

# **Human Services Staff Development and Training Roles and Competencies: Organizational Development Specialist**

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APHSA American Public Human Services Association  
NSDTA National Staff Development and Training Association

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# **The National Staff Development and Training Association**

(an affiliate of the American Public Human Services Association)

The National Staff Development and Training Association (NSDTA) was founded in 1983 and incorporated as an affiliate of APHSA in 1985 to support persons responsible for human service training and staff development on the local, state, or federal level.

**VISION:** NSDTA has a vision of competent and caring people in effective organizations creatively working together to improve the well-being of society's children, adults, and families.

**MISSION:** NSDTA builds professional and organizational capacity in the human services through a national network of membership sharing ideas and resources on organizational development, staff development, and training.

## **OBJECTIVES:**

- To promote a network of contacts to discuss and disseminate best practice methods and strategies.
- To provide a national forum for discussion of staff development and training issues.
- To provide leadership in the development of local, state, and federal programs and procedures which enhance the skills of staff and develop standards and evaluation criteria for training programs nationwide.
- To develop public policy recommendations and advocate for staff development and training issues.
- To create opportunities for continual learning and professional development for itself as an organization and for its members.

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## ACKNOWLEDGEMENTS

This manual is part of a series of guidebooks developed by the Standards Committee of the National Staff Development and Training Association (NSDTA). As such, it continues and develops the work begun in the first manual, *A Key to Success: Guidelines for Effective Staff Development & Training Programs in Human Service Agencies* (NSDTA/APWA, 1993). *A Key to Success* provides basic information about the essential components for effective staff development and training programs. Areas such as the organization of the staff development and training function, staffing, resources, processes, policies, and procedures are examined.

In 1997, as chair of the Standards Committee, I coordinated the production of the first competency model: the Instructor Competency Model. This has proved to be a very useful tool for the field and is being used by many agencies in selection, appraisal and professional development of trainers.

I wish to acknowledge the care and rigorous work of the committee that is researching and developing these guidebooks under the guidance of the committee's chair, Freda Bernotavicz. The Committee has developed a comprehensive matrix of the competencies and functions of staff development and training staff and in 2001 produced competency models for the Administrative Support and Manager role and revised and reissued the Instructor Competency Model. This report is the fourth in a proposed series of nine publications.

Leadership for this effort is provided by Freda Bernotavicz, who is the senior author of this series. Jim McGroarty provided invaluable advice to the group in drawing their attention to the 1982 study of Public Child Welfare Staff Development and reminding them of the importance of continuity in our work. Rose Wentz is responsible for reviewing all reports for consistency. Final editing was done by Freda with the patient assistance of Janice Overlock who formatted and reformatted multiple drafts throughout the process.

Overall oversight continues to be provided by the Standards Committee. Many thanks to the team who provided the expertise to develop the Organizational Development Specialist Model which is an important contribution to the field. It is with great admiration that I acknowledge the teamwork and dedication of all who participated in producing this document.

Mary Urzi, President  
National Staff Development and Training Association

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## **AUTHORS OF ORGANIZATIONAL DEVELOPMENT SPECIALIST COMPETENCY MODEL**

The OD Specialist Competency Model was developed by the following staff of the Institute for Public Sector Innovation (IPSI), Muskie School of Public Service, University of Southern Maine, Portland, ME.

- Freda Bernotavicz, IPSI Director,
- Kay Dutram, Manager, Health and Medical Services Training and Organizational Development
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- Donna Lerman, Director, Health and Medical Services Training and Organizational Development.

# ORGANIZATIONAL DEVELOPMENT SPECIALIST COMPETENCY MODEL

## BACKGROUND

In 1993, the National Staff Development and Training Association (NSDTA) Standards Committee published *A Key to Success: Guidelines for Effective Staff Development and Training Programs in Human Service Agencies* (NSDTA/APWA, 1993). One of the guidelines addresses staff competencies: “The function is staffed by competent, qualified professional and clerical personnel.” (p. 6).

The NSDTA Standards Committee decided to take this guideline and develop a set of competencies (knowledge, skills, and characteristics) that define the role of instructor. The resulting publication in 1997 was the first in a planned series that at the time was described as not definitive, but as work that can be modified or added to as needs and professional evolution dictate. Since that time, the Standards Committee has further refined the concept of staffing of the field and expanded the roles which need to be performed.

## DEFINITION OF ROLES

The Staff Development and Training field is staffed by people who perform a different mix of roles. Roles are not synonymous with jobs or people. In a large organization, a higher degree of specialization exists and it is possible that individuals may have only one key role. However, in smaller organizations staff often wear multiple hats and may perform multiple roles.

Based upon a review of the literature and several rounds of review and discussion with leaders in the field, the committee identified nine major roles. Two major sources from the literature were utilized in developing this listing: *Models for HRD Practice* (McLagan and Suhadolnik, 1989) which describes the eleven roles in the training and development field and tends to reflect private sector staffing and *Public Welfare Staff Development: A Role and Competency Framework for Curriculum Development and Instruction* (Kinney, Cooke and Fox, 1982) which identifies six roles for staffing in public welfare training programs. Both studies provided invaluable information which was updated to reflect emerging priorities. The following chart shows how the roles are reflected in the proposed NSDTA listing.

ROLES AND COMPETENCIES IN PUBLIC HUMAN SERVICES STAFF DEVELOPMENT AND TRAINING (NSDTA 2000)	PUBLIC WELFARE STAFF DEVELOPMENT: A ROLE AND COMPETENCY FRAMEWORK FOR CURRICULUM DEVELOPMENT AND INSTRUCTION (Kinney, Cooke and Fox, 1982)	MODELS FOR HRD PRACTICE (McLagan and Suhadolnik, 1989)
• Administrative Support	•	• Administrator
• Communications Specialist	•	• Marketer
• Evaluator/Researcher	• Evaluator/Researcher	• Evaluator • Researcher
• Human Resource Planner	• Manpower Planner	
• Instructional Media Specialist	• Instructional Media Designer	• HRD Materials Developer
• Instructor/Trainer	• Instructor/Trainer	• Individual Development Advisor • Instructor or Facilitator
• Manager	• Manager	• HRD Manager
• Organizational Development Specialist	• Assessor/Consultant	• Needs Analyst • Organizational Change Agent
• Training Program and Curriculum Designer	• Curriculum Designer	• Program Designer

## DEFINITIONS OF NSDTA ROLES

**Administrative Support:** The role of providing the administrative support to ensure that the facilities, equipment, materials, participants and other components of a learning event are present and that program and organizational logistics run smoothly.

**Communications Specialist:** The role of designing processes and materials for storage, retrieval and dissemination of information and products within the program and to other target audiences.

**Evaluator/Researcher:** The role of identifying the impact of an intervention and of developing and testing theories of learning, training, development and transfer of learning.

**Human Resource Planner:** The role of planning for the utilization and development of human resources.

**Instructional Media Specialist:** The role of designing systems for and producing written or electronically-mediated instruction.

**Instructor/Trainer:** The role of facilitating individual performance improvement including delivering training, directing structured learning and facilitating groups.

**Manager:** The role of facilitating and leading a group's work including linking training and development with other organizational units and monitoring contract activities.

**Organizational Development Specialist:** The role of facilitating organizational improvement, including assessing training needs, diagnosing organizational problem areas, consulting on OD strategies, and conducting team building sessions.

**Training Program and Curriculum Designer:** The role of developing programs and curriculum including defining the content and outcomes, selecting and sequencing appropriate learning activities, writing modules and developing case studies..

## **DISCUSSION OF NSDTA ROLES**

**Administrative Support:** This role is similar to the Program Administrator role in the ASTD model (McLagan, 1989). However, in the NSDTA model, this role is conceptualized as the logistical support role most often played by classified staff. The competency model for this role is based on a model developed for secretarial support (Bernotavitz, 1984).

