



## **Supervisory Competency Model**

### **INTERPERSONAL SKILLS**

1. Building Positive Working Relationships
2. Building Trust
3. Communication Skills

### **LEADERSHIP SKILLS**

4. Identifying and Mobilizing Resources
5. Initiating Action
6. Managing Conflict
7. Work Standards
8. Change Management

### **MANAGERIAL/SUPERVISORY SKILLS**

9. Decision-Making
10. Planning and Organizing
11. Promoting Optimal Performance
12. Professional Knowledge/Expertise

## Oakland County Supervisory Competency Model

There are 12 competencies in the Competency Model. These 12 competencies fall into 3 categories or domains. Job analysis interviews and focus group meetings were conducted to identify the knowledge and behaviors that are important to successful performance in supervisory roles.

Based on the data gathered from these interviews and focus groups, the data was consolidated into a potential list of competencies. This list was then developed into a survey which was then completed by employees, supervisors, and managers. This step was designed to confirm the list of competencies as well as identify the most important key behaviors which define effective demonstration of each competency.

The finalized model involved lots of input from content experts at Oakland County and reflects the competencies required of public sector supervisors.

### Terminology

Since the Supervisory Competency Model is the foundation of the Supervisory curriculum, it is important that we all understand the terminology so that we share a clear understanding of what we mean when we use terms such as domain, competency, and key behaviors.

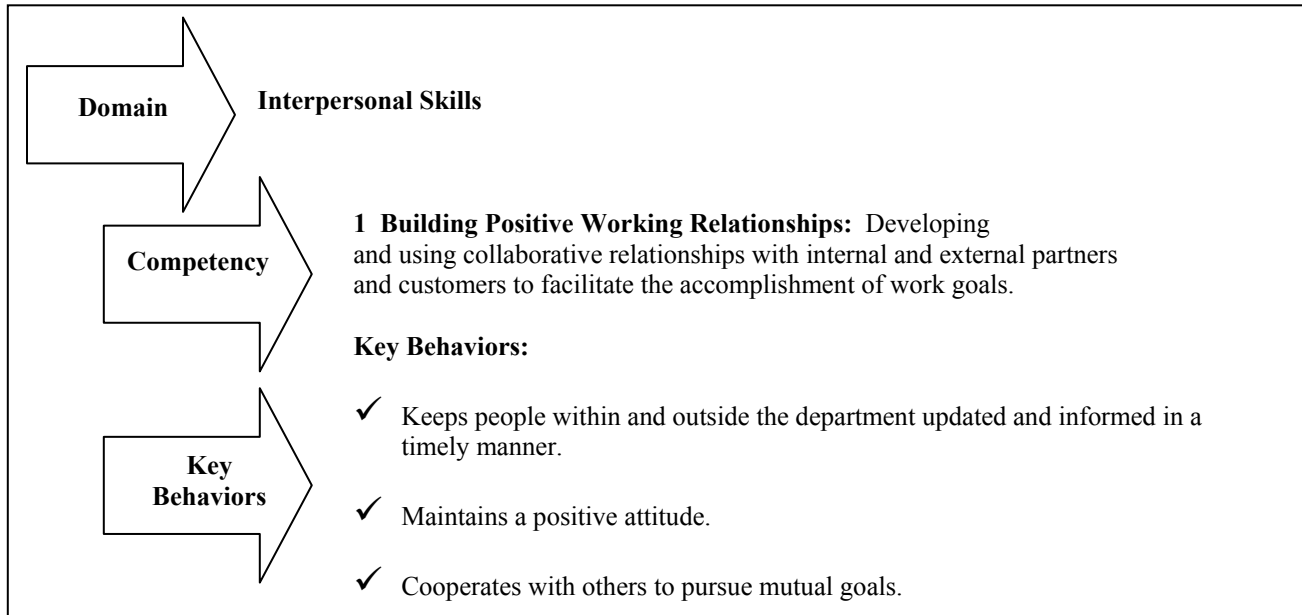
There are *12 competencies* in the model which are grouped into *3 domains*. The 3 domains are Interpersonal Skills, Leadership Skills, and Managerial/Supervisory Skills. Each domain consists of a grouping of 3 to 5 competencies. The competency “Building Positive Working Relationships,” for example, is part of the “Interpersonal Skills” domain.

Each competency is further defined in *behavioral terms*. These key behaviors define more specifically what you would see a person doing if he or she demonstrated the competency.

For example, using the competency “Building Positive Working Relationships,” the competency is broadly defined as “developing and using collaborative relationships with internal and external partners and customers to facilitate the accomplishment of work goals.” But what does that mean behaviorally? If this competency was a strength for someone, what would you see the person doing on the job? What behaviors or key actions would the person demonstrate?

For this competency, specific behavioral examples include: keeps people within and outside the department updated and informed in a timely manner, maintains a positive attitude, cooperates with others to pursue mutual goals.

The model is designed to give you specific examples of effective supervisory behaviors.



### What is a Competency?

We call this a competency model and we keep using the term competency, but what is a competency?

