Public Health Competency Based Employee Performance Management Self Assessment Tool - Front Line Provider

Public Health Competency Based Employee Performance Management Toolkit
OPHA & Partners, Version 2 (2010)

Public Health Competency Based Employee Performance Management Self Assessment Tool – Front Line Provider

This **Public Health Competency Based Employee Performance Management Self Assessment Too**l (Self Assessment Tool) has been developed for public health front line providers to help them assess their competency level against the **Public Health Employee Performance Management Competency Profile** for their specific role. You will be asked to reflect on specific behaviours that you demonstrate at work. Consulting others is an option that can provide valuable information. Completing this self assessment takes time and it is suggested that you schedule a few short sessions to complete it.

The performance evaluation and the self assessment

Employees are asked to complete a competency based self assessment. This is a self evaluation of behaviours, namely, what behaviours are being demonstrated and at what frequency and under what types of situations. This represents "HOW" an employee believes his or her tasks were performed. The performance evaluation involves a discussion between the manager and employee. The self assessment is a tool that is used as part of the performance evaluation process. The performance evaluation results in a common understanding of the quality and level of employee performance objectives and competencies over the review period – representing both "WHAT" tasks were performed and "HOW".

Completing the questionnaire

Please read each statement and rate yourself according to your abilities using the following scale. You should strive to be completely honest in your self assessment. Only accurate information will help you determine your strengths and areas for development.

After rating yourself, provide an example of how you demonstrate competence within this area. This example will support your rating and will be transcribed in Section B – Competency Review, of the **Public Health Competency Based Employee Performance Management Planning and Evaluation Tool.**

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Legend Indicator	Description
R – Rarely	I rarely demonstrate the behaviour/knowledge in own work.
PT – Part of the time	I apply this behaviour/knowledge part of the time, or in situations that are of low complexity or challenge.
AT – All the time	I use this behaviour/knowledge all the time in a full range of typical challenges.
CS – challenging situations	I apply this behaviour/knowledge successfully in unusual or challenging situations where there are no clear precedents and with no guidance.
N/A – Not applicable	Use the N/A rating when there is insufficient information to answer the question or when the question does not apply to the job of the individual being assessed.

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EMPLOYEE NAME:		DATE:				
Competencies			R	PT	AT	CS	N/A

Competencies	R	PT	AT	CS	N/A
Public Health Sciences and Professional or Technical Knowledge This category includes key knowledge and critical thinking skills related to the public health sciences and technical knowledge: behavioural and social sciences, biostatistics, epidemiology, environmental public health, demography, workplace health, and the prevention of chronic diseases, infectious diseases, psychosocial problems and injuries. Competency in this category requires the ability to apply knowledge in practice.					
Public Health Sciences - Level 3					
• Actively pursues learning opportunities beyond current job role and/or area of expertise that add value in current position.					
• Supports others in their learning and development by providing feedback, coaching and identifying learning goals and opportunities.					
• Creates opportunities to share best knowledge, tools, expertise and experience within the organization.					
• Applies knowledge of public health sciences and other technical knowledge to practice as a source of inspiration and insight into new options and solutions.					
• Thinks several steps ahead in deciding on best course of action, anticipating likely outcomes					
• Assesses knowledge gaps within the following concepts: the health status of populations, inequities in health, the determinants of health, strategies for health promotion, disease and injury prevention, health protection, and non-public health topics as well as the factors that influence the delivery , use of health services and other technical/professional knowledge.					
Provide examples of how you demonstrated this competency					

R/Rarely – Rarely demonstrate the behaviour/knowledge in own work.	**PT/Part of the time** – Apply this behaviour /knowledge part of the time, or in situations that are of low complexity or challenge.	**AT/All the time** – Use this behaviour/knowledge all the time in a full range of typical challenges.	**CS/Challenging situations** – Apply behaviour /knowledge successfully in unusual or challenging situations where there are no clear precedents and with no guidance.	**N/A** – Use the N/A rating when there is insufficient information to answer the question or when the question does not apply to the job of the individual being assessed.