**Communications Specialist:** This role corresponds with the Marketer role in the ASTD study. However, unlike that role which focuses on "selling", this role also reflects the need within the public arena to develop mechanisms to share information both within the training agency, with the client agencies and with the field as a whole. In addition, this role incorporates the librarian function of storage and retrieval of information and products.

**Evaluator/Researcher:** Two trends in the human services training and development field are making this role more critical. One is the increased demand for accountability and results and the need to demonstrate a relationship between training and improved program outcomes. The other is the need to design training which is most efficient and effective both in terms of learning activities and delivery systems and which builds on theories of learning.

**Human Resource Planner:** In some states, such as New York, this role is a large part of the job of individuals who work for the public agency. Their responsibility is to predict future manpower needs of the agency and assist in planning for the necessary types of training. The name of the role has been updated from Manpower Planner to Human Resource Planner.

**Instructional Media Specialist:** This role draws on instructional media rather than program content expertise. The individual in this role converts and formats materials which have already been designed, selecting the most appropriate media to fit the learning goals.

**Instructor/Trainer:** This role focuses on performance improvement for individuals or groups and includes both preparation of individuals for training (development planning), direct delivery of instruction and follow up activities to promote transfer of learning. A competency model was developed for this role by NSDTA in 1999.

**Manager:** This role reflects both the traditional role of the manager in planning, organizing, and staffing operations or projects and the strategic role of developing long-range plans to accomplish the mission of the training and development program.

**Organizational Development Specialist:** In contrast to the Instructor/Trainer role, this role focuses on organizational performance improvement and includes a number of functions outside the scope of traditional classroom training.

**Training Program and Curriculum Designer:** Unlike the Instructional Media Specialist, this role requires program knowledge and includes both specifying learning goals, the design of interventions and writing content.

## **OUTPUTS OF NSDTA ROLES**

Outputs are the tangible results or products of the roles. The following list is intended to be illustrative and can act as a guide to clarifying roles and responsibilities within a specific program or agency.

**Administrative Support:** Facility and equipment selections and schedules; inventory and projections of future equipment needs; records of programs and clients (training transcripts, Continuing Education Credits (CEUs), attendance and evaluation documents); logistical support and service to participants; on-site program support and staff management; functioning equipment; contracts and agreements to provide services.

**Communications Specialist:** Positive image for products, services and programs; plans to disseminate products, services and programs; promotional and information material; articles, presentations, catalogs of training materials and curriculum, reports, articles, websites, resource libraries, public service announcements.

**Evaluator/Researcher:** Evaluation and research designs and plans; instruments; evaluation processes; evaluation feedback; concepts, theories or models of development or change; data analysis and interpretation; current evaluation and research findings, conclusions and recommendations; best practices; information on future forces and trends.

**Human Resource Planner:** Predictions of future staffing needs; analysis of retention issues; recruitment strategies; plans for program staffing requirements; skill surveys; data on staff; analysis of legislation and regulations to determine agency staff needs; competency models; task analysis; job descriptions; employee development plans, tools for performance management.

**Instructional Media Specialist:** Graphic, video-based material or live broadcasts; audio or computer-based material; print-based learner material; job aids; instructor and facilitator guides; hardware and software purchasing specifications; advice on media use; recommendations on appropriateness of media-based training.

**Instructor/Trainer:** Learning environment; presentation of materials; facilitation of structured learning events (such as case studies, role plays, games, simulations and tests); facilitation of group discussions; facilitation of media-based learning events (such as videotapes, films, audiotapes, teleconferences, and computer-assisted

instruction); test delivery and feedback; group members' awareness of their own group process; feedback to learners; individual action plans for learning transfer; individuals with new knowledge, skills and attitudes.

**Manager:** Staff work direction, plans and performance management; resource acquisition and allocation; linkage to other groups or organizations; budgets and financial management; work environment, strategy, structure and long range plans; policy; negotiating and monitoring of agency and contract training and consultation; project plans and progress reports; priorities; evaluation of process (goals, outcomes and activities); management of training tracking system.

**Organizational Development Specialist:** Teams; resolved conflicts for an organization or groups; diagnosis of organizational problem areas; identification of organizational strengths; performance analysis; assessment of training needs; consultation on O.D. strategies: changes in group norms, values or culture; designs for change; client awareness of relationships within and around the organization; plans to implement organization change; implementation of change strategies; recommendations to management regarding training and development systems; strategies for analyzing individual or organizational behavior; tools to measure individual, workgroup or organizational performance discrepancies; recommendations for needed change in individual, work-group or organizational performance; definitions and descriptions of desired individual or group performance.

**Training Program and Curriculum Designer:** Program or intervention objectives and designs; learning activities; role plays; case studies; training and curriculum modules; learning objectives; competency-based approaches, transfer of learning techniques, adult learning principles.

## DEFINITIONS OF COMPETENCIES

Prior to developing the Instructor model, the committee reviewed a number of definitions of competencies and made a conscious decision not to endorse a single definition or approach, but to develop a set of competencies that embraced multiple approaches. Those definitions that were most useful in guiding the work were the following:

- ◆ “A competency is a grouping of the knowledge and skills necessary for the performance of a job task. Competent workers have the knowledge and skills they need to perform their jobs.” (Hughes and Rycus, 1989, p. 9).
- ◆ “[A competency is] any attribute of a person that underlies effective performance; a job competency is simply an attribute related to doing a job effectively. People carry with them a wide assortment of knowledge, abilities, interests, traits, and motives, but unless these attributes relate demonstrably to doing a job well, they are not job competencies.” (Klemp, 1981, p. 55).
- ◆ “A competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job situation.” (Spencer and Spencer, 1993, p. 9).
- ◆ “[Competencies are] internal capabilities that people bring to their jobs. They may be expressed in a broad, even infinite, array of on-the-job behaviors.” (McLagan, 1989, p. 77).

- ◆ “Skill -- those activities at which one is proficient or capable of being proficient. For example, a tennis player must be proficient at using a racket (a skill); a musician must be proficient at playing an instrument (also a skill).” (Powers, 1992, p. 15).
- ◆ “Knowledge -- the state of knowing about or understanding something, such as knowing about tennis or understanding music.” (Powers, 1992, p. 15,16).
- ◆ “Characteristics -- those traits that constitute a person’s character, such as enthusiasm, honesty, integrity, and so on.” (Powers, 1992, p. 16).

## **ROLE/COMPETENCY MATRIX**

To help organize the data, the committee built upon the competency clusters previously identified: Administration, Communications, Course Design, Evaluation, Group dynamics/Process, Instructional Techniques, Learning Theory, Manpower Planning, Person/Organization Interface, Research and Development, Training Equipment and materials, Training Needs Analysis (Kinney, Coke and Fox, 1982). The following changes were made to the listing:

- Conceptual Knowledge/Skills, Information Management and Self-Management Skills were added;
- Human Resource Management replaced Manpower Planning and Logistics replaced Training Equipment and Materials;
- Evaluation was added to Research and Development.

A matrix showing all of the roles and competencies is available as an addendum to this report.

While each role requires a different mix of competencies, there are also core competencies which are common to all of the roles. These include: Cultural Sensitivity, Conceptual Knowledge/Skills (Problem Analysis, Judgment, Conceptual Thinking) and Self-Management Skills (Self-Responsibility, Self-Control, Flexibility and Professional Standards/Ethics). Recognizing the growing importance of competencies related to Information Management, this function was added and Basic Computer Skills has been included as a core competency.

Comprehensive competency models were developed for two roles (Administrative Support and Manager) and the Instructor/Trainer model has been updated to make it consistent with the role/competency matrix. To promote consistency across all of the roles, the following format was utilized for each of the competencies:

- Competency name,
- brief definition of the competency, and
- behavioral indicators or examples of ways in which the individual demonstrates the competencies stated as action verbs.

