

**THE CONSTRUCTION OF EMPLOYEE COMPETENCY DEVELOPMENTAL
PLANS FOR A PRIVATE RESIDENTIAL YOUTH CARE FACILITY**

by

Jason Jaswal

BSc., University of British Columbia, 2006

PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF BUSINESS ADMINISTRATION

UNIVERSITY OF NORTHERN BRITISH COLUMBIA

April 2012

© Jason Jaswal, 2012

UNIVERSITY of NORTHERN
BRITISH COLUMBIA
LIBRARY
Prince George, B.C.

ABSTRACT

Staffed residential youth care homes have been in existence in one form or another in North America since the 1700's. As time has passed, the field of child and youth care work has evolved considerably. The substance abuse issues, developmental, and behavioural conditions that afflict youth in care are often quite pronounced. Ever increasingly, practitioners working with at-risk youth populations require a more specialized skill set and knowledge. This paper qualitatively reviews past literature on competency model development and approaches, as well as linkages to organizational performance, retention, and morale. Utilizing past research and experience working in the child and youth care field, competency development plans were created for implementation at a private residential youth care facility. Specific organizational competencies identified as priorities for development included knowledge, teamwork, relationship building, conflict management, and leadership.

TABLE OF CONTENTS

Abstract	ii
Table of Contents	iii
1.0 - Introduction	1
2.0 - Literature Review	2
2.1 - Organizational Context	2
2.1.1 - History of Residential Youth Care	2
2.1.2 - Social Welfare Approaches	4
2.1.3 - British Columbia Policy	6
2.1.4 - Current Organizational Structure and Situation	6
2.2 - Competencies	9
2.2.1 - Defining Competence	9
2.2.2 - Competency Models and the link to Training and Development	11
2.2.3 - Competency Model Approaches and Development	15
2.2.4 - Competency Model Design and Implementation	24
2.2.5 - Competency Models and the impact on Performance and Retention	28
2.2.6 - Competency Development	30
2.2.7 - Competencies, Training and Development, and Youth Care Work	31
2.2.8 - Specific Competencies utilized in this study	33
3.0 - Summary	41
4.0 - Implementation	45
4.1 - Knowledge	46
4.2 - Teamwork	47
4.3 - Relationship Building	50
4.4 - Conflict Management	51
4.5 - Leadership	53
5.0 - Conclusion	56
References	58
Appendices	62

INTRODUCTION

Providing residential services for youth in care is an increasingly complex endeavour. Not only are the clients afflicted by many serious issues, it is a challenging task to recruit, train, and retain care workers. The recognized problem within our residential youth care organization is that there are currently no reliable mechanisms utilized to identify, develop, and measure youth care worker competencies on a continual basis after initial orientation. The purpose of this project is to create competency developmental plans that assist residential youth care workers in provision of effective services for youth in care. The intent is that these developmental plans will enable youth care workers to focus on and acquire specific competencies that will be essential for success within the organization. It is also a wish that competency development will aid the organization in retention efforts. The focus of my research is to determine what competency development model to utilize, and how to create and implement the model. Further, I wish to answer this question: Can competency development also affect different aspects of an organization like retention, morale, and performance?

The competencies that we wish to develop and demonstrate within our entire team are a recognition, awareness, and understanding of many complex developmental and behaviour conditions (knowledge), teamwork, conflict management, leadership, and relationship building. The educational content regarding developmental and behaviour conditions that will be addressed includes Fetal Alcohol Spectrum Disorder (FASD), Bipolar Disorder, PTSD & Trauma, Attachment Disorders, Attention Deficit Hyperactive Disorder (ADHD), and Anger Management.

LITERATURE REVIEW

2.1 - Organizational Context:

2.1.1 - History of Residential Youth Care:

In North America, child and youth care has been prevalent as a means of employment in some form or another since the 1700's (Charles and Garfat, 2009). Originally, orphanages began to appear in various communities across North America under some religious order. These orphanages not only provided services to children whose parents were deceased, they also provided service for children whose parents were unable to adequately meet their basic needs of food, clothing and shelter due to poverty or illness (Reef, 2005). Children in these circumstances, usually resided at orphanages on a short-term basis until their family situation improved, or they reached an age in which they were capable of taking adequate care of themselves (Reef, 2005). During the 1800's, orphanages began to grow in size and there was a requirement to hire many more staff to assist in providing care for children. The staff employed in these orphanages, were generally lay members of the community (Charles and Garfat, 2009).

