

# Competency Based Performance Management:

**Investing in the  
Public Health  
Workforce**



**Public Health  
Services**



# Objectives

1. Explore the concept of competency based performance management
2. Introduce the NEW Competency Based Performance Management Toolkit for Public Health
3. Promote the use of the toolkit

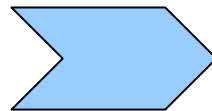
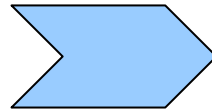
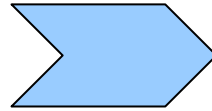
# Competency Based Management



# Competencies

## Core Competencies for Public Health in Canada

1. Public Health Services
2. Assessment and Analysis
3. Policy and Program Planning, Implementation and Evaluation
4. Partnerships, Collaboration and Advocacy
5. Diversity and Inclusiveness
6. Communication
7. Leadership



## Ontario Public Health Performance Management Competencies

1. Public Health Sciences
2. Assessment and Analysis
3. Policy and Program Planning, Implementation and Evaluation
4. Partnerships, Collaboration and Advocacy
5. Diversity and Inclusiveness
6. Communication
7. Leadership
8. Ethics and Professionalism

# Definition of a Competency

**Observable** abilities, skills, knowledge, motivations or traits defined in terms of the **behaviours** needed for **successful** job performance.

A competency describes a pattern or cluster of actions taken to achieve a result.

# Competency Based Performance Management

## Performance Objectives

Key objectives/outcomes, and standards for determining whether they are successfully accomplished

**WHAT**

must be accomplished

## Competencies

Behaviours to be displayed in successful accomplishment of work objectives

**HOW**

it must be accomplished

# Ontario Public Health Performance Management Competencies

Competency Name

Definition

**Policy and Program Planning, Implementation and Evaluation** This category describes the core competencies needed to effectively choose options, and to plan, implement and evaluate policies and/or programs in public health. This includes the management of incidents such as outbreaks and emergencies.

	Level 1: Demonstrates introductory understanding of public health policies and programs	Level 2: Conducts basic program planning and evaluation with assistance	Level 3: Independently designs programs and policies, identifying necessary actions and resources	Level 4: Guides other professionals in policy and program development and conducts risk assessments
<b>INDICATORS</b>	<ul style="list-style-type: none"> <li>Demonstrates awareness of key public health policies and programs in legislation, regulations, and risk management frameworks,</li> <li>Demonstrates general understanding of how policies and programs are developed, implemented and evaluated</li> <li>Monitors the quality and timeliness of ones own work in line with program goals</li> </ul>	<ul style="list-style-type: none"> <li>Applies knowledge and evidence in public health sciences to assist with program design and development</li> <li>Carries out program evaluation using established objectives and standards</li> <li>Suggests amendments to improve the effectiveness of programs and policies</li> </ul>	<ul style="list-style-type: none"> <li>Plans and designs programs and develops policies to address specific public health issues</li> <li>Develops implementation plans that account relevant legislation, risk management frameworks, regulations and policies</li> <li>Secures and allocates program resources and ensures coordination of resources during program implementation</li> <li>Establishes procedure standards for evaluating effectiveness of program policies</li> </ul>	<ul style="list-style-type: none"> <li>Oversees multiple program or policy implementation initiatives in the public health domain</li> <li>Conducts comprehensive risk assessments for program or policy implementation and develops a contingency plan to mitigate the risk identified</li> <li>Supervises others involved in planning, implementing and evaluating public health programs</li> </ul>