Note that while some competencies are common to more than one role, the behavioral indicators may be different reflecting a different level of responsibility.

## USES

A set of competencies translates the functions of a role into the specific skills, knowledge, and characteristics needed to perform on the job. Any agency or organization that has a training and staff development component can take these competency statements and rate their importance (high, moderate, low, none) to that particular agency. Once rated, the remaining competencies can be used in several ways:

- **Human Resource Planning**

The role/competency matrix can be used to look at functions across a staff development program to identify gaps or needs, to reallocate responsibilities and roles to existing staff and to plan for new roles and positions.

- **Developing Job Descriptions**

The role/competency matrix can also be used as the basis for developing job descriptions. The role definitions and outputs can guide defining job responsibilities and the matrix provides a framework for grouping roles into positions.

- **Career Pathing**

The matrix can be used to identify both horizontal and vertical career paths for professional growth and development.

- **Recruiting/Selecting Applicants for a Position**

The competency statements can be used to more clearly frame job descriptions and interview questions, to help both managers responsible for hiring and job candidates better determine if they have the attributes, interest, and experiences suitable to the role(s) in question.

- **Strengths Inventory and Professional Development**

The competency statements can be used as an inventory instrument by a person in the role to determine the degree (high, moderate, low, none) to which s/he possesses the needed knowledge, skills, and characteristics. This in turn can guide an individual's professional development plan to acquire needed competencies or enhance existing ones through courses, workshops, mentoring/coaching, and other methods of professional development. A sample assessment instrument is provided as an appendix in this report.

- **Performance Management/Appraisal**

The competency statements can be used as the basis of the yearly performance appraisal cycle, providing clear articulation of expectations, on-going feedback and coaching, plans for professional development, and other components of the appraisal process.

- **Curriculum Development**

Certain agencies (particularly state agencies or universities which manage training functions) undertake the development of courses or workshops addressing the development of skills for staff development and training staff. Competency statements can usefully drive the development of these curricula.

## **DEVELOPMENT OF THE ORGANIZATIONAL DEVELOPMENT SPECIALIST COMPETENCY MODEL**

The role of the Organizational Development (OD) Specialist in Human Services training and development is a relatively new one and is evolving to meet the emerging needs of organizations. The field began with a focus on classroom learning and in recent years increased emphasis has been placed on the transfer of learning to on the job performance. Gradually, there has been increased attention paid to identifying organizational strengths and facilitating processes whereby employees co-create organizational structures and work processes that maximize personal productivity and organizational effectiveness, and improve organizational climate. The OD Specialist focuses on the link between individual performance and organizational performance. Unlike the Instructor role, the OD Specialist role does not include direct classroom instruction. Instead, as the OD Specialist works with groups of direct service staff, supervisors or managers, information is gathered which informs the training process. The OD Specialist role is useful all along the continuum of change: from external environmental occurrences forcing organizational response, to internal performance barriers requiring inquiry and dialogue leading to transformative action.

This model was developed by a group of experienced OD Specialists who brought both their theoretical and practical knowledge and experience to bear in identifying the competencies needed in this role. In doing so, they built upon the existing competency models for the Instructor role and the Manager role and included data from other sources as shown in the references. The list of competencies illustrates the many areas of expertise and knowledge required of OD Specialists. It is anticipated that the value placed on the various competencies will differ from organization to organization and reflect an organization's needs and purpose at a particular time.

## **ORGANIZATIONAL DEVELOPMENT SPECIALIST COMPETENCY MODEL OUTLINE**

### **Administration**

1. Organizational Ability
2. Human Service Policy and Framework
3. Training Administration

### **Communication**

4. Facilitation Skills
5. Oral Communication
6. Interpersonal Communication
7. Non-Verbal Communication
8. Cultural Sensitivity

### **Conceptual Knowledge/Skills**

- 9.. Problem Analysis
10. Judgment
11. Conceptual Thinking
12. Systems Thinking

### **Evaluation and Research**

13. Evaluation and Research Concepts
14. Data Collection
15. Data Input and Analysis

### **Group Dynamics and Process**

16. Interpersonal Skills
17. Group Process
18. Managing Process
19. Group Climate
20. Teamwork and Cooperation

### **Human Resource Management**

21. Human Resource Concepts and Systems
22. Human Resource Maintenance
23. Performance Management
24. Task/Work Analysis
25. Competency-Based Approaches

### **Information Management**

26. Basic Computer Skills

- 27. Management Information Systems
- 28. Accessing Information

### **Instructional Management**

- 29. Training Systems
- 30. Assessment and Transfer

### **Learning Theory**

- 31. Learning and Human Development
- 32. Learning Climate

### **Person/Organization Interface**

- 33. Impact and Influence
- 34. Approaches
- 35. Initiative
- 36. Organizational Development
- 37. Effective and Efficient Work Process

### **Self-Management Skills**

- 38. Self-Responsibility
- 39. Self-Concept
- 40. Self-Control
- 41. Flexibility
- 42. Job Commitment
- 43. Professional Standards/Ethics

## ADMINISTRATION

### 1.00 Organizational Ability

*Ability to demonstrate organizational skills.*

- 01.01 **Work Management:** Shows ability to plan, schedule, and direct the work of self and others.
- 01.02 **Work Assignments:** Balances task requirements and individual abilities (matches people and assignments).
- 01.03 **Work Organization:** Organizes materials or activities to accomplish tasks efficiently.
- 01.04 **Goal Setting:** Sets challenging yet achievable goals for self and others.

### 2.00 Human Service Policy and Framework

*Ability to demonstrate understanding of human services policy and laws.*

- 02.01 **Human Services Philosophy and History:** Understands relevant human services history, theory, values and ethics.
- 02.02 **Federal and State Laws and Regulations:** Comprehends federal/state laws, legislation, regulations and agency guidelines.

### 3.00 Training Administration

*Ability to demonstrate training administration skills.*

- 03.01 **Planning:** Demonstrates knowledge of the concepts of strategic, operational and long range planning.
- 03.02 **Current Issues:** Demonstrates understanding of current issues that affect the organization.
- 03.03 **Policies and Procedures:** Understands key policies and operating procedures of the organization.

## COMMUNICATION

### 4.00 Facilitation Skills

*Ability to demonstrate effective facilitation and process consultation skills.*

- 04.01 **Session Objectives:** Presents each objective at the beginning of the session both orally and in writing.
- 04.02 **Questioning:** Asks participants open or closed questions which are related to the objectives; answers all relevant questions.
- 04.03 **Job-Relevant:** Uses job-specific materials and references to enhance the relevancy of the presentation.
- 04.04 **Modes of Expression:** Uses multiple modes of expression to convey and to gather information (e.g., uses all five senses).
- 04.05 **Range of Techniques:** Selects from a range of techniques (e.g., paced presentations, concrete examples, analogies, non-verbal activities, or media presentations) to convey key ideas.

## 5.00 Oral Communication

*Ability to use the spoken word to effectively communicate.*

- 05.01 **Projection:** Speaks loudly and clearly enough to be heard and understood by everyone in the room.
- 05.02 **Highlights Information:** Speaks to emphasize important points and demonstrate personal interest.
- 05.03 **Varies Speech:** Frequently varies vocal characteristics (e.g., pitch, speed, modulation) throughout the session.

## 6.00 Interpersonal Communication

*Ability to effectively communicate with individuals and groups.*

- 06.01 **Expectations:** Discusses individual participant expectations and relates them to session objectives.
- 06.02 **Examples:** Provides or elicits from participants relevant examples, anecdotes, stories, and analogies, and appropriately uses humor.
- 06.03 **Clear Explanations:** Adequately explains participant roles, requests feedback, and monitors learning activities.
- 06.04 **Probing Techniques:** Uses interviews, questions, and other probes to

gather information and stimulate participant insight.