EMPLOYEE NAME:		DATE:			

Competencies	R	PT	AT	CS	N/A
Assessment and Analysis This category describes the core competencies needed to collect, assess, analyze and apply information (including data, facts, concepts and theories). This competency requires that a person make evidence-based decisions, prepare budgets and reports, conduct investigations and make recommendations for policy and program development.					
Assessment and Analysis - Level 2					
• Consults multiple sources of information to obtain comprehensive information on issues, concerns or situations					
• Identifies implications, uses, gaps and limitations of information collected					
• Identifies connections in information and public health and /or other data that are not obviously related					
• Demonstrates awareness of underlying issues and digs for information below the surface					
• Constructively questions and assesses new information using logic and critical thinking processes					
• Draws logical conclusions based on relevant experience knowledge and evidence-based criteria					
• Identifies relevant connections, patterns or trends in the information/data available					
Provide examples of how you demonstrated this competency					

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Assessment and Analysis - Level 3					
• Identifies novel and creative ways of obtaining information while ensuring reliability and integrity of information collected					
• Identifies gaps in information and makes assumptions in order to continue the analysis and/or take action					
• Identifies and evaluates alternative causes or ways of interpreting complex or ambiguous information/situations					
• Assesses the impact of findings from an ethical, political, scientific, socio-cultural and economic perspective on communities					
• Identifies appropriate course of action and makes recommendations based on in-depth analysis and understanding of information including the underlying issues					
• Makes decisions in line with knowledge of the budget process					
Provide examples of how you demonstrated this competency					

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Competencies	R	PT	AT	CS	N/A
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 and other technical areas . This includes the management of incidents such as outbreaks and emergencies.					
Policy and Program Planning, Implementation and Evaluation - Level 2					
• Applies knowledge and evidence in related field to assist with program design and development					
• Follows the action steps and priorities in the program implementation plan					
• Carries out program evaluation using established objectives and standards					
• Suggests amendments to improve the effectiveness of programs and policies					
Provide examples of how you demonstrated this competency					

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EMPLOYEE NAME:			DATE:			

Competencies	R	PT	AT	CS	N/A
Partnerships, Collaboration and Advocacy This category captures the competencies required to influence and work with others to improve the health and well-being of the public through the pursuit of a common goal. Partnership and collaboration optimizes performance through shared resources and responsibilities. Advocacy— speaking, writing or acting in favour of a particular cause, policy or group of people—often aims to reduce inequities in health status or access to health services.					
Partnerships, Collaboration and Advocacy - Level 2					
• Suggests possible collaborative efforts with members of the public health and other communities					
• Advocates for public health and other applicable policies and services that promote and protect the health and well-being of individuals and communities					
• Persuades others by identifying their needs and presenting alternative options					
• Uses a wide range of strategies and techniques to effectively manage conflicts and disputes.					
• Identifies and participates in organized professional and interdisciplinary events to expand one's public health and other networks					
• Strives for mutual, in-depth understanding and agreement					
• Initiates new contacts and partnerships					
Provide examples of how you demonstrated this competency					

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Partnerships, Collaboration and Advocacy - Level 3					
• Promotes direct communication between organizations and other stakeholders to share information, discuss relevant issues and develop solutions to common problems					
• Leverages existing partnerships and alliances to promote public health and other objectives					
• Builds on successful public health and other initiatives to gain support for new programs or services					
• Uses experts or other third parties to influence key stakeholders in decisions concerning public health and other policies and services					
• Negotiates mutually acceptable agreements with partners and stakeholders					
• Plays an influential role in the development of healthy public and other policies, services and programs					
• Carries out informed advocacy of public health and other issues					
Provide examples of how you demonstrated this competency					

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Competencies	R	PT	AT	CS	N/A
Diversity and Inclusiveness This category identifies the socio-cultural competencies required to interact effectively with diverse individuals, groups and communities. It is the personification of attitudes and practices that result in inclusive behaviours, practices, programs and policies.					
Diversity and Inclusiveness - Level 3					
• Conducts comprehensive assessments of client cultural norms and behaviours					
• Integrates culturally competent practices into activities, services and programs of the organization					
• Validates applicability of new techniques, research and knowledge for use with diverse client groups					
• Reviews current and emergent demographic trends to determine service / program needs					
• Communicates the importance of delivering services / programs that meet the unique needs of diverse groups					
• Ensures program / service environment is reflective of the diversity of the communities served					
• Implements effective change management efforts to foster diversity					
Provide examples of how you demonstrated this competency					