Another development which contributed to growth in the youth care field occurred in the mid 1800's and early 1900's. There was massive immigration to North America from other countries. Organization such as the Young Men's Christian Association (YMCA) and the Young Women's Christian Association (YWCA) were established in part to provide services for young people arriving from backgrounds of poverty (Park, 2007). The intent of these organizations was not to necessarily work with youth, but they were among the first

organizations to begin offering community-based recreational and social service programs (Charles and Garfat, 2009). Soon after, these organizations began to operate residential youth homes and shelters for youth considered “at risk”. The intent of this service was to assist youth in developing into capable, productive members of society.

The involvement of state or provincial governments also occurred in the mid to late 1800’s. There was a “correction movement” at the time in which programs were developed to deal with what were perceived as deficits or deficiencies in children (Winzer, 1993). Staffed institutions operated by government were established to work with children who had cognitive or physical deficits. In addition, industrial and training school programs were developed for juvenile delinquents (Charles and Garfat, 2009). Often times, these institutions were situated in rural communities or the outskirts of cities to hide perceived deficient children from society, as well as to distance them from bad influences commonly associated with urban life.

A lasting significant development in the child and youth care field also occurred in the late 1800’s with the establishment of residential schools for aboriginal youth (Charles and Gabor, 2006). These schools were funded by the federal government of Canada and were operated by various religious orders. Just like orphanages, the staff that worked in the residential schools was generally lay people from the community. The establishment of residential schools was an attempt to assimilate aboriginal youth into mainstream society (Charles and Gabor, 2006). This federal policy has been perceived as a deliberate attempt to replace traditional indigenous socialization processes with what have become known as Eurocentric

values and beliefs (Collins and Colorado, 1988). The lasting effect of the residential school program was the separation of young people from their families, and the loss of culture for generations of aboriginal people. It is important to note that the impact of residential schools in the field of child and youth care is still being felt today. It is estimated that approximately 50% of all youth in care in Canada are of aboriginal descent (Anglin, 2002).

The aforementioned organizations were the source of employment for the original child and youth care workers. The level of knowledge and expertise working with challenging youth was generally very limited, and indicative of the time. It wasn't until the 1950's that a movement of deinstitutionalization began to occur in North America (Charles and Garfat, 2009). Government ideology on service provision for challenged youth began to shift away from many of the old religion focused institutions, and towards treatment facilities that were smaller and more focused. It was at this time that child and youth care began to receive acknowledgement as a discipline that required specialized skills and knowledge (Charles and Garfat, 2009). This acknowledgement also brought a realization that staff working in child and youth care facilities required specific training, rather than generalized training and education.

2.1.2 - Social Welfare Approaches:

There are four general perspectives to social welfare policy that are considered to have shaped the role of government in the field of child and youth care (Fox-Harding, 1991).

Harding defined these approaches as laissez-faire, protectionist, supportive, and radical. The laissez-faire approach postulates that biological parents are the best caregivers for a child,

and views government intervention as an inadequate substitute for providing care to children. This approach has the benefit of keeping government costs for child care services relatively low. The protectionist approach is more concerned with protecting children from inadequate parents. The government is viewed as a good parent because it can provide unbiased, professionally competent services. This view believes that psycho-emotional bonds with significant caregivers are more beneficial for a child than a relationship with inadequate biological parents (Anglin, 2002). This approach is in contrast of the laissez-faire approach in terms of cost as services utilizing the protectionist approach tend to be quite extensive, and require high levels of government funding. This is due to children being removed from their home environments and being placed in alternative care arrangements, such as residential care homes, treatment facilities, or foster care homes. The supportive approach is similar to the laissez-faire approach in regards to emphasis on the importance of biological bonds between parents and children. However, in this approach, there is emphasis placed on the need for providing support services for families of lower socio-economic classes. This is a differing view than the protectionist approach as the emphasis here is to keep children in their home environments and aid in assisting improvement within that environment. This requires higher levels of government funding when compared to the laissez-faire approach, but lower funding than the protectionist approach (Anglin, 2002). The fourth perspective is the radical approach which has an alternative view of the rights of children. This approach believes that parents can be overly dominant in children's lives, and government has a role to play in ensuring sufficient autonomy for children (Fox-Harding, 1991). Autonomy and self-determination for the child is viewed as more important than residing with biological parents,

or substitute parents. Cost implications are relatively low with this approach as focus is placed on independent living for youth that can't function in their home environment.