- 06.05 **Feedback:** Provides constructive feedback to individuals and groups in order to encourage continued progress.
- 06.06 **Modeling:** Models effective communication competencies (e.g., coaching, counseling, and contracting).
- 06.07 **Listening Skills:** Uses active listening skills to gather information, encourage discussion, and elicit feedback from the participants.
- 06.08 **Engagement:** Engages all partners in the OD process, jointly constructing purpose, shared norms and appraisal of outcomes; values the knowledge and contribution of all participants.

## **7.00 Non-Verbal Communication**

*Ability to use non-verbal behaviors to effectively communicate.*

- 07.01 **Eye Contact:** Frequently makes eye contact with people.
- 07.02 **Appropriate Behavior:** Refrains from distracting behaviors and mannerisms.
- 07.03 **Emphasis:** Uses gestures and non-verbal behavior to emphasize important points and to demonstrate personal interest.
- 07.04 **Stimulates Involvement:** Uses unspoken cues and mannerisms to stimulate participant involvement throughout the session.

## **8.00 Cultural Sensitivity**

*Ability to demonstrate effective cross-cultural communication techniques.*

- 08.01 **Cross-Cultural Diversity:** Adapts communication and behaviors in order to interact effectively with different types of individuals or groups.
- 08.02 **Cross-Cultural Sensitivity:** Recognizes and validates the differences in cultural, ethnic, and religious values, perceptions, customs, and behaviors.
- 08.03 **Cross-Cultural Discussion:** Engages participants in the discussion of cultural issues.
- 08.04 **Managing Conflict:** Manages disagreement and conflict concerning

cultural issues.

- 08.05 **Cross Cultural Communication:** Communicates effectively with persons of diverse cultures.

## CONCEPTUAL KNOWLEDGE/SKILLS

### 9.00 Problem Analysis

*Ability to demonstrate effective problem analysis skills.*

- 09.01 **Assessment:** Seeks out relevant data and examines complex information to determine the important elements of situations.
- 09.02 **Approaches:** Uses critical judgment to assess alternative approaches to problems or decisions. Values diversity of opinion and mental models as a way of bringing multiple perspectives to bear on a problem.
- 09.03 **Analysis:** Uses a systems framework to identify both causes and consequences of breakdowns. Discerns gaps between theory and practice.

### 10.00 Judgment

*Ability to demonstrate sound judgment.*

- 10.01 **Using Information:** Facilitates identification of, and communicates cause and effect relationships. Reaches sound conclusions and makes reasonable decisions based on available information.
- 10.02 **Balance:** Weighs both short- and long-term needs and consequences. Attends to both human and organizational needs.
- 10.03 **Priorities:** Sets priorities for tasks in order of importance.
- 10.04 **Discernment:** Understands long-term cause and effect relationships; multiple causation and problem archetypes.
- 10.05 **Objectivity:** Maintains objectivity in handling difficult issues, events, or decisions.

### 11.00 Conceptual Thinking

*Ability to synthesize information, to discern patterns in events and relationships.*

- 11.01 **Frameworks and Experience:** Uses theoretical frameworks as well as learning from past experience to guide analysis or actions.
- 11.02 **Past Experience:** Practices self-reflection to enhance learning from experience. Distinguishes crucial similarities and differences in present and past situations.
- 11.03 **Creative Thinking:** Is comfortable with risk-taking in thinking. Plays with ideas.
- 11.04 **Systems View:** Looks at the big picture. Focuses on interactions and dynamics to create a climate for action. Recognizes tension as a catalyst for positive change.

## 12.00 Systems Thinking

*Ability to focus on interactions and dynamics, taking a long view which includes the past, the future, and the immediate present.*

- 12.01 **Dynamic Thinking:** Understands complex relationships and interdependencies. Frames a problem in terms of patterns of behavior over time.
- 12.02 **System-as-Cause Thinking:** Discerns the patterns of recurring problems not driven by daily events.
- 12.03 **Global Thinking:** Sees the entirety of a situation. Reframes issues or problems. Balances short-term and long-term needs and perspectives.
- 12.04 **Operational Thinking:** Understands how a behavior is actually generated. Questions any and all underlying assumptions.
- 12.05 **Closed-Loop Thinking:** Views causality as an on-going process, not a one-time event, with effect feeding back to influence causes, and causes affecting each other.
- 12.06 **Quantitative and Qualitative Thinking:** Knows how to quantify and how to incorporate intangible variables into the system model.

## EVALUATION AND RESEARCH

### **13.00 Evaluation and Research Concepts**

*Ability to demonstrate understanding of basic evaluation and research concepts.*

- 13.01 **Basic Concepts:** Understands the process and importance of identifying the purpose, audience and questions to be answered.
- 13.02 **Evaluation Levels:** Understands the levels of impact of evaluation, the issues related to each, and uses this framework to recommend an evaluation plan.
- 13.03 **Evaluation and Research Design:** Understands basic concepts and terminology related to design such as pre- and posttests, case study, sampling, control and comparison groups, experimental and quasi-experimental design.
- 13.04 **Data Collection Instruments:** Describes types of tools for data collection including questionnaires, attitude or satisfaction surveys, paper-and-pencil or performance tests, interviews, focus groups, observations, and administrative performance records.
- 13.05 **Data Collection Issues:** Understands basic concepts related to data collection such as validity and reliability, and practical issues in selection and administration of data collection instruments.
- 13.06 **Data Analysis:** Understands general concepts of data analysis including qualitative and quantitative data, process and outcome data, descriptive or inferential data, and cost benefit analysis.
- 13.07 **Reporting and Dissemination:** Understands types of reports (formative and summative) and the role of interim and final results reporting. Provides leadership and support for stakeholder involvement, providing feedback and disseminating results.

### **14.00 Data Collection**

*Ability to identify useful data and methodologies to collect it.*

- 14.01 **Organizational Research:** Designs and uses field research methods, including ethnographic studies; and evaluation methods for change processes.
- 14.02 **Managing the Consulting Process:** Engages with staff/clients, diagnoses conditions and organizational patterns, designs and implements appropriate

interventions, manages un-programmed events.

- 14.03 **Questioning:** Collects data via pertinent questions asked during surveys, interviews, and focus groups for the purpose of performance analysis.
- 14.04 **Survey Design and Development:** Comprehends survey approaches that use open and closed style questions for collecting data. Prepares instruments in written, verbal or electronic formats.

## **15.00 Data Input and Analysis**

*Ability to make use of data for organizational benefit.*

- 15.01 **Research Methods/Statistics:** Understands research/statistical methods: measures of central tendency, measures of dispersion, basic sampling theory, basic experimental designs (e.g., case study, pre-/posttest, control group), and sample inferential statistics.
- 15.02 **Analysis/Diagnosis:** Conducts inquiry into all organizational systems (self, individuals, groups, organization, and multi-organization) to determine root cause(s) of system's effectiveness..
- 15.03 **Designing and Selecting Appropriate and Relevant Interventions:** Selects, modifies or designs interventions that effectively move the organization from its current state to its desired future state, using strategies that address root causes or performance gaps.
- 15.04 **Performance Data Analysis:** Interprets performance data and determines the effect of interventions on clients, suppliers and employees.

## **GROUP DYNAMICS AND PROCESS**

### **16.00 Interpersonal Skills**

*Ability to apply interpersonal skills through building trust, providing feedback and valuing diversity.*

- 16.01 **Builds Trust:** Remains neutral and objective as relationships are built; uses reflective listening techniques, and remains flexible while expressing confidence in the process; and names and conducts safe discussions concerning issues or cultural norms affecting the organization.
- 16.02 **Feedback:** Provides timely, sensitive, and relevant feedback. Challenges a participant's ideas in a way that maintains self-esteem.

