



SOONERSTART

## **SoonerStart Roles, Indicators, Competencies**

### **Purpose of Roles, Indicators & Competencies:**

Although SoonerStart has job descriptions and OSDH has new performance factors, there has been a lack of clear delineation of roles and expectations specific to SoonerStart within job categories. The development of roles, indicators and competencies provides expectations for knowledge and performance. This enables individuals to know what the expectations of the position are prior to being hired and guides staff members' personal development through their career in SoonerStart.

Each staff member will work closely with his/her regional coordinator or lead clinician and technical supervisor to review the indicators and competencies, then jointly develop a plan that outlines personal development outcomes and competencies to be achieved for the coming year. In addition, strategies will be identified to achieve the outcomes. The strategies may include STARS training, coaching by the regional coordinator or lead clinician and technical supervisor, mentoring by someone with the expertise the staff member wants or needs, or through On your Own "OYO" personal development activities. "OYO" opportunities are those activities in which one engages in Qn your Qwn to further enhance professional knowledge and skills. These activities may include journal reading, attending professional conferences, or individual research on a particular disability area or intervention technique. The indicators will then be used as part of the performance appraisal process to measure competence in newly learned skills, processes or procedures. Within this competency-based personnel development system, rather than staff members arbitrarily picking workshops or other professional development activities to attend, each staff member in conjunction with his/her supervisor and team will carefully plan the personal development activities related to needed or desired areas and levels of competence.

The goal of this comprehensive system of personnel development is for each staff member and early intervention team to obtain and sustain ongoing superior performance that results in the highest possible quality of services to children and families in the SoonerStart program.

### Definitions of Roles, Indicators & Competencies:

<b>Roles</b>	Broad categories that define the scope of activities provided by that job category.
<b>Indicators</b>	Observable criteria to measure job performance.
<b>Competencies</b>	Knowledge, skills and attitudes an individual needs to do a job. Competencies clarify roles and indicators and are useful in the training process and form the basis for needs assessment, training objectives, content, activities and training evaluation.

### How Roles, Indicators & Competencies May Be Used:

- Roles, indicators and competencies may be provided to potential new employees during the interview process to clarify expectations and as a self-assessment to determine current level of competency.
- Roles, indicators and competencies will be provided to new employees during the orientation process to clarify expectations and create a personal development plan for achieving needed competencies.
- Roles, indicators and competencies will be provided to current staff members to assist with the performance appraisal process and to be used to develop personal development plans for achieving needed competencies.
- Indicators will be used by team leaders as part of the performance appraisal process to identify specific performance factors to be measured. In conjunction with the staff member, the supervisor will select the appropriate indicators and establish measurable performance outcomes.
- Competencies will be used by team leaders and staff as a basis for: 1) individual coaching, mentoring, and training needs assessment; 2) individual coaching, mentoring, or training objectives, content, and activities; and 3) coaching, mentoring, and training evaluation.
- If performance problems exist with a particular staff member, the indicators and competencies may be used to clarify expectations and document performance.
- Individuals, who desire to advance to a leadership position, may review and begin to obtain (as appropriate) competencies needed by leadership staff to be prepared when leadership positions become available.

## **Commonly Asked Question:**

### **Why?**

Roles specific to SoonerStart have been defined along with indicators for performance and competencies. In this way supervisors can work with staff based on their role on the team to develop the necessary competencies for that role. Instead of only one mechanism to develop competence, multiple opportunities exist through STARS training, coaching and mentoring by team leaders/supervisors, and individual professional development activities. Thus, the person's role on the team, expectations for performance within that role, and supports to improve or sustain functioning within the role either through training, coaching or mentoring are linked. The roles, indicators and competencies now serve as a guide, benchmark and evaluation tool for improving and sustaining superior individual and team performance.

### **Why is there repetition within the indicators and competencies?**

There are at least two reasons for the repetition within and across the indicators and competencies. First, each indicator must have corresponding competencies. Second, more than one role within a job category may have the same or similar indicators for performance and competencies needed to function effectively within that role.

### **This sounds very subjective. How will it be measured?**

Each regional coordinator will work with his/her resource coordinators, and lead clinicians and technical supervisors will work together with each of their service providers during the performance appraisal process and personal development planning process to determine the competencies to be addressed and how each will be measured. Personnel development should be based on each staff member's individual strengths and needs with measurement accordingly.

### **Will funding be provided for staff to attend training outside of STARS and SoonerStart?**

It is the responsibility and expectation of professionals to seek ongoing continuing education to further their knowledge, skills and expertise regardless of whether or not their company or organization funds the desired or needed continuing education activities. Continuing education may consist of attending training sponsored by SoonerStart, participation in professional organization conferences, reading journals and other scholarly materials, and attending workshops sponsored by other entities. Fortunately, the SoonerStart Program has a long-standing commitment to continued professional growth and understands the critical part training contributes to the quality of services provided to children and families in the program. For this reason, SoonerStart provides approximately forty workshops per year for staff, in addition to locally organized trainings and workshops. Also, many administrators also provide educational leave for staff to attend outside workshops.

Depending on the budget and funding each year, a limited amount of funding may be available for attendance outside of SoonerStart and STARS trainings. Criteria used may include: whether training similar to that being requested is currently available through STARS; individual commitment and plan to share the information with other staff upon returning from the training or workshop; number of requests received for the same workshop or training; level of need for team or state; length of tenure with SoonerStart; relevance to children from birth to three with

disabilities and their families; adherence to the SoonerStart philosophy; intensive workshop focused on skill-building vs. general conference with short session on multiple topics; etc.

**Who will be the person to judge whether or not I am meeting a competency?**

If you are a service provider, this decision will be made between you and your lead clinician and technical supervisor. If you are a resource coordinator, this decision will be made between you and your regional coordinator.

**Is this going to be used to evaluate my job performance?**

Yes, the indicators will be combined with your performance factors or critical tasks to measure performance. .

**Will the competencies be used one time or in an ongoing manner?**

The competencies will be used in an ongoing manner. You will not be expected to achieve competence in every area at one time. Your team leaders will work with you to identify needed competencies, and then together you will chart a plan for obtaining the desired outcomes. Competencies may be revisited in order that you might move to an even higher level of competence. For example, if you are competent in a particular area, you might be challenged to become even more competent in that area by becoming a mentor to someone else.

**Why are they written so broadly? So specifically?**

The intent was to write the roles, indicators and competencies broadly enough for them to be used by multiple service providers and by staff members from across the state. We realize that situations vary from region to region, and team to team, therefore, if they were written too specifically, they would not be applicable to all staff in that job category. On the other hand, some indicators and competencies could be written more specifically because they are philosophies or skills that apply to everyone regardless of where you are located or what job you perform. Team leaders will work with you to provide further specificity to indicators and competencies that may seem too broad.

**What does it mean to be a task group leader, facilitator, reporter or participant?**

From time to time, at the team or state levels it is necessary to convene a task group to provide recommendations for ways to solve a particular problem, develop a new process or project, or revise a current process.

**I don't feel competent in all of these areas. Will I be given a poor performance appraisal?**

The indicators and competencies are not meant to penalize you, but rather to assist you and your supervisor in identifying your strengths and needs. Once your needs are identified, your supervisor will work with you to achieve the needed competencies.