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| **Professionals’ Core Competencies** | |
| **Work Standards** | |
| **Definition** | Managing one's time and resources effectively. Setting high standards of performance for self and others. Assuming responsibility and accountability for successful completion of assignments or tasks. Self-imposing standards of excellence rather than having standards imposed. |
| **Importance** | Standard work is a description of work activities detailing the steps in a process that produce a product or perform a service.  Work Standards, on the other hand, describe the parameters applied to **how** we as HR professionals perform our HR responsibilities beyond processes or procedures. This competency assumes consistent use of standard work and/or procedures and includes consistent ownership of accuracy, thoroughness, personal responsibility and of outcomes. |
| **How do Washington State Human Resource Professionals Demonstrate This Competency?** | |
| **Key Elements** | **Distinguishing Behaviors** |
| **Prioritizes.** | * Identifies more critical from less critical activities and tasks; adjusts priorities when appropriate. * Manages time well. * Prevents irrelevant issues or distractions from interfering with timely completion of important tasks. |
| **Prepares.** | * Ensures that required equipment and/or materials are in appropriate locations so that own and others’ work can be done effectively. * Reviews appropriate materials in advance of meetings and work group sessions so participation is informed and effective. * Seeks out and participates in continuous learning opportunities that develop self and organization. |
| **Schedules.** | * Effectively allocates own time to complete work; coordinates own and others’ schedules to avoid conflicts. * Consistently drives toward exceeding expectations on the completion of project milestones and project timeline. |
| **Leverages Resources.** | * Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently. * Accurately anticipates resource requirements even when faced with the most complex projects. (time, budget and staff). |
| **Stays Focused.** | * Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion. * Follows up promptly on action items. * Maintains laser focus on critical priorities. * Manages multiple priorities successfully. * Remains self-disciplined. |
| **Sets Standards for Excellence.** | * Establishes criteria and/or work procedures to achieve a high level of quality, productivity, or service. * Identifies gaps between current reality and expected business results. * Sets challenging goals and high performance standards for self and others. |
| **Ensures High Quality.** | * Dedicates required time and energy to assignments or tasks to ensure that no aspect of the work is neglected. * Works to overcome obstacles to completing tasks or assignments. * Immediately fixes mistakes, inefficient processes, or quality problems in products and services. * Measures progress and evaluates results. |
| **Takes Responsibility.** | * Accepts responsibility for outcomes (positive or negative) of one’s work. * Admits mistakes and refocuses efforts when appropriate. * Act immediately to fix mistakes, inefficient processes, or quality problems in products and services. |
| **Encourages Others to Take Responsibility.** | * Provides encouragement and support to others in accepting responsibility; does not accept others’ denial of responsibility without questioning. * Encourage peers to act on objectives and goals without relying on receiving direction or a delegation. * Initiates action and moves others toward envisioned outcomes. |

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| **Personal Growth Activities** may include, but are not limited to, on-the-job experience, developmental assignments, shadowing, experiential learning, participating in training as a leader or participant and other life experiences. Remember that many developmental activities can and will occur outside of work as part of your personal life.  **Specific EXAMPLES of developmental opportunities for this competency include:** |
| **EXAMPLES of Developmental Activities**   * Develop and document a set of approaches to keep others informed about what you and your team are doing. * Make sure that your goals are clearly aligned with your organization’s strategic goals and business requirements. Maintain a document or file with the information that reflects this alignment. * Make sure you and your teams have measurable goals and objectives. Then focus on results, not activity. Maintain a document or file with this information. Share this information with your supervisor. * Take responsibility for results. Adopt a “results” mind-set rather than an “activity” mindset. Perform an audit of a work week, evaluating how you have spent your time for the week, and then ask yourself, “Will what I’m doing now that leads to the results I want, or am I just staying busy?” |