Proficiency Scale

Behavioural Statement

# Ontario Public Health Performance Management Competency Profiles

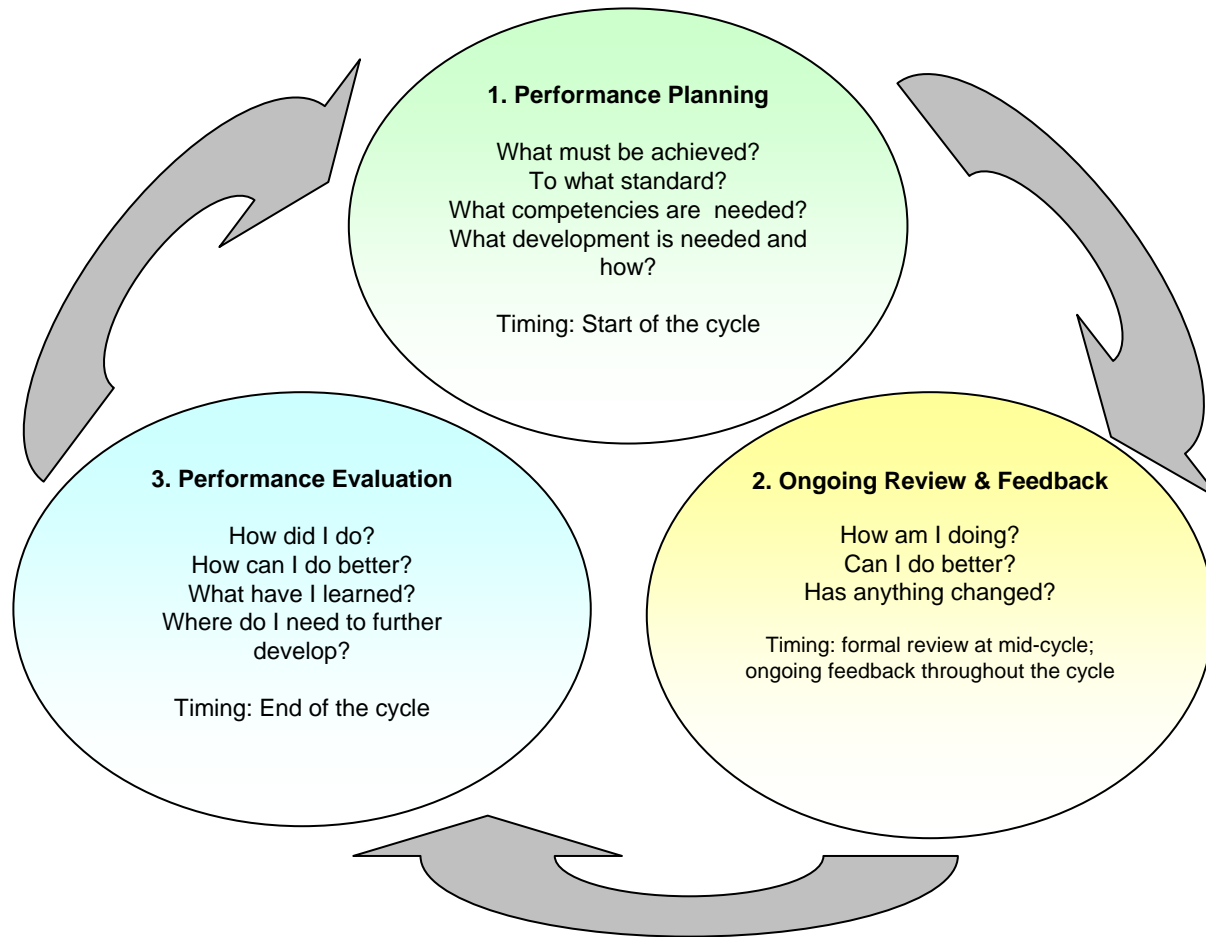
Competencies	Front Line Provider	Consultant / Specialist	Manager / Supervisor
Public Health Sciences	3	3	3-4
Assessment and Analysis	2-3	3-4	3-4
Policy and Program Planning, Implementation and Evaluation	2	2-3	4
Partnerships, Collaboration and Advocacy	2-3	4	3-4
Diversity and Inclusiveness	3	3	3-4
Communication	3-4	3-4	3-4
Leadership	2	3	3-4
Ethics and Professionalism	3	3	3-4

# Competency Based Performance Management Toolkit for Public Health



- Leader's Guide
- A Guidebook for Managers & Employees
- Resources & Tools
  - Ontario Public Health Performance Management Competencies
  - Ontario Public Health Performance Management Competency Profiles
  - Ontario Public Health Competency Summary Chart
  - Competency Based Performance Management Checklist
  - Performance Management Planning & Evaluation Tool
  - Competency Based Self Assessment Tool

# Performance Management Cycle



# Planning Meeting Preparation

- Review:
  - Performance management process
  - Position description
  - Organization strategy
  - Program objective/operational plan
  - Last year's evaluation

# Planning Meeting

- Performance objectives
- Learning plan

# A - Performance Planning and Review

## Section A – Performance Planning and Review

During the planning stage the manager and employee identify the performance objectives, key indicators and target completion dates. This represents WHAT the employee is to accomplish during the year. See: Sample – Performance Management Planning and Evaluation Tool for Public Health for an example.