2.1.3 - British Columbia Policy:

In British Columbia, there was much debate in the 1990's regarding which approach to utilize in regards to assisting vulnerable at-risk children. Policy is often dictated by ideology of political parties in control at the time, as well as significant incidents that capture mainstream media and professional attention. After the unfortunate death of a young person in the mid-90's, and the following provincial inquiry, support was overwhelmingly in favour of the protectionist approach to ensure that no child should ever die again due to abuse or neglect of a parent (Anglin, 2002). The recommendations from the inquiry also highlighted that it was the responsibility of government welfare services to err on the side of protection rather than family support. That is essentially saying that if there is a mistake that occurs, it is preferable that the mistake was made while ensuring that the child was absolutely safe. As a result of these recommendations, as well as the highly public nature of the inquiry process, British Columbia experienced a 60% increase in the number of children placed in government care in the following five year time frame (Anglin, 2002).

2.1.4 – Current Organizational Structure and Situation:

The organization that will utilize the findings of this MBA project, was established in Prince George, British Columbia in June 2000. The intended mission for the organization is to assist in the empowerment of youth and community in a culturally-holistic environment, which promotes growth through healthy lifestyles. Throughout the eleven year history of the

organization, the number of residential beds available for youth services has increased from 4 beds to 35 beds. The number of employed youth care workers as of January 2012 is 67 employees.

Working in the residential youth care homes requires providing care for residents that have cognitive deficits, developmental delays, and/or histories of trauma and abuse, mental health issues, and behavioural issues. There are numerous challenges and obstacles that residents present on a daily basis for youth care workers in this particular field. The role of the youth care worker is instrumental as the interactions and decisions that youth care workers make can have a significant impact on the emotional, mental and physical well-being of clients. The impact of the caregiver-resident relationship has unlimited potential to have far-reaching, positive effects on both parties.

To be employed in our residential care organization, the current requirements are that prospective employees possess 2 years of post-secondary education in a related field to youth care work such as social services, social work, criminology, psychology, and first nation's studies. Other requirements include certification in the following courses: basic level one first aid, food safe, therapeutic crisis intervention, and suicide intervention. These organizational standards have been internally created through consultation with various stakeholders such as the Ministry of Children and Family Development (MCFD), Carrier Sekani Family Services (CSFS), Northern Health Community Care and Facilities Licensing (CCFL), and CARF Canada.

Specific formalized standards and educational credentials required to become a practicing youth care worker have not been fully developed and implemented in British Columbia (Charles and Garfat, 2009). The Association of Child and Youth Care Practice (ACYCP), through the work of the North American Certification Project, has been attempting to establish a certification framework designed to unify existing and developing credentialing efforts (Charles and Garfat, 2009) . They successfully established a CYC certification program in 2008 (ACYCP, 2012). The program is a collaborative effort by child and youth care practitioners to aid in increasing quality standards for children and the field in North America. In British Columbia, there is no requirement for residential care organizations to have youth care workers obtain the CYC certification to date.

In recent times, media and governmental attention has been directed towards residential care service providers and the qualifications, suitability, and training of residential youth care employees that work for these organizations. Previously, it was sufficient for organizations to have employees meet certain educational and certification standards stipulated in contractual agreements. These standards varied from region to region as well as contract to contract. Increasingly, there is a push from government and other stakeholders to have residential care organizations demonstrate that youth care workers possess specific competencies that contribute to desired outcomes for residents.

2.2 - Competencies:

Competencies-based performance has been a popular concept in many large corporations and government for quite some time, as research into the subject dates back to the late-1950s.

The field of behavioural psychology is considered to have directly contributed to the evolution of competency programs. Most competency programs and models branch off the foundational research conducted by John Flanagan, Robert White, and David McClelland in the 1970's, and Patricia McLagan, Richard Boyatzis in the 1980's. More recently in the 1990's and 2000's, research into competency models and programs has been conducted by Lyle and Signe Spencer, and David Ulrich. The concept of competencies-based performance is growing in popularity amongst medium and small sized businesses. This peaked interest in using competencies as a foundational aspect in human resource management likely stems from organizational downsizing, increasing market volatility in some sectors, and increasing acceptance of behaviour-based research in business (Rothwell and Lindholm, 1999).

Practitioners that work in training and development capacities utilize competency-based modeling to identify competencies that are specific to their organizations, and can promote increased performance from employees.