A competency is a clustering of knowledge, skills, and abilities that is directly related to effective leadership performance. Competencies are defined in terms of specific behaviors. The Oakland County Supervisory Competencies were developed through research at Oakland County. These competencies are critical to success in the position of Supervisor across Oakland County.

### Keep In Mind

Working toward competency development enhances your overall knowledge, skill, and ability repertoire. As you develop these key competencies, you will also encounter tools/techniques which will assist you in your current position.

Remember that success takes competencies and more. You need to use them right, you need job-specific knowledge, and you must get results.

Finally, the Supervisory Competency Model has a lot of key behaviors, but not all. It doesn't include all behaviors for all jobs. It is designed to be a framework

## INTERPERSONAL SKILLS

1. **Building Positive Working Relationships**: Developing and using collaborative relationships with internal and external partners and customers to facilitate the accomplishment of work goals.

### **Key Behaviors:**

- Keeps people within and outside the department updated and informed in a timely manner.
- Values others' knowledge and expertise. Invites the input and feedback of others. Fully considers others' explanations/points of view.
- Acknowledges requests from others promptly. Is available and responsive. Shows up on time for meetings and appointments.
- Maintains a positive attitude.
- Initiates open and candid relationships with people at all levels.
- Interacts effectively with own and higher managers; builds solid relationship with boss.
- Cooperates with others to pursue mutual goals.

## **INTERPERSONAL SKILLS**

2. **Building Trust**: Interacting with everyone in a way that gives them confidence in one's intentions and those of the organization; fostering an environment that is fair and open to new ideas.

### **Key Behaviors:**

- Builds trust by being reliable and dependable. Follows through on commitments.
- Gives credit where credit is due.
- Treats people fairly and with respect.
- Applies policies and procedures consistently when dealing with employee issues.
- Expresses consistent point of view to different audiences.
- Supports employees' decisions.
- Is honest and straightforward with others. Maintains confidentiality and high personal ethical standards.
- Communicates rationale for decisions/actions. Admits ineffective decisions.

## INTERPERSONAL SKILLS

3. **Communication Skills**: Clearly conveying information and ideas through a variety of media to others in formal and informal settings in a manner that engages them and helps them understand and retain the message.

### **Key Behaviors:**

- Organizes thoughts before speaking, and concentrates on key points. Communicates clearly and articulately. Speaks concisely and to the point.
- Uses examples to clarify a point.
- Says what is on his or her mind in a direct but tactful manner.
- Adapts communication style and presentation focus to fit the audience. Uses appropriate language to set the proper “tone” of the communication.
- Writes correspondence that is professional, accurate, and grammatically correct.
- Asks questions to encourage others to elaborate on their thoughts. Listens carefully to input without interrupting. Clarifies what others say to ensure understanding.
- Conducts effective and productive meetings (one-on-one, team, etc.) on a regular basis.
- Uses multiple modes to communicate messages.

## **LEADERSHIP SKILLS**

4. **Identifying and Mobilizing Resources:** Supervising appropriate staff and resources consistent with organizational goals.

### **Key Behaviors:**

- Identifies resources needed for work projects. Is aware of available resources both internally and externally. Effectively uses all resources allocated to the area.
- Provides staff with tools, resources, and materials necessary to meet the goals of the department. Knows how to access funds to meet departmental goals.
- Knows strengths and weaknesses of each employee. Understands each employee's skill set.
- Balances the workload of staff. Does not constantly overload best employees.
- Fosters cooperation among team members; focuses the team on accomplishing shared goals.
- Leverages expertise (e.g., contacts HR for HR issues, uses purchasing for purchasing needs).
- Resolves conflicting demands for limited resources.

## **LEADERSHIP SKILLS**

5. **Initiating Action:** Taking timely action when appropriate to accomplish objectives; taking appropriate action to achieve goals; anticipates issues and takes action to address them.

### **Key Behaviors:**

- Foresees problems and proactively works to disarm them.
- Anticipates future work and identifies implications.
- Seeks new and creative ways of doing things. Fosters continuous improvement.
- Abandons past practices when new practices better meet the needs of the organization.
- Is determined to achieve objectives; is resourceful in overcoming obstacles; shows persistence.



## LEADERSHIP SKILLS

6. **Managing Conflict:** Dealing effectively with others in an antagonistic situation; using appropriate interpersonal styles and methods to reduce tension or conflict between two or more people.

### Key Behaviors:

- Recognizes conflict and deals with it before it escalates. Does not ignore or avoid issues.
- Brings all parties together as soon as possible to discuss the issue. Helps others understand all perspectives of those involved in the conflict.
- Diffuses the situation. Addresses the issue calmly. Reduces others' tensions. Deals effectively with irate people including customers, coworkers, and staff. Expresses disagreement tactfully without letting it affect working relationships.
- Focuses all parties on the problem and specific behaviors.
- Focuses on the goals of the department and communicates how the conflict is impeding those goals.
- Handles conflict situations consistently.
- Summarizes and documents what the parties agreed to do to resolve the issue. Monitors the situation to ensure the conflict is resolved effectively.
- Knows when to step in and take charge and when to provide guidance for others to resolve the issue on their own.

