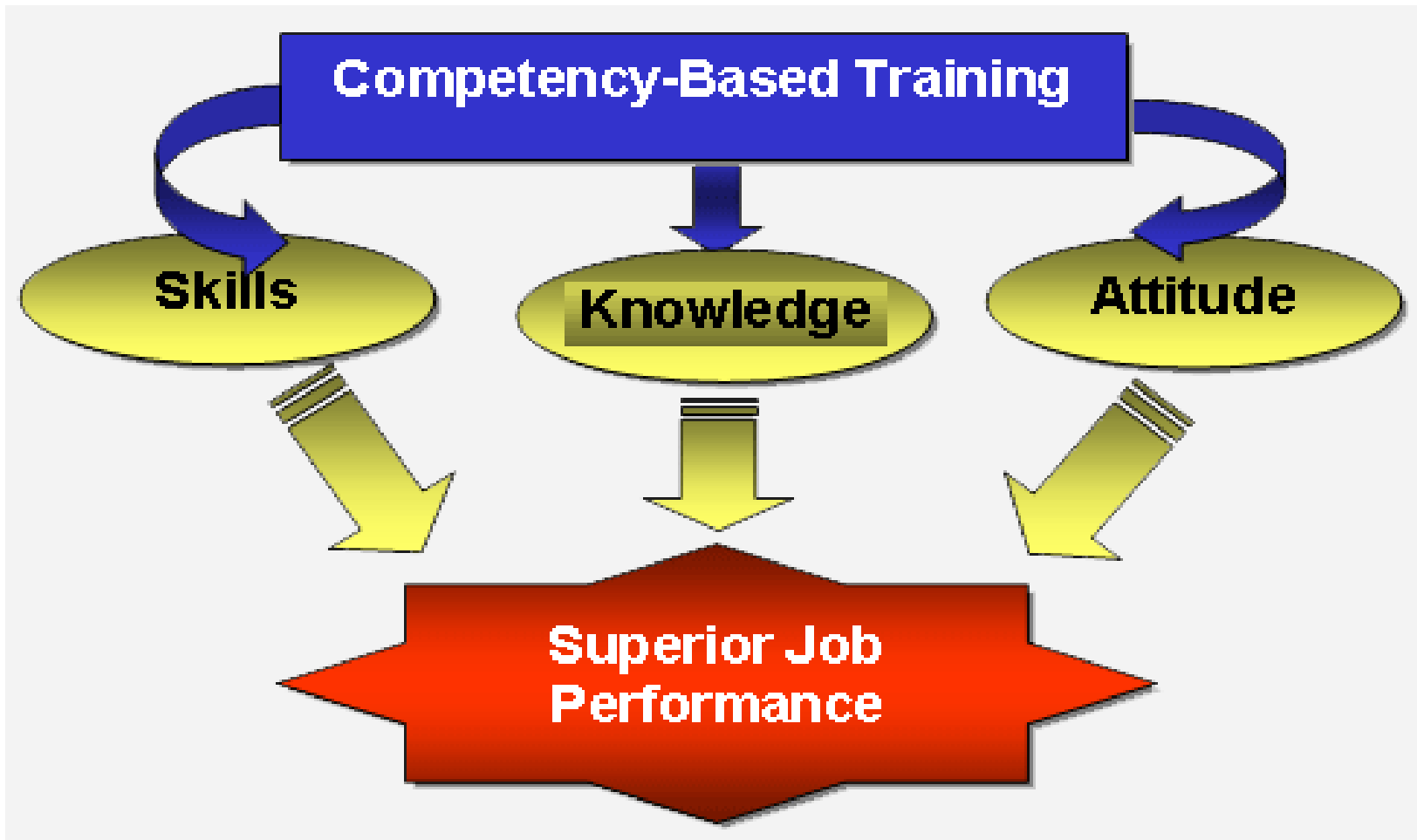
Include and
establish
coaching
Strategies for
Stakeholders



Evaluate timely
Opportunities
to engage the
competency
and thus
exemplify
success in
application.



The primary strategy to enhance competency is *attitude*



- **Bring an Understanding of Competency as it relates to legislation and regulation**
- **Develop and communicate an understanding of the mission and vision and how that relates to competency in your area**
- **Be attentive to the language you use. Words give voice to mindsets and beliefs and evoke images of what people hope to create**
- **The language used has a powerful effect on how they see “their” world and the learning/transformational process.**

- Align the goals with organizational **strategic plans**
- **Practitioners are Visionaries in Change**; *create* a shared vision for change.

***“The most important role of vision in organizational life is to give focus to human energy
(Kouzes & Posner, 2012).”***

**COMPETENCE IS
EMPOWERING!!!**

Behavioural competencies are observable characteristics or behaviours that are critical for individual or team performance and success. They focus on how you approach your work to achieve results. For example, behavioural competencies include creative problem solving, or building relationships with coworkers.

Technical competencies are the specialized knowledge, skills and abilities required for you to be effective in a job. They may include degrees or other credentials, knowledge of certain programs, experience using a particular machine, knowledge of regulations, presentation skills, or project management techniques.

<https://jobs.alberta.ca/about/index.html>

COMPETENCIES

BEHAVIOURAL

TECHNICAL

- **Quality Improvement Processes to Empower Competency Transformation**
- **Research to Identify Gaps, Challenges and Opportunities for Competency Enhancement**

*Strategically use the **Team** in Problem Solving, **Fact Based**, **Customer Focused** (Patient/Client)*

Competency in **practice** and **outcome**:

- **Communication**
- **Understanding**
- **Engagement**

Evaluation of competency based on:

- **Policy**
- **Legislation/regulation**
- **Accreditation guidelines.**

- **Communicate and create opportunities for change with internal stakeholders**
- **Consider existing infrastructures to ensure the enhancement of competence is sustainable and continues**
- **Understanding the internal processes that support capacity to enhance competency development**

Involving key stakeholders :

- ***solidify the direction and commitment***
- ***know that other stakeholders can strengthen competency can be influential and further contribute to the success of an initiative (Warrick, 2009).***
- **Looking at the model of skill acquisition...they may be **novice** clinicians but they may be **experts** in **creation of the process** to achieve the competency.**
- ***Build and learn from the relationships...it is critical to success!***

**Maslow's Hierarchy
Pivotal
To attaining:**

Competent Practice
Confidence
Competence
Courage
Care



- Supporting competency development is **significant** to Alberta's success and sustainability
- Stakeholders are **catalyst** for change in a technologically advanced province that mandates competency outcomes
- Learners/teachers/mentors are the **core** to achieving competency in all areas of practice

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