2.2.1 - Defining Competence:

The term competence is often utilized to express a human trait. It has been suggested that it is easiest to think of competencies in a simpler form as underlying characteristics that an individual possesses and uses which leads to successful performance in a life role (Boyatzis, 1982). When attempting to define this term in a business context, there appears to be unspecific and inconsistent meanings. Competency has been defined as an underlying

characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation (Spencer and Spencer, 1993). Furthermore, it has been asserted that a competency is made of five underlying characteristics: (1) Motives, (2) Traits, (3) Self-concept, (4) Knowledge, and (5) Skills. The belief is that these characteristics are developed in a sequential pattern to optimize job performance (Spencer and Spencer, 1993).

Through interviewing several experts in an attempt to define competencies in regards to business, Zemke (1982) concludes, "Competency, competencies, competency models, and competency-based training are all Humpty Dumpty words meaning only what the definer wants them to mean. The problem comes not from malice or stupidity, but instead from some basic procedural and philosophical differences among those racing to define the concept and to set the model for the way the rest of us will use competencies."

Literature in the human resources field generally refers to competencies through the usage of acronyms like KSA, which translates to knowledge, skills and abilities. Lucia and Lepsinger (1999) defined competency from the human resources perspective as "a cluster of related knowledge, skills, and attitudes that: 1) affect a major part of one's job (a role or responsibility), 2) correlate with performance on the job, 3) can be measured against well accepted standards, and 4) can be improved by training and development".

Competencies can be acquired through a variety of different ways such as formal education, job experience, life experience, self-help programs, and training and development programs

(NPS, 1994). Put together, all of the above have been said to contribute to overall job competence in employees. Collaboration between employees and supervisors in assessing job performance and desired behaviours helps determine overall employee competence.

It is important not to confuse job tasks as competencies. An example of this in the youth care field is program management. To perform the duty of program management, a program manager would have to exhibit several competencies to be successful. Specific competencies could entail judgement, problem solving, initiative, persuasiveness, and organization.

Competencies are very broad, whereas job duties and tasks are quite specific.

For this project, the human resources perspective is the preferred definition of competency.

The specific competencies that are chosen for development within the organization are ones that encompass a significant amount of a youth care workers job, correlate with increased measurable performance, and can be vastly improved with training and development.

2.2.2 - Competency models and the link to Training and Development:

When you examine any organization, all have processes and systems for conducting work that contributes to operational success. Unless the work environment is entirely comprised of machinery, the processes and systems will be carried out by employees, and performance will largely be dictated by the competencies of those employees. Recognizing the importance of cultivating and developing necessary competencies can lead to significant operational benefits for an organization.

The first competency models were developed in the 1970's by David McClelland, and subsequently became increasingly popular in the 1980's through the work of McLagan and Boyatzis (Mirabile, 1997). The reasoning behind increased popularity of utilizing competency models is that they aid in distinguishing differences between exemplary and average performers (Rothwell, 2005). The belief is that competency models are superior to work-based approaches that rely on descriptions of work activities only, as competency models pinpoint what people require to become successful performers (Rothwell, 2005). It has been determined by numerous researchers and organizations that knowledge, appropriate attitudes, and motivation are required to be a successful performer. These traits are not very well examined or defined in traditional job descriptions or performance appraisals (Rothwell, 2005).

Competency models have been defined as descriptive tools that identify the knowledge, skills, abilities, and behaviour needed to perform effectively in an organization. The goal of these models is to aid organizations in meeting strategic objectives by developing human-resources capability (Lucia and Lepsinger, 1999).

Patricia McLagan's introduction of her competency models in 1980 was considered pioneering in the human resource field. She is generally regarded as the most widely known practical theorist in the training and development community (Rothwell and Lindholm, 1999). Her work delivered practical examples of competency modelling to training and development practitioners. McLagan's competency models served as a focal point for planning, organizing, integrating, and improving all aspects of human resource management

systems (Rothwell and Lindholm, 1999). McLagan (1980) writes that one of the greatest human resource development accomplishments of the 80's, would be the full integration of competency thinking and action into organizational life. McLagan's research provided a mechanism for staff and operations people to use competency models as criteria in recruitment and selection, assessment, individual development planning, training curriculum design, individual career planning, coaching, counselling, mentoring, succession planning, and high potential identification. McLagan believes that the competency model should be utilized as a tool describing the key capabilities required to perform a specific job. Furthermore, McLagan attempted to link her research with Peter Drucker's by stating that competency models may be the only practical vehicle for describing Drucker's "knowledge" jobs. She describes these knowledge jobs as jobs that Drucker stated required high levels of creativity, judgement, tolerance of ambiguity, and which can't be adequately described in job or activity descriptions. McLagan's subsequent research posited that there were five categories of competencies that were useful. Three are skill or capability categories: physical, interpersonal, and cognitive process. Two are knowledge categories: broad business/industry knowledge, and specialist knowledge (McLagan, 1990 p. 394).