## **LEADERSHIP SKILLS**

7. **Work Standards:** Setting appropriate standards of performance for self and others; assuming responsibility and accountability for successfully completing assignments or tasks.

### **Key Behaviors:**

- Leads by example. Expects same work standards of self as expects from staff.
- Sets clear, specific expectations up front. Ensures all employees understand the expectations. Maintains high standards of quality and productivity for the group.
- Develops systems and measures to ensure adherence to established standards, and to ensure deviations from standards are caught early in the process.
- Evaluates project success and analyzes what should be done differently going forward.
- Ensures policies and procedures are effective and makes suggested changes to upper management.
- Strives to understand and fulfill the needs and expectations of internal and/or external customers.
- Is aware of the impact of work standards (meeting or not meeting) on other areas (internal and/or external).
- Clarifies how own department fits with organization's direction. Links group objectives/goals to broader organizational goals.

## **LEADERSHIP SKILLS**

- 8. Change Management:** Embracing change and acting as a change agent within the organization to facilitate the effective implementation of change initiatives and fostering innovative approaches to improvements in the workplace.

### **Key Behaviors:**

- Embraces change. Supports the change. Takes a positive attitude toward change.
- Communicates clearly the reasons behind the change along with the advantages of the change and the impact to the big picture.
- Acknowledges employees' fears and anxieties regarding change and helps employees through them.
- Uses data to explain and support the needed changes.

## MANAGERIAL/SUPERVISORY SKILLS

9. **Decision-Making:** Identifying and understanding issues, problems, and opportunities; comparing data from different sources to draw conclusions; using effective approaches and facilitating others in choosing a course of action or developing appropriate solutions; taking appropriate action that is consistent with available facts, constraints, and probable consequences.

### Key Behaviors:

- Considers the importance of the decision in determining how deeply to go into information gathering and data analysis. Realizes when too much time (or not enough) is being spent on an issue.
- Gathers all the needed facts to make an informed decision so as to avoid hasty, haphazard decisions. Identifies the root cause(s) of problems.
- Involves those impacted by the decision in the decision-making process. Communicates the rationale behind decisions.
- Empowers employees to make decisions on their own.
- Considers the consequences and impact of decisions. Assesses cost and benefit tradeoffs of different options.
- Uses an understanding of broader organizational issues to improve decision-making.
- Makes decisions and takes action; implements decisions. Makes tough decisions when necessary.
- Accepts accountability for decisions.

## **MANAGERIAL/SUPERVISORY SKILLS**

**10. Planning and Organizing:** Establishing courses of action to ensure that work is completed efficiently.

### **Key Behaviors:**

- Understands the timeframe available and creates a plan to work within and meet the established timeline.
- Understands the relationships and dependencies between parts of a project. Takes the schedules and priorities of others into account when planning projects.
- Seeks input from others when developing a plan.
- Translates broad goals into action plans. Establishes both short and long-term goals to meet department objectives.
- Keeps track of numerous projects and tasks at the same time. Utilizes planning tools. Has a system for planning and organizing own tasks and those of others.
- Follows up to ensure the plan is being followed and the project is on track.
- Establishes priorities. Does not place the same importance on every task. Spends time on high value tasks which drive the department's goals.
- Has an organized workspace. Is able to locate needed information easily.

## **MANAGERIAL/SUPERVISORY SKILLS**

**11. Promoting Optimal Performance:** Focusing and guiding others in accomplishing performance objectives which are in line with the department or organization's vision; identifies potential in others.

### **Key Behaviors:**

- Explains clearly to others their roles and responsibilities. Explains the relationship of individual performance goals to the overall business.
- Understands what motivates different people and adapts approach accordingly. Fosters staff confidence in their own skills and abilities. Acknowledges and celebrates employees' accomplishments.
- Inspires others to action versus commanding. Involves staff in goal setting.
- Identifies the talents and developmental needs of others. Leverages employees' strengths and fosters the development of their weaknesses. Ensures staff is properly trained.
- Addresses performance problems quickly. Gives specific feedback on what others are doing well, and where they need to improve. Terminates employees whose performance is consistently less than what is required.
- Holds people accountable for their behavior and performance. Follows up on action steps and commitments from performance discussions.
- Conducts timely and effective performance appraisals.
- Empowers others. Gives additional authority and responsibility to others. Builds skills in others by giving them challenging assignments and development opportunities.

## MANAGERIAL/SUPERVISORY SKILLS

**12. Professional Knowledge/Expertise:** Having achieved a comprehensive level of technical and professional skill or knowledge in position-related areas.

- **Policies and Procedures**—Maintains knowledge of and applies applicable policies and procedures of Oakland County and specific functional areas.
- **Government Rules and Regulations**—Understands applicable governmental rules and regulations and their impact.
- **Financial Management/Fiscal Responsibility**—Understands budgetary constraints and manages costs associated with the unit; practices responsible stewardship of taxpayer money.
- **Field Trends and Developments**—Stays abreast of current developments and trends in all relevant areas of one's field; is a member of professional associations.