16.03 **Diversity:** Understands and values diversity and different styles of perceiving, learning, communicating and operating.

## **17.00 Group Process**

*Ability to apply group process theory including task and maintenance functions.*

17.01 **Theory:** Knows and understands theories and principles of group dynamics such as, distinguishing task and growth groups; task and maintenance functions; phases of group development; and small group behavior.

17.02 **Task Functions:** Implements group interaction task functions such as information or opinion seeking, information or opinion giving, clarifying, summarizing, and consensus testing.

17.03 **Maintenance Functions:** Implements group interaction maintenance functions such as encouraging expression of group feelings, harmonizing, modifying, gatekeeping, and evaluating.

## **18.00 Managing Process**

*Ability to manage group process including conflict and difficult situations.*

18.01 **Managing Conflict:** Resolves problems and manages conflicts through negotiations, aiming for win-win agreements.

18.02 **Maintains Focus:** Refocuses straying groups to adhere to the agenda or plan.

18.03 **Difficult Situations:** Manages problem situations (e.g., hostile participants, disengaged participants, people who monopolize) in a way that maintains participants' self-esteem.

## **19.00 Group Climate**

*Ability to establish and maintain effective group climate.*

19.01 **Ground Rules:** Negotiates and clarifies with the group what constitutes effective/ineffective behavior and establishes ground rules.

19.02 **Group Decision-Making:** Involves the group in discussing and making

decisions on process and procedures.

- 19.03 **Environment:** Creates an environment where participants feel psychologically safe to explore ideas, disagree, and move in and out of role-plays and simulations.

## **20.00 Teamwork and Cooperation**

*Ability to support a group of individuals as they exchange information, establish trust, make decisions, implement and evaluate interactions and plans.*

- 20.01 **Dialog:** Supports groups in discovering and questioning assumptions; uncovering the big picture and seeing connections between parts; learning by inquiry and disclosure; and creating understanding of, and commitment to, each other and the group's purpose.
- 20.02 **Relationship Building Practices:** Models clear statement of intention, reflective listening, appropriate questioning techniques, and respect for others' ideas and differing perspectives.
- 20.03 **Team Culture:** Describes team dynamics using process observations, assisting the team in understanding its developing norms and realizing implications for the team's work.
- 20.04 **Roles Within the Team:** Describes necessary roles within a team and assists the group in effectively managing and utilizing those roles.
- 20.05 **Responsibility:** Models and reminds team members of the role of self-responsibility in a high performing team; structures meetings and collaborative efforts to support group responsibility.

## **HUMAN RESOURCE MANAGEMENT**

### **21.00 Human Resource Management (HRM) Concepts and Systems**

*Ability to demonstrate understanding of human resource management concepts and systems.*

- 21.01 **Human Resource Understanding:** Understands issues and practices in human resource areas: job design, human resource planning, selection and

staffing, human resource research and information systems, compensation and benefits, employee assistance, and union/labor relations.

- 21.02 **Staff Selection Theory and Application:** Understands the theories, techniques and appropriate applications of staff selection interventions used for performance improvement.
- 21.03 **Human Resource Systems:** Understands theory and techniques and appropriate applications of effective career development, performance management, and succession planning systems.
- 21.04 **Human Resource Research:** Uses existing personnel information to analyze organizational situations to determine the appropriate research methodology, and interpret and communicate the results to senior management.
- 21.05 **Human Resource Information Systems:** Understands and uses data from HR Information Systems.
- 21.06 **Laws/Regulation/Contracts:** Understands issues related to federal and personnel laws and regulations, union contracts, discipline and grievance processes and their impact on individual and organizational performance.
- 21.07 **Career Development Theory and Application:** Understands theories and techniques, and uses appropriate applications of career development interventions used for performance improvement.

## **22.00 Human Resource Maintenance**

*Ability to understand and implement systems to maintain human resources.*

- 22.01 **Reward System Theory and Applications:** Understands the theories, techniques, and appropriate applications of reward system interventions used for performance improvement.
- 22.02 **Training and Development:** Develops and implements systems to assess and address employee training and development needs, plans training activities/interventions to meet current and evolving organizational needs, and formulates skill-building development plans for employees.
- 22.03 **Workplace Learning:** Understands the importance of, and develops opportunities for on-going job related learning.

- 22.04 **Health, Safety and Security:** Understands the strategic health, safety, and security issues and concerns from both the employee and organizational perspective; the laws and regulations that impact this functional area; and the programs, systems, and rules to maintain employee wellness and organizational stability.

### **23.00 Performance Management**

*Demonstrates understanding of performance management issues.*

- 23.01 **Performance Gap Analysis:** Performs "front-end analysis" by comparing actual and ideal performance levels in the workplace. Identifies opportunities and strategies for performance improvement.
- 23.02 **Performance Theory:** Recognizes the implications, outcomes, and consequences of performance interventions; distinguishes between activities and results.
- 23.03 **Process Consultation:** Uses a monitoring and feedback method to continually improve the productivity of groups.
- 23.04 **Self-Assessment:** Understands and communicates the importance of self-assessment, including design of learning goals, criteria for judging progress, and process for determining action steps.
- 23.05 **Techniques for Assessment:** Utilizes a consistent assessment process, using multiple types of quantitative and qualitative data and drawing on multiple sources to make judgments.
- 23.06 **Linking Individual and Organizational Effectiveness:** Knows approaches for linking individual and organizational effectiveness.

### **24.00 Task/Work Analysis**

*Ability to understand task/work analysis and its applications.*

- 24.01 **Approaches:** Understands and knows of the various approaches to task/work analysis, including functional job analysis and position analysis questionnaires.
- 24.02 **Job Descriptions:** Understands steps in developing comprehensive job descriptions based upon task/work analysis.

- 24.03 **Validity:** Is familiar with approaches to ensure content validity of task/work analysis.
- 24.04 **Work Flow Analysis:** Understands the techniques of work flow analysis, including observation, interviewing key informants, and document analysis.

## **25.00 Competency-Based Approaches**

*Ability to use competency models and methodologies.*

- 25.01 **Competency Models:** Knows and understands the theory, structure and use of competency models for improving human performance.
- 25.02 **Competency Methods:** Knows and uses different methodologies to construct competency models, including Task Analysis, Behavioral Event Interviews, and Subject Matter Experts.
- 25.03 **Competency Assessment:** Knows and uses procedures for designing competency-based assessment instruments.

## **INFORMATION MANAGEMENT**

### **26.00 Basic Computer Skills**

*Ability to apply basic computer concepts including e-mail, scheduling and word processing.*

- 26.01 **Computer Basics:** Applies basic computer concepts including the ability to turn on computer, log on and turn off, display start and help menus, opening programs, using the mouse, moving cursor within documents, deleting files and using recycle bin.
- 26.02 **E-Mail:** Utilizes e-mail to compose, reply to and forward messages attach files and save attachments, set up files and file messages.
- 26.03 **Scheduling:** Utilizes scheduling including creating new tasks, viewing editing and deleting appointments, printing appointments.
- 26.04 **Word Processing:** Utilizes the word processing function including editing and maneuvering, selecting, deleting and inserting text indenting paragraphs, cut, copy and paste, saving and securing documents.

## **27.00 Management Information Systems**

*Ability to understand purpose and basic functions of management information systems.*

- 27.01 **Management Information Systems Concept:** Understands the concept of information systems in general and is aware of the core interfaces with program information.
- 27.02 **Data and Information:** Distinguishes between data and information and is able to convert data into information to guide decision-making.
- 27.03 **Policy and Practice Link:** Uses information systems to convey the link between program policy and practice.
- 27.04 **Quality of Data:** Understands and articulates the link between data quality and capacity for meaningful analysis.