Richard Boyatzis is also considered a founding developer of competency modelling. Boyatzis furthered advanced McLagan's work with competency models in 1982 as his work was the first empirically-based and fully-researched book on competency model development (Rothwell and Lindholm, 1999). Boyatzis linked three performance influences on competency modelling: job demands, organizational environment, and individual

competence (Boyatzis, 1982). Boyatzis research concluded that if any two components are consistent or congruent, then the likelihood of increased performance is the result.

Both Boyatzis and McLagan stressed the importance of systematic analysis in collecting and analyzing examples of the actual performance of individuals doing job tasks. Boyatzis states “to define a competency, we must determine what the actions were and their place in a system and sequence of behaviour and what the results or effect were and what the intent or meaning of the actions and results were. It is through such a definition that the concept of a job competency represents an ability” (Boyatzis, 1982, p.22). Data collection methods utilized for documentation of performer competencies included face to face interviews. This entailed soliciting critical incident reports from performers and documenting what the performers were thinking, feeling, and doing during the incident (Rothwell and Lindholm, 1999).

Further research into competency models and linkages to human resources was conducted in a study by Chung-Herrera et al. (2003). The focus of competency models is placed on behaviour rather than personality traits, due to personality traits being very difficult to measure accurately. The stipulation is that expressing desirable traits in behavioural terms is essential for competency models to be useful as human resources tools (Chung-Herrera et al., 2003). This is because the models have to define the necessary competencies for effective performance, and also provide indication when particular competencies are being demonstrated. Competencies are deemed critical for inclusion in a model when they are utilized for distinguishing variances between superior performers and poor performers

(Chung-Herrera et al., 2003). The research posits that eight human resource activities are enhanced using well-developed competency models: (1) Recruitment and Selection (2) Training and Development (3) Performance Appraisals (4) Coaching, Counselling, Mentoring (5) Reward Systems (6) Career Development (7) Succession Planning (8) Change Management (Chung-Herrera et al., 2003). It is interesting to note that many of these elements are quite similar to McLagan's findings in 1980.

For this project, the aim is that development and implementation of a competency model for the organization will enhance training and development efforts, coaching, counselling and mentoring, career development, and succession planning.

2.2.3 - Competency Model Approaches and Development:

The literature reveals that there are numerous approaches to developing competency models. Competency modeling has been defined as the process of writing out the results of competency identification by creating a narrative to describe the competencies (Rothwell and Lindholm, 1999). The approach an organization decides to utilize in model development is generally based on organizational culture, skill of internal practitioners in developing new systems, the target employees for model application, and the value of that group to the organizations financial performance. Also, the approach an organization utilizes is paramount in ensuring reliability and validity, as well as credibility, practicality, and justifiability to organizations management and HR practitioners (Rothwell and Lindholm, 1999). Rothwell and Lindholm determine that there are three major approaches to traditional

competency modelling: the borrowed approach, the borrowed and tailored approach, and the tailored approach.

The borrowed approach is considered the easiest approach for organizations to utilize as this involves simply finding an existing competency model for another organization and borrowing it for implementation into the current organization. Generally, this is the most economical approach, and it also alleviates time constraints for busy practitioners. The disadvantage to this approach is that there is no application of methodology for the current organization, and there is no identification process to identify unique competencies required for a specific target group within the organization. Rothwell and Lindholm (1999) conclude that this is a typically utilized approach by many organizations in USA, but it does not take into considerations the uniqueness of organizations, market conditions, and customer demographics.

The borrowed and tailored approach involves little application of methodology. The reasoning behind this is that another organization has already conducted a study and most of the elements of their competency model can be borrowed. The tailored portion is modifications to the competency model to apply it to the unique corporate culture and environment. This involves surveying of the target group, focus group sessions with successful performers, and perhaps conducting small scale studies utilizing behaviour event interviews (Rothwell and Lindholm, 1999).