During the performance evaluation, the manager and employee discuss the extent to which each objective was demonstrated and record the outcome/results.

The manager rates the achievement of each performance objective using the rating scale provided on page 9 of this tool.

<u>Performance Objectives</u>	<u>Key Indicators</u>	<u>Target Completion Date</u>	<u>Outcome/Results/Examples</u>	<u>Rating</u>
1.				
2.				
3.				
4.				
5.				
6.				

# C - Learning and Development

## Performance Management Planning and Evaluation Tool

### **Section C – Learning and Development**

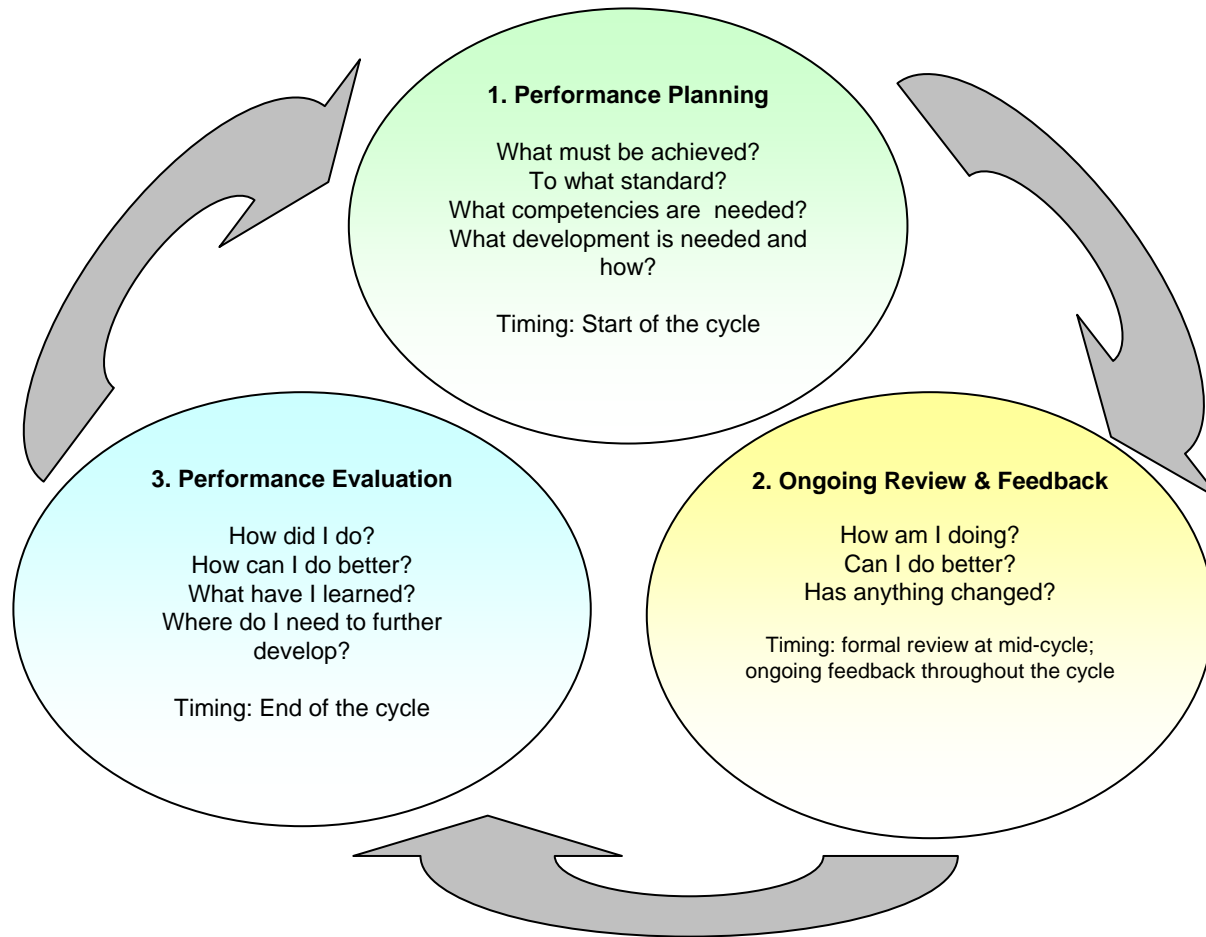
During the planning stage the manager and employee complete the learning and development objectives, how this objective relates to my current job or career aspirations, the action plan/development activities, the why, resource strategies, barriers and target completion date.