## **28.00 Accessing Information**

*Ability to locate and use data in a management information system.*

- 28.01 **Data in System:** Knows the data available in a system and its potential for providing information.
- 28.02 **Critical Data:** Demonstrates the ability to identify and locate critical data within a system.

## **INSTRUCTIONAL MANAGEMENT**

### **29.00 Training Systems**

*Demonstrates understanding of issues related to training systems.*

- 29.01 **Needs Assessment:** Identifies systemic needs and tailors training efforts to specific parts of or the entire system as needed.
- 29.02 **Development of Training Objectives:** Facilitates collaboration within the organization to achieve commitment to, and clear understanding of purposes and expected results of training initiatives.
- 29.03 **Evaluation of Training Initiatives:** Facilitates design and implementation of effective follow-up and investigation into training outcomes.
- 29.04 **Versatility:** Maintains and applies different training techniques on a system-

wide basis as needed.

### **30.00 Assessment and Transfer**

*Ability to assess learner performance and promote transfer of learning.*

- 30.01 **Transfer of Learning:** Facilitates practical application of classroom learning.
- 30.02 **Evaluation of Participants:** Assesses learner performance as it relates to training objectives.
- 30.03 **Modification:** Uses participant feedback to modify training design and improve future presentations.

## **LEARNING THEORY**

### **31.00 Learning and Human Development**

*Ability to apply understanding of how adults learn.*

- 31.01 **Learning Theory:** Understands the principles of adult learning and human development theory as the basis for providing experiential learning, and physically and emotionally safe and stimulating environments--including accommodating diversity and shifting group members' roles between learner and expert.
- 31.02 **Organizations as Learning Entities:** Understands that the quality of human interaction affects the re-design of formal, organization-wide systems as well as day-to-day work systems within the organization.
- 31.03 **Contexts for Learning:** Understands the impact of current experiences on values, attitudes and behaviors; integrates a group's success with own development; honors and utilizes disagreement and/or conflict as a source of creativity; develops polarized issues as opportunities to explore diversity and new ideas.
- 31.04 **Self-Directed Learning:** Motivates learners to credit their own experiences as guides in building and applying new knowledge. Supports learners as they integrate what is known and what is discovered.

- 31.05 **Personal/Learning Styles:** Knows conceptual frameworks for describing different personal and learning styles and their implications for individual and organizational development.

### **32.00 Learning Climate**

*Ability to create a positive learning climate.*

- 32.01 **Positive Climate:** Develops a climate of trust conducive to risk-taking and experimentation; remains aware of developments regarding kinesthetic, artistic, environmental, emotional and other intelligences and their effects on learning styles.
- 32.02 **Physical Environment:** Understands the importance of physical comfort as it relates to the ability to concentrate and learn, (e.g., light, air, exercise, water).

## **PERSON/ORGANIZATION INTERFACE**

### **33.00 Impact and Influence**

*Ability to demonstrate understanding and skills of impact and influence.*

- 33.01 **Anticipation:** Anticipates effects of an action on people, programs or events.
- 33.02 **Action Science:** Inquires how human beings design and implement action in relation to one another.
- 33.03 **Capacity:** Recognizes own perceptions, and is mindful of the impact they have on the work being done; is willing to suspend own pre-conceived notions.
- 33.04 **Organizational Awareness:** Demonstrates awareness of organizational goals and concern for image and reputation of the agency and program.

### **34.00 Approaches**

*Ability to use appropriate approaches to achieve desired results.*

- 34.01 **Open to Cues:** Looks for potential opportunities for miscellaneous information that may be of future use.

- 34.02 **Using Information:** Distinguishes advocacy from inquiry; acts on valid information generated by inter-subjectively verifiable data and explicit inferences.
- 34.03 **Analysis:** Deliberately combines seemingly unrelated problems in devising solution to a single problem.
- 34.04 **Versatility:** Relates effectively with all levels of administration inside and outside the organization.
- 34.05 **Double Loop Learning:** Trusts in the "action research" process, emphasizing open inquiry rather than suppressing conflict. Chooses among competing sets of standards/paradigms as a framework for action, anticipating that the end result will be combination of what is planned and what evolves along the way.

### **35.00 Initiative**

*Ability to take the first step.*

- 35.01 **Action:** Initiates timely action rather than waiting to react as situations develop.
- 35.02 **Strategic Thinking:** Recognizes and seizes opportunities.
- 35.03 **Confronts Barriers:** Challenges barriers to effective performance and takes action to overcome them.
- 35.04 **System Knowledge:** Uses knowledge of the system to identify long-term opportunities and problems; provides different frames through which the system can be viewed and demonstrates how the framing impacts the situation.

### **36.00 Organizational Development**

*Ability to help groups initiate and manage change by facilitating healthy inter- and intra-unit relationships.*

- 36.01 **Collaboration:** Establishes and leverages relationships with key stakeholders to jointly design work processes and outcomes.
- 36.02 **Intervention:** Works with small and large groups to set attainable goals;

models appropriate behavior and provides follow-up; is competent in bringing about intended consequences.

- 36.03 **Leadership Development:** Expands a person's capacity to be effective in leadership roles and processes; enables groups of people to work together in productive and meaningful ways.

### **37.00 Effective and Efficient Work Process**

*Ability to bring about intended results through iterative feedback loops.*

- 37.01 **Quality Assurance:** Practices self-reflection and participates in reflective practice interviews to identify gaps in own learning and practice.
- 37.02 **Continuous Reassessment:** Uses iterative queries at all levels to co-create desired outcomes and methodologies. Creates opportunities to try new ideas in a safe environment.
- 37.03 **Environmental Scanning:** Looks ahead using key informants and trends analysis to anticipate risks, opportunities, and strategic positioning.

## **SELF-MANAGEMENT SKILLS**

### **38.00 Self-Responsibility**

*Ability to engage in ongoing learning to improve professional capabilities.*

- 38.01 **Reflective Practice:** Uses reflective practice in a regular and systematic way to assess the effects of own choices and actions on others; recognizes espoused theories versus theories-in-use; uses own performance to reframe issues based on feedback.
- 38.02 **Self-development:** Engages in continued efforts to clarify personal values and to carry out plans for professional development to meet personal and agency needs.
- 38.03 **Knowledge of Field:** Stays up-to-date on policy and best practice.

### **39.00 Self-Concept**

*Ability to believe in own capabilities and judgment.*

- 39.01 **Self-Awareness:** Identifies own personal values, needs, interests, style,

and competencies and their effects on others; recognizes when personal feelings have been aroused; works within limits of capabilities; manages personal defensiveness.

- 39.02 **Pride:** Takes pride in own expertise and in ability to handle situations.
- 39.03 **Feedback:** Actively seeks and accepts feedback for improvement without loss of self-esteem and without responding defensively.
- 39.04 **Assertiveness:** Advocates for professional standards, and for others and their needs.

#### **40.00 Self-Control**

*Ability to maintain emotional equilibrium and optimism.*

- 40.01 **Self-discipline:** Manages biases; performs effectively in the midst of chaos and in an atmosphere of ambiguity. Maintains self-control in high stress situations.
- 40.02 **Checks Behavior:** Inhibits impulses to do or say inappropriate things.
- 40.03 **Self-Monitors:** Monitors own personal values and biases so that they do not undermine objectivity and professionalism.
- 40.04 **Patience:** Shows patience and tenacity in working for desired results.