The tailored approach is the most time consuming and costly approach to model development as it requires application of rigorous research methodology. Practitioners would have to develop the model from the ground up internally within the organization. This approach is the most legally defensible approach when attempting to utilize competency models for more than simply individual employee development efforts (Rothwell and Lindholm, 1999). If the competency model is to be utilized as a determining factor for making employment decisions such as selection, promotion, and termination, it is advisable to tailor the model to the specific organization. There are several arbitrary names for tailored competency model approaches (Dubois, 1993). Some examples of these approaches are: the process-driven approach, the outputs-driven approach, the invented approach, the trends-driven approach, and the work responsibilities-driven approach (Dubois, 1993).

The process-driven approach applies significant weight to the work processes performed by exemplary performers. This approach can be broken down into three key steps: Step 1: Investigate work duties, tasks, responsibilities, roles and work environment of the job, team or occupation that is the target. Step 2: Isolate the characteristics of work exemplars. Step 3: Verify the competency model (Rothwell and Lindholm, 1999).

The outputs-driven approach focuses attention on the key outputs of the targeted job, occupation, team, or work groups (Rothwell and Lindholm, 1999). This is the approach to modelling that was made famous by McLagan. Competency model development utilizing this approach focuses on the outcomes and work results that excellent performers produce. The steps involved in applying this approach are: Step 1: Compile all available information

about the duties, tasks, responsibilities, roles and work environment of the job, team or occupation that is the target of the competency model development study. Step 2: Establish and expert panel that consists of individuals that supervise those in the targeted category, as well as exemplary performers or exemplary job incumbents. Step 3: Express explicit assumptions about future changes likely to affect the job, team, or target occupation in the context of the organization. Step 4: Compile a menu of work outputs. Step 5: Develop a menu of work quality requirements associated with the work outputs. Step 6: Devise a list of work competencies and behavioural anchors or indices associated with each competency. Step 7: List work roles developed through cluster analysis of the work outputs. Step 8: Develop the draft competency model (Dubois, 1993).

The invented approach, work responsibilities-driven approach, and the trends-driven approach are considered relatively newer approaches compared to the classic approaches of the process-driven and outputs-driven approaches (Rothwell and Lindholm, 1999). The invented approach is low in reliability and validity but considered a faster approach to other methods (Rothwell and Lindholm, 1999). This approach is more appropriate in situations when the target job or group is undergoing drastic change, and the job incumbent's opinion is of little use, or there are no examples of excellent performers in existence for the target job or group. The trends-driven approach focuses attention on the future issues or trends that are affecting the job, work, team or occupation. Instead of placing focus on what people do or what they produce, this approach is focussing on what people will be doing, or what they must know as the external environment changes. The work responsibilities-driven approach derives outputs, competencies, roles, and quality requirements from work responsibilities or

activities (Rothwell and Lindholm, 1999). There are eighteen basic steps for this approach:

Step 1: Target one occupational group or job category. Step 2: Select a panel of 8-12 exemplary performers from the group or job category to be examined and 2-3 immediate organizational superiors of the targeted group to be examined. Step 3: Invite the panel to a session to focus attention to the details and responsibilities of the targeted group or job category. Step 4: Select a group facilitator and 2 assistant facilitators to conduct the session. Step 5: Assemble participants in a large room with a blank wall for 1-2 days. Step 6: Brief participants on the process and on job challenges facing them in the future. Step 7: Ask participants to list the functions/responsibilities and behaviours they perform. Step 8: Write the statements to sheets of paper and tape the sheets to the wall. Step 9: Continue the process until participants can no longer think of any functions/responsibilities or behaviours. Step 10: Create exclusive categories in which to group the functions/responsibilities and behaviours. Step 11: Verify the function/responsibility categories by asking participants to review them. Step 12: Review each function/responsibility and behaviour that participants listed to ensure that it is in the proper category. Step 13: Group function/responsibilities and behaviours in sequential order. Step 14: Ask participants to verify and/or modify the sequential order. Step 15: Remove the chart from the wall and type it out. Step 16: Verify the chart devised by the participants by circulating it back to them for review. Step 17: Prepare surveys based on the chart to identify work roles, outputs, competencies, quality requirements, future trends, and ethical challenges related to each function/responsibility and/or behaviour appearing on the chart. Step 18: Conduct the surveys, compile the results, and present the results for review to another group of exemplary job incumbents and their immediate supervisors as a form of validation (Rothwell, 1994).