During the performance evaluation stage the manager and employee discuss the extent to which the action plan was achieved for each area for development. This is recorded in the outcome/results section.

Using the Competency Based Performance Management for Public Health: A Guidebook for Managers & Employees as a reference is especially helpful when completing this section.

<b>Learning and Development Objectives</b>					
What do I need or want to learn? What competencies do I need to develop?					
<b>How does this objective relate to my current job, my competency development or my career aspirations?</b>					
<b>Action Plan/Development Activities</b>	<b>Why</b>	<b>Resource Strategies</b>	<b>Barriers</b>	<b>Target Completion Date</b>	<b>Outcome/Results/Reflection</b>
	Why do this activity? How will this activity support my objective and competency development?	Remember your learning style when deciding on resources. Resources could be literature, courses, policies, manager, colleagues, mentor etc	What could potentially prevent me from achieving my goals? How will I address them?		What did I learn? How did I apply the learning? How did I demonstrate what I have learned? How did I develop my competencies?

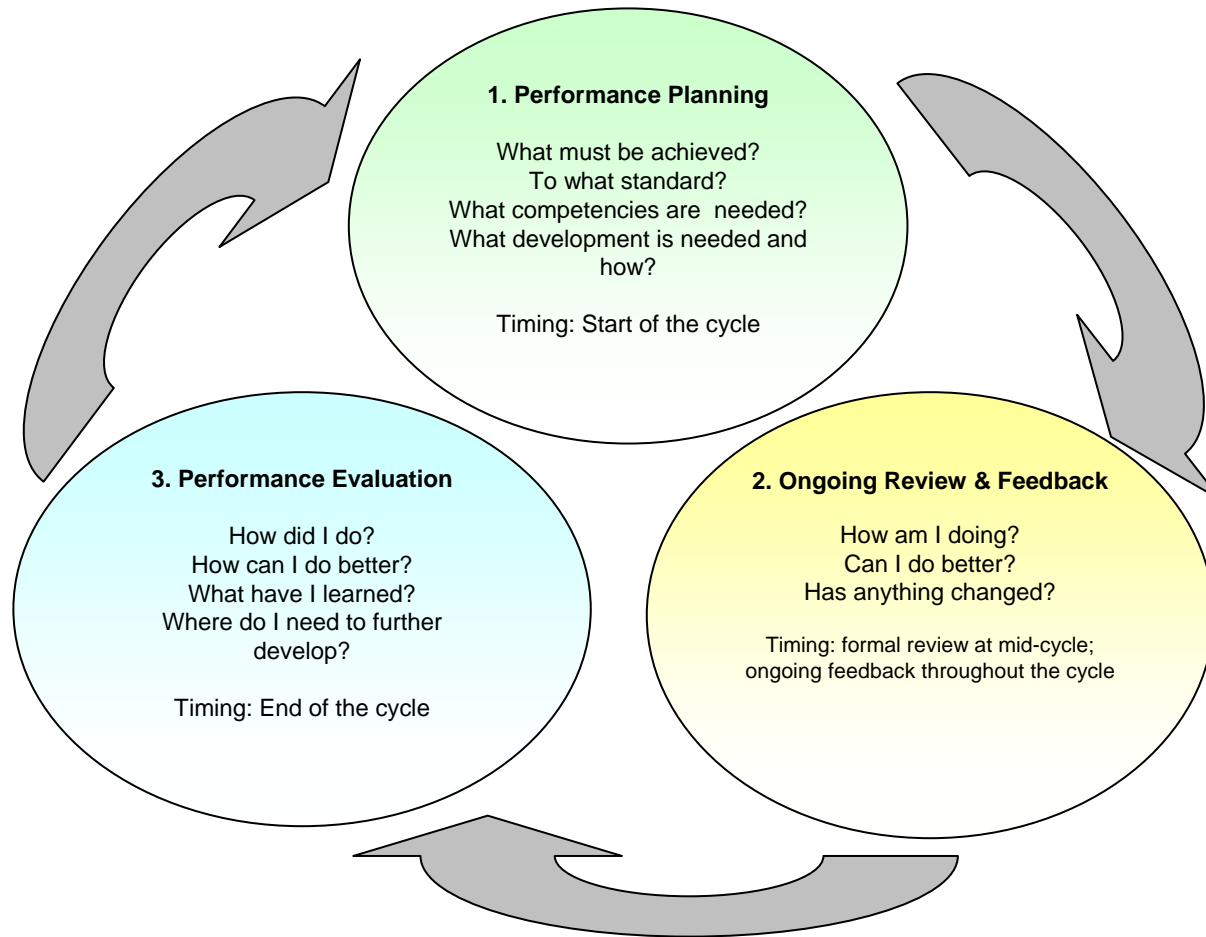
# Performance Management Cycle



# Ongoing Feedback and Review

- When you meet it is important to:
  - Review progress
  - Revise learning plan
  - Revise performance objectives
  - Discuss performance

# Performance Management Cycle



# Evaluation Preparation

- Self-assessment
- Behavioural examples
- Draft outcomes

# Self Assessment

<b>Competencies</b> <i>Reflect on the essential knowledge, skills and attitudes necessary for the practice of public health.</i>	R	PT	AT	CS	N/A
<b>Policy and Program Planning, Implementation and Evaluation</b> This category describes the core competencies needed to effectively choose options, and to plan, implement and evaluate policies and/or programs in public health and other technical areas . This includes the management of incidents such as outbreaks and emergencies.					
<b>Policy and Program Planning, Implementation and Evaluation - Level 2</b>					
<ul style="list-style-type: none"> <li>•Applies knowledge and evidence in related field to assist with program design and development</li> </ul>					
<ul style="list-style-type: none"> <li>•Follows the action steps and priorities in the program implementation plan</li> </ul>					
<ul style="list-style-type: none"> <li>•Carries out program evaluation using established objectives and standards</li> </ul>					
<ul style="list-style-type: none"> <li>•Suggests amendments to improve the effectiveness of programs and policies</li> </ul>					
Provide examples of how you demonstrated this competency					