#### **41.00 Flexibility**

*Ability to respond to challenge and change.*

- 41.01 **Stress Reduction:** Manages own well being; finds ways, such as humor, to reduce or manage stress.
- 41.02 **Coping Skills:** Perseveres in the face of disappointment, hostility, or adverse conditions; resists dwelling on disappointments; motivates self to make the best of things.
- 41.03 **Openness:** Is open to new information and to changing own opinions; suspends own judgment and helps others to learn to suspend their judgment; makes own mental models explicit and doesn't impose own mental models on others.

41.04 **Flexibility:** Is able to shift gears and redirect activities.

#### **42.00 Job Commitment**

*Ability to demonstrates commitment to the role and responsibilities of an organizational development specialist.*

42.01 **Enthusiasm:** Shows enthusiasm for organizational development and sees self as a role model for colleagues.

42.02 **Responsibility:** Takes responsibility for projecting and maintaining a professional image for the organization.

42.03 **Follow-Through:** Demonstrates willingness to solve problems and see things through to completion.

42.04 **Sets Standards:** Sets high standards for self and others.

42.05 **Initiative:** Takes the first step to correct problems, meet new needs, or address unexpected developments.

42.06 **Focuses on Goals:** Stays focused on larger goals and strategies to achieve them.

42.07 **Indicators:** Uses a variety of indicators to gauge success in achieving objectives.

#### **43.00 Professional Standards/Ethics**

*Ability to conduct self in an ethical and honest manner.*

43.01 **Legal Issues:** Complies with all copyright laws and the laws and regulations governing the position.

43.02 **Confidentiality:** Maintains confidentiality and integrity in the practice of the profession.

43.03 **Professional Conduct:** Supports peers and avoids conduct that impedes the practicing of their profession.

43.04 **Public Service:** Improves public understanding of public service and government bureaucracies and the role of government.

43.05 **Accurate Representation:** Fairly and accurately represents credentials, qualifications, experience, and abilities.

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- 04.01 Session Objectives \_\_\_\_\_
- 04.02 Questioning \_\_\_\_\_
- 04.03 Job-Relevant \_\_\_\_\_
- 04.04 Modes of Expression \_\_\_\_\_
- 04.05 Range of Techniques \_\_\_\_\_

**5.00 Oral Communication** – *Ability to use the spoken word to effectively communicate.*

- 05.01 Projection \_\_\_\_\_
- 05.02 Highlights Information \_\_\_\_\_
- 05.03 Varies Speech \_\_\_\_\_

**6.00 Interpersonal Communication** – *Ability to effectively communicate with individuals and groups.*

- 06.01 Expectations \_\_\_\_\_
- 06.02 Examples \_\_\_\_\_
- 06.03 Clear Explanations \_\_\_\_\_
- 06.04 Probing Techniques \_\_\_\_\_
- 06.05 Feedback \_\_\_\_\_
- 06.06 Modeling \_\_\_\_\_
- 06.07 Listening Skills \_\_\_\_\_
- 06.08 Engagement \_\_\_\_\_

**7.00 Non-Verbal Communication** – *Ability to use non-verbal behaviors to effectively communicate.*

- 07.01 Eye Contact \_\_\_\_\_
- 07.02 Appropriate Behavior \_\_\_\_\_
- 07.03 Emphasis \_\_\_\_\_
- 07.04 Stimulates Involvement \_\_\_\_\_

**8.00 Cultural Sensitivity** – *Ability to demonstrate effective cross-cultural communication techniques.*

- 08.01 Cross-Cultural Diversity \_\_\_\_\_
- 08.02 Cross-Cultural Sensitivity \_\_\_\_\_
- 08.03 Cross-Cultural Discussion \_\_\_\_\_
- 08.04 Managing Conflict \_\_\_\_\_
- 08.05 Cross-Cultural Communication \_\_\_\_\_

**CONCEPTUAL KNOWLEDGE/SKILLS**

**9.00 Problem Analysis** – *Ability to demonstrate effective problem analysis skills.*

- 09.01 Assessment \_\_\_\_\_
- 09.02 Approaches \_\_\_\_\_
- 09.03 Analysis \_\_\_\_\_

**10.00 Judgment** – *Ability to demonstrate sound judgment.*

- 10.01 Using Information \_\_\_\_\_
- 10.02 Balance \_\_\_\_\_
- 10.03 Priorities \_\_\_\_\_
- 10.04 Discernment \_\_\_\_\_
- 10.05 Objectivity \_\_\_\_\_

**11.00 Conceptual Thinking** – *Ability to synthesize information, to discern patterns in events and relationships.*

- 11.01 Frameworks and Experience \_\_\_\_\_
- 11.02 Past Experience \_\_\_\_\_
- 11.03 Creative Thinking \_\_\_\_\_
- 11.04 Systems View \_\_\_\_\_

**12.00 Systems Thinking** – *Ability to focus on interactions and dynamics, taking a long view which*

*includes the past, the future, and the immediate present.*

- 12.01 Dynamic Thinking \_\_\_\_\_
- 12.02 System-as-Cause Thinking \_\_\_\_\_
- 12.03 Global Thinking \_\_\_\_\_
- 12.04 Operational Thinking \_\_\_\_\_
- 12.05 Closed-Loop Thinking \_\_\_\_\_
- 12.06 Quantitative and Qualitative Thinking \_\_\_\_\_

**EVALUATION AND RESEARCH**

**13.00 Evaluation and Research Concepts** – *Ability to demonstrate understanding of basic evaluation and research concepts.*

- 13.01 Basic Concepts \_\_\_\_\_
- 13.02 Evaluation Levels \_\_\_\_\_
- 13.03 Evaluation and Research Design \_\_\_\_\_
- 13.04 Data Collection Instruments \_\_\_\_\_
- 13.05 Data Collection Issues \_\_\_\_\_
- 13.06 Data Analysis \_\_\_\_\_
- 13.07 Reporting and Dissemination \_\_\_\_\_

**14.00 Data Collection** – *Ability to identify useful data and methodologies to collect it.*

- 14.01 Organizational Research \_\_\_\_\_
- 14.02 Managing the Consulting Process \_\_\_\_\_
- 14.03 Questioning \_\_\_\_\_
- 14.04 Survey Design and Development \_\_\_\_\_

**15.00 Data Input and Analysis** – *Ability to make use of data for organizational benefit.*

- 15.01 Research Methods/Statistics \_\_\_\_\_
- 15.02 Analysis/Diagnosis \_\_\_\_\_
- 15.03 Designing and Selecting Appropriate and Relevant Interventions \_\_\_\_\_
- 15.04 Performance Data Analysis \_\_\_\_\_

**GROUP DYNAMICS AND PROCESS**

**16.00 Interpersonal Skills** – *Ability to apply interpersonal skills through building trust, providing feedback and valuing diversity.*

- 16.01 Builds Trust \_\_\_\_\_
- 16.02 Feedback \_\_\_\_\_
- 16.03 Diversity \_\_\_\_\_

**17.00 Group Process** – *Ability to apply group process theory including task and maintenance functions.*

- 17.01 Theory \_\_\_\_\_
- 17.02 Task Functions \_\_\_\_\_
- 17.03 Maintenance Functions \_\_\_\_\_

**18.00 Managing Process** - *Ability to manage group process including conflict and difficult situations.*

- 18.01 Managing Conflict \_\_\_\_\_
- 18.02 Maintains Focus \_\_\_\_\_
- 18.03 Difficult Situations \_\_\_\_\_

**19.00 Group Climate** – *Ability to establish and maintain effective group climate.*

- 19.01 Ground Rules \_\_\_\_\_
- 19.02 Group Decision-Making \_\_\_\_\_
- 19.03 Environment \_\_\_\_\_

**20.00 Teamwork and Cooperation** – *Ability to support a group of individuals as they exchange*

*information, establish trust, make decisions, implement and evaluate interactions and plans.*