No approaches to competency model development and assessment are immune to criticism or limitations (Rothwell and Lindholm, 1999). The depth of research rigour is very heavily influenced by time and other resources available to practitioners. Conducting and validating approaches employed can also be very labour intensive, and require up to several years in larger corporations. Three challenges facing practitioners utilizing competency models are: (1) ambiguity in terms and definitions (2) past-orientated competency models (3) the time-rigour trade off (Rothwell and Lindholm, 1999).

The approach that will be utilized for this project is the borrowed and tailored approach. The borrowed and tailored approach is ideal for the organization as it is not a very costly endeavour, and significantly reduces the amount of resources and time required to create and implement the plans. Because specific competencies identified for development are broad, there is readily accessible literature and tools that can be utilized in developing competencies. There are also thousands of models that have been developed for various other businesses, and they can aid in providing a framework for design and layout characteristics. For this project, several competency plans from a broad range of employment sectors will be reviewed. Ideal design elements will be incorporated into the proposed competency model. In addition, this borrowed and tailored approach yields flexibility for modifications to be made that can allow the model to have specificity to the organization. The borrowed approach is not suitable because it is too simplistic and will not be applicable to the culture and nature of the work conducted within the organization. The client population served is unique when compared to other care service agencies such as hospitals. Although the competencies identified for development are very broad, the methods required to develop

them need to be specific for the organization. Also, research did not yield any results on models currently employed by residential youth care agencies. The tailored approach is also not suitable for this project as it requires extensive financial and time resources which are not available for the organization. The methodology involved with constructing a model from the ground up is quite exhaustive and requires considerable skill from practitioners which the organization does not currently possess.

The previously discussed approaches focus on creating competency models within organizations, but do not consider that most organizations consist of a diverse group of people performing multiple jobs. Therefore, it would be necessary to create multiple competency models for varying positions within an organization. There are two common approaches of developing and utilizing competency models: (1) the single-job competency model and (2) the “one-size-fits-all” competency model (Mansfield, 1996). Some researchers believe that these approaches are not effective in differentiating the requirements of various jobs, nor are they effective in matching individual competency profiles to a wide range of jobs or assignments (Mansfield, 1996). Mansfield proposed an alternative approach that he calls the multiple-job approach to developing competency models.

The single-job competency models were among the first competency models developed and they identified one critical job that an organization determined as needing more developed people (Mansfield, 1996). The methodology involved for utilizing this approach involves interviews with staff, conducting focus groups, and sending out surveys. The strength of the single-job competency model approach is that it provides a framework for describing key job

requirements. Specific behaviours are communicated to employees that demonstrate to them what is necessary to achieve superior results. In addition, this model is usually developed in conjunction with managers and supervisors so there is a sense of ownership of the results. The disadvantages of this approach are that it is a costly venture, requires significant time and effort to develop the competency model, and organizations are changing too rapidly for it to be practical (Mansfield, 1996).

The “one-size-fits-all” competency model approach defines one set of competencies for a broad range of jobs (Mansfield, 1996). It differs from the single-job model as concepts are usually selected from books and articles on leadership, human resource development, and organizational development rather than utilizing internal data. The strength of this approach is that the competencies can be applied to larger number of employees, can be aligned with organizational mission and values and other key initiatives, and all employees are assessed against the same set of competencies (Mansfield, 1996). It is also less cost intensive and labour intensive. The disadvantage of this approach is that the model does not clearly describe what is needed for a specific job. It leaves it open for employees to mistake the competencies as espoused values rather than skills they need to obtain results, or they may fail to see how to apply them in their own jobs. Another disadvantage of this approach is that the competency model does not differentiate the requirements needed for different jobs (Mansfield, 1996).

The multi-job approach developed by Mansfield (1996) is designed to help create numerous competency models within an organization specific to a variety of jobs. The foundation of

his model is the usage of common set of building block competencies, allowing for customization, and defining levels of competencies. The belief is that common building block competencies are necessary to facilitate matching individuals to jobs. The model building approach must allow for customization because although the same competency may be required for two different jobs, it often needs to be demonstrated in different ways (Mansfield, 1996). In regards to defining levels of competencies, Mansfield suggests that levels are required to distinguish the extent to which a competency is required for a particular job. In addition, defining levels also aids in facilitating accurate assessments for individuals.