| **EXAMPLES of Training**  Video learning:  Rachel Shipley’s Judgment Day: Expectations and Standards for professionalism at Work:  <http://study.com/academy/lesson/expectations-standards-for-professionalism-at-work.html>  Professionalism in the Workplace by Rona Esteban:  <https://www.youtube.com/watch?v=0o3INMBL58w>  Everybody has issues, Sarheed Jewels:  <https://www.youtube.com/watch?v=D38S9o_6qnc>  Why good leaders make you feel safe, Simon Sinek:  <https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe>  Book Learning:  *Eat that Frog! 21 Great Ways to Stop Procrastinating and Get More Done in Less Time* by Brian Tracy (Berrett-Koehler Publishers, 2007). There just isn't enough time for everything on our "To Do" list – and there never will be. Successful people don't try to do everything.  *Execution: The Discipline of Getting Things Done* by Larry Bossidy, Ram Charan, and Charles Burck (Crown Business, 2002). Execution is "the missing link between aspirations and results," and as such, making it happen is the business leader's most important job.  *Getting Results: Five Absolutes for Getting Performance* by Clinton O. Longenecker and Jack L. Simonetti (Jossey-Bass, 2001). This book offers concrete advice on how leaders produce sustainable results.  *Good to Great: Why Some Companies Make the Leap and Others* Don’t by Jim Collins (HarperBusiness, 2001). Five years ago, Jim Collins asked the question, "Can a good company become a great company and if so, how?" |
| **Recruiting** for candidates who have this competency may include, but is not limited to, providing clear statements about qualifications desired or required in the recruitment announcement, performing specific outreach activities to organizations or groups whose members often possess the desired competency, developing interview questions that assess the candidates competence, and asking reference questions that assess the candidates competence.  **Specific EXAMPLES of recruiting activities for this competency include:** |
| **Example of qualification statement:**  Employee has demonstrable record of accomplishment of professional excellence, consistently performing above the acceptable ‘norm.’ Sets personal standards for attendance, accuracy, accountability and accessibility above the organizational standards.  **Example of outreach activity:** Source the job announcement to an online journal, online career center, or contact known individuals with this skillset asking for names of potential candidates who demonstrate this competency.  **Examples of interview questions:**   1. In your last one or two jobs, how would you define doing a good job? How did you know when you did a good job? Give me an example. 2. Sometimes a supervisor’s evaluation of our performance differs from our own. When has this happened to you? What did you do about it? 3. Tell me about a time when you were not satisfied with your program’s level of performance. What did you do about that?   **Examples of reference check questions:**   1. We are looking for and HR professional who can manage their time and resources effectively; sets high standards of performance for them self and others; assumes responsibility and accountability for successful completion of assignments or tasks; and self-imposes a standard of excellence rather than having standards imposed on them. With this in mind, how would you describe the candidate’s ability to (pick a key element)? |

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| **Identifying Required Proficiency Levels**  While behavioral indicators are used to help in evaluating performance, proficiency levels describe the level of a competency required to perform a specific job successfully. These levels relate to the work required for **a specific job**. Different jobs require different levels of proficiency for successful performance. Not all jobs will require the highest level of proficiency and some may not require specific competencies at all. The proficiency levels outlined below apply to all of the HR Core Competencies. | |
| **Proficiency Level** | **Proficiency Description** |
| **Entry** | * Limited or no use of competency required for the job * Competency has been minimally demonstrated * May have had limited opportunity to apply the competency * May have limited understanding of the competency |
| **Developing** | * Basic understanding or knowledge required for the job * Basic understanding and knowledge sufficient enough to handle routing tasks * Requires some guidance or supervision when applying the competency * Understands and can discuss terminology and concepts related to the competency |
| **Independent** | * Detailed knowledge, understanding and application of the competency required to be successful in the job * Ability to handle non-routine problems and situations * Requires minimal guidance or supervision/works independently * Consistently demonstrates success in the competency * Capable of assisting others in the application of the competency |
| **Advanced** | * Highly developed knowledge, understanding, and application of the competency required to be successful in the job and organization (total mastery) * Can apply knowledge outside the scope of one’s position * Is able to coach or teach others on the competency * Has a long-term perspective * Helps develop materials and resources in the competency |
| **Expert** | * Specialist/Authority level knowledge, understanding, and application of the competency required to be successful in the job * Recognized by others as an expert in the competency and is sought out by others throughout the organization (expert in the area) * Works across team, department, and organizational functions * Applies skills across multiple projects or functions * Able to explain issues in relation to broader organizational issues * Creates new applications or processes * Has a strategic focus |