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Competencies	R	PT	AT	CS	N/A
Communication involves an interchange of ideas, opinions and information. This category addresses numerous dimensions of communication including internal and external exchanges; written, verbal, non-verbal and listening skills; computer literacy; providing appropriate information to different audiences; working with the media and social marketing techniques.					
Communication - Level 3					
• Fosters open communication with others, choosing the communication method, messages and timing in a strategic manner					
• Conveys information with expression, insight, and persuasion when needed; is efficient in the transfer of knowledge					
• Interprets and relays technical both oral and written information to non-professional and community audiences without "talking down" to them					
• Writes reports that address sensitive issues being cognizant of the potential impact of the information being communicated					
• Writes creative marketing or educational material designed to influence people's health behaviour or other relevant areas					
• Builds trust and credibility with key community figures and groups					
Provide examples of how you demonstrated this competency					

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Communication involves an interchange of ideas, opinions and information. This category addresses numerous dimensions of communication including internal and external exchanges; written, verbal, non-verbal and listening skills; computer literacy; providing appropriate information to different audiences; working with the media and social marketing techniques.					
Communication - Level 4					
• Scans the environment for key information and messages to inform the development of communication strategies to achieve specific objectives					
• Uses varied communication vehicles and opportunities to promote dialogue and develop shared understanding and consensus					
• Communicates complex issues clearly and credibly with widely varied audiences					
• Adeptly addresses difficult on-the-spot questions (e.g., from government, the community, or the media)					
• Produces written communications documents that address complex/strategic organizational issues, clearly and articulately presenting a position while demonstrating an understanding of the needs and sensitivities of varied audiences					
• Scans the environment for leading edge technology to assess if relevant and the utility of its use					
• Uses appropriate communication channels/technology for relating with key individuals, public health partners and stakeholder groups					
Provide examples of how you demonstrated this competency					

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Leadership This category focuses on leadership competencies that build capacity, improve performance and enhance the quality of the working environment. They also enable organizations and communities to create, communicate and apply shared visions, missions and values.

Leadership - Level 2

Competencies	R	PT	AT	CS	N/A
• Displays dedication in achieving public health standards of excellence and acts as an inspiration to others for high performance					
• Recognizes team member's competencies, interests and concerns when sharing work					
• Acts with integrity and is trusted by others to follow through on commitments					
• Sets clear and realistic goals, activities, timelines, deliverables and accountabilities for own team/function in conjunction with team members					
• Communicates support for new ideas and/or organizational change					
• Recognizes and personally acts on opportunities that are consistent with organizational public health and other applicable goals					
• Transfers or seeks to transfer public health knowledge and skills (e.g. mentorship, preceptorship, peer circles)					

Provide examples of how you demonstrated this competency

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Ethics and Professionalism Is the ability to demonstrate and support organizational ethics and values and adhere to professional codes of conduct to manage self, others, information and resources.					
Ethics and Professionalism - Level 3					
• Promotes the values and beliefs of public health ethical frameworks and/or regulatory college					
• Provides guidance to others to ensure they understand the implications of unethical behaviour and how to practice in an ethical manner					
• Deals directly and constructively with lapses of integrity (e.g. intervenes to remind others of the need to respect the dignity of others)					
• Establishes and maintains respectful and collaborative professional and ethically sound relationships with all clients, colleagues, partner organizations, sponsors and employees under supervision					
• Articulates and practices a model of ethical decision-making to inform practice and provide reasonable alternatives and solutions to ethical dilemmas/issues					
• Maintains and continuously improves competence by participating in professional development and regulatory college maintenance of competence requirements					
• Seeks learning opportunities in rapidly evolving and emerging subject areas within and peripheral to one's professional practice					
Provide examples of how you demonstrated this competency					

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