This project will utilize the one-size-fits-all approach as well as elements of the multi-job approach. The one-size-fits-all approach is the least cost and labour intensive approach which is a primary consideration. In addition, the competencies identified for development will be applied to every employee in the organization, as the most critical job duty is shared by youth care workers and managers alike. That is to provide effective services for our clients. Because the same approach will be applied to every member of the organization, this will also provide opportunities for more useful comparative assessments amongst individuals within the organization. This can be useful in succession planning. The element in the multi-job approach that would also be useful for the organization is identifying a specific level deemed necessary for competency. This will be useful in providing attainable goals for employees.

2.2.4 - Competency Model Design and Implementation:

Once an approach to competency modelling is determined, the next logical step is design and implementation. In 1993, Nortel underwent an 18 month initiative to develop a competency model, and implement it within their telecommunication organization. The important findings revealed by Nortel team analysis of the endeavour were: (1) Nortel determined that it is useful to keep competency models simple, user friendly, and flexible. They found that competency-based initiatives that tried to identify every important skill and competency for every job family in a function were too complex and under- utilized. They found implementation strategies that were complicated, inevitably ran out of steam. (2) It is important to provide choices about whether, when, and how to implement. Nortel found that one of their most successful competency-based tools was a collection of development suggestions. This was never released but it became widely requested within the internal training department. (3) There is a need for going for top down organizational commitment from more than a single sponsor. (4) Competency models should be linked to other important organizational processes such as rewards and recognition. (5) Create high involvement. Nortel found that including employees in the design and implementation phase results in buy-in (Morris, 1996).

There are also a variety of questions that organizations should be clear on before implementing a competency development model to ensure effectiveness (Sanghi, 2009). Such questions should include: Is the organization serious about it? What is the goal of the program – quality or excellence? Will the development effort be periodic or continuous? Will assessment be a continuous process or periodic? Do the competencies reflect current

activities or future activities? What should be the timeframe for the project? How will the organization use results? What is the value addition for the organization? What is the value addition for employees? How will success be measured? What are desired outcomes? Who owns the process? Who will be targeted? Who is involved in training and development? Who will be assessed and by whom? How will the competency project be communicated to employees? The purpose of the competency framework should be clearly communicated and the goal should be to train employees rather than blame employees (Sanghi, 2009).

Research yields that there are a variety of common mistakes organizations make when undertaking the competency model development, design and implementation process. In the developmental phase, many companies invest excessive time and resources. The process becomes too expensive, and models are out of date really quickly (Brown, 2006). It is advisable to utilize existing competency models as a starting point, rather than bringing in consultants to develop models from the ground up (Brown, 2006). Other common developmental mistakes include selecting the wrong competencies, insufficient hiring standards, and including too many competencies. It is critical to select the appropriate competency identification methodology to ensure that the right competencies required to successfully perform a job are identified (Brown, 2006). Ideally, this process should involve people performing the jobs rather than solely HR people, as they may not fully understand the intricacies of the job. In regards to recruitment, competencies that are linked to traits or abilities that are difficult to acquire on the job should be a focus during the hiring process, rather than the employee development phase (Brown, 2006). The amount of competencies needed in a competency model was summed up by Brown stating “Less is usually more”.

The belief is that competency models consisting of 20-30 items can overwhelm employees and supervisors. Requirements for effectiveness become ambiguous. Brown suggests focussing on identifying approximately eight common core competencies that the organization wishes all employees should possess. In regards to common implementation mistakes, there is too much attention to measurement, unrealistic expectations, and lack of organizational support (Brown, 2006). In regards to measurement, the belief is that if a competency model is to be utilized for individual development planning, it is not absolutely necessary to go into excessive measurement detail (Brown, 2006). The objective should be for employees to concentrate on a few specific competencies in which to improve. However, if the competency model is to be utilized as a tool for hiring, promotion, or succession, accurate measurement is critical (Brown, 2006). Another barrier to successful implementation is unrealistic expectations of the impact of competency models. As with any tool, there is a limit on how much can be achieved with competencies. Brown determines that the most beneficial way to utilize the competency models would be in conjunction with other HR processes, rather than just development. Organizations should invest time and energy into developing competencies only as a part of a larger commitment to workforce development (Brown, 2006). Some important identified factors that employees need to properly develop their skills include: (1) an assessment to pinpoint where they need to improve (2) the ability to set developmental goals and obtaining help from their supervisors in accomplishing this task (3) access to learning resources such as online courses, books, videos, audiotapes, and classroom learning (4) opportunities to try out new skills or knowledge in an environment where mistakes can occur