# B – Competency Review

## Performance Management Planning and Evaluation Tool

### **Section B – Competency Review** (Use the rating scale on pg.9)

During the planning stage the manager and employee discuss the competency profile and record the agreed upon proficiency level for each competency in the expected proficiency level column below.

During the performance evaluation the manager and employee review the employee's competency based self assessment results for each competency in the employee's profile and discuss the extent to which the competency was demonstrated, giving a concrete behavioural example (i.e. what the employee actually did). The manager and employee then determine a rating jointly.

<b>Competency</b>	<b>Expected Proficiency Level</b>	<b>Behavioural Example</b>	<b>Rating</b>
Public Health Sciences			
Assessment and Analysis			
Policy and Program Planning, Implementation and Evaluation			
Partnerships, Collaboration and Advocacy			
Diversity and Inclusiveness			
Communication			
Leadership			
Ethics and Professionalism			

# Performance Evaluation

- Discuss performance over the year
- Performance planning and review
- Competency Review
- Learning plan

# D – Summary Review and Overall Evaluation

## Performance Management Planning and Evaluation Tool

### Section D – Summary Review and Overall Evaluation

- Before the Performance Evaluation meeting, the manager prepares summary comments on the employee's overall performance during the review period and rates the employee's performance.
- The employee and manager meet and agree on a mutual action plan recording the actions to be taken by the manager and employee to achieve desired results (e.g. employee must commit to goals on learning and development plan and manager must make resources available where necessary to support development)
- The employee records summary comments on their own performance and/or the review process, as desired. This can be done at the meeting or the employee may take the evaluation away to complete his or her section and then return the evaluation to the manager.
- Both the manager and employee sign the evaluation.

In the event of a disagreement of any of the ratings, the manager shall record his or her perceived rating and the employee can address the rating in the comment section below.

Overall Evaluation	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Progressing <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Exceeds Expectations		
Manager Comments/ Summary			
Mutual Action Plan			
Employee Comments			
Signatures	Employee Signature	Manager Signature	Date (dd/mm/yr)
	Director Signature (if applicable)		Date (dd/mm/yr)

# Next Steps

- Developing educational resources on how to use the toolkit – date TBD
- For up to date information, visit the OPHA webpage

<http://www.oph.on.ca/programs/phcc/toolkit.shtml>

# Presenters

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