- 20.01 Dialog \_\_\_\_\_
- 20.02 Relationship Building Practices \_\_\_\_\_
- 20.03 Team Culture \_\_\_\_\_
- 20.04 Roles Within the Team \_\_\_\_\_
- 20.05 Responsibility \_\_\_\_\_

## **HUMAN RESOURCE MANAGEMENT**

**21.00 Human Resource Management (HRM) Concepts and Systems** – *Ability to demonstrate understanding of human resource management concepts and systems.*

- 21.01 Human Resource Understanding \_\_\_\_\_
- 21.02 Staff Selection Theory and Application \_\_\_\_\_
- 21.03 Human Resource Systems \_\_\_\_\_
- 21.04 Human Resource Research \_\_\_\_\_
- 21.05 Human Resource Information Systems \_\_\_\_\_
- 21.06 Laws/Regulation/Contracts \_\_\_\_\_
- 21.07 Career Development Theory and Application \_\_\_\_\_

**22.00 Human Resource Maintenance** – *Ability to understand and implement systems to maintain human resources.*

- 22.01 Reward System Theory and Applications \_\_\_\_\_
- 22.02 Training and Development \_\_\_\_\_
- 22.03 Workplace Learning \_\_\_\_\_
- 22.04 Health, Safety and Security \_\_\_\_\_

**23.00 Performance Management** – *Demonstrates understanding of performance management issues.*

- 23.01 Performance Gap Analysis \_\_\_\_\_

23.02	Performance Theory	_____
23.03	Process Consultation	_____
23.04	Self-Assessment	_____
23.05	Techniques for Assessment	_____
23.06	Linking Individual and Organizational Effectiveness	_____
<b>24.00</b>	<b>Task/Work Analysis</b> – <i>Ability to understand task/work analysis and its applications.</i>	
24.01	Approaches	_____
24.02	Job Descriptions	_____
24.03	Validity	_____
24.04	Work Flow Analysis	_____
<b>25.00</b>	<b>Competency-Based Approaches</b> – <i>Ability to use competency models and methodologies.</i>	
25.01	Competency Models	_____
25.02	Competency Methods	_____
25.03	Competency Assessment	_____

## **INFORMATION MANAGEMENT**

<b>26.00</b>	<b>Basic Computer Skills</b> – <i>Ability to apply basic computer concepts including e-mail, scheduling and word processing.</i>	
26.01	Computer Basics	_____
26.02	E-Mail	_____
26.03	Scheduling	_____
26.04	Word Processing	_____
<b>27.00</b>	<b>Management Information Systems</b> – <i>Ability to understand purpose and basic functions of management information systems.</i>	

- 27.01 Management Information Systems Concept \_\_\_\_\_
- 27.02 Data and Information \_\_\_\_\_
- 27.03 Policy and Practice Link \_\_\_\_\_
- 27.04 Quality of Data \_\_\_\_\_

**28.00 Accessing Information** – *Ability to locate and use data in a management information system.*

- 28.01 Data in System \_\_\_\_\_
- 28.02 Critical Data \_\_\_\_\_

**INSTRUCTIONAL MANAGEMENT**

**29.00 Training Systems** – *Demonstrates understanding of issues related to training systems.*

- 29.01 Needs Assessment \_\_\_\_\_
- 29.02 Development of Training Objectives \_\_\_\_\_
- 29.03 Evaluation of Training Initiatives \_\_\_\_\_
- 29.04 Versatility \_\_\_\_\_

**30.00 Assessment and Transfer** – *Ability to assess learner performance and promote transfer of learning.*

- 30.01 Transfer of Learning \_\_\_\_\_
- 30.02 Evaluation of Participants \_\_\_\_\_
- 30.03 Modification \_\_\_\_\_

**LEARNING THEORY**

**31.00 Learning and Human Development** – *Ability to apply understanding of how adults learn.*

- 31.01 Learning Theory \_\_\_\_\_
- 31.02 Organizations as Learning Entities \_\_\_\_\_
- 31.03 Contexts for Learning \_\_\_\_\_

31.04 Self-Directed Learning

\_\_\_\_\_

31.05 Personal/Learning Styles

\_\_\_\_\_

**32.00 Learning Climate** – *Ability to create a positive learning climate.*

32.01 Positive Climate \_\_\_\_\_

32.02 Physical Environment \_\_\_\_\_

**PERSON/ORGANIZATION INTERFACE**

**33.00 Impact and Influence** – *Ability to demonstrate understanding and skills of impact and influence.*

33.01 Anticipation \_\_\_\_\_

33.02 Action Science \_\_\_\_\_

33.03 Capacity \_\_\_\_\_

33.04 Organizational Awareness \_\_\_\_\_

**34.00 Approaches** – *Ability to use appropriate approaches to achieve desired results.*

34.01 Open to Cues \_\_\_\_\_

34.02 Using Information \_\_\_\_\_

34.03 Analysis \_\_\_\_\_

34.04 Versatility \_\_\_\_\_

34.05 Double Loop Learning \_\_\_\_\_

**35.00 Initiative** – *Ability to take the first step*

35.01 Action \_\_\_\_\_

35.02 Strategic Thinking \_\_\_\_\_

35.03 Confronts Barriers \_\_\_\_\_

35.04 System Knowledge \_\_\_\_\_

**36.00 Organizational Development** – *Ability to help groups initiate and manage change by facilitating healthy inter- and intra-unit relationships.*

36.01 Collaboration \_\_\_\_\_

36.02 Intervention \_\_\_\_\_

36.03 Leadership Development \_\_\_\_\_

**37.00 Effective and Efficient Work Process** – *Ability to bring about intended results through iterative feedback loops.*

37.01 Quality Assurance \_\_\_\_\_

37.02 Continuous Reassessment \_\_\_\_\_

37.03 Environmental Scanning \_\_\_\_\_

**SELF MANAGEMENT SKILLS**

**38.00 Self-Responsibility** – *Ability to engage in ongoing learning to improve professional capabilities.*

38.01 Reflective Practice \_\_\_\_\_

38.02 Self Development \_\_\_\_\_

38.03 Knowledge of Field \_\_\_\_\_

**39.00 Self-Concept** – *Ability to believe in own capabilities and judgment.*

39.01 Self-Awareness \_\_\_\_\_

39.02 Pride \_\_\_\_\_

39.03 Feedback \_\_\_\_\_

39.04 Assertiveness \_\_\_\_\_

**40.00 Self Control** – *Ability to maintain emotional equilibrium and optimism.*

40.01 Self-discipline \_\_\_\_\_

40.02 Checks Behavior \_\_\_\_\_

40.03 Self-Monitors \_\_\_\_\_

40.04 Patience \_\_\_\_\_

**41.00 Flexibility** – *Ability to respond to challenge and change.*

- 41.01 Stress Reduction \_\_\_\_\_
- 41.02 Coping Skills \_\_\_\_\_
- 41.03 Openness \_\_\_\_\_
- 41.04 Flexibility \_\_\_\_\_

**42.00 Job Commitment** – *Ability to demonstrate commitment to the role and responsibilities of an organizational development specialist.*

- 42.01 Enthusiasm \_\_\_\_\_
- 42.02 Responsibility \_\_\_\_\_
- 42.03 Follow-Through \_\_\_\_\_
- 42.04 Sets Standards \_\_\_\_\_
- 42.05 Initiative \_\_\_\_\_
- 42.06 Focuses on Goals \_\_\_\_\_
- 42.07 Indicators \_\_\_\_\_

**43.00 Professional Standards/Ethics** – *Ability to conduct self in an ethical and honest manner.*

- 43.01 Legal Issues \_\_\_\_\_
- 43.02 Confidentiality \_\_\_\_\_
- 43.03 Professional Conduct \_\_\_\_\_
- 43.04 Public Service \_\_\_\_\_
- 43.05 Accurate Representation \_\_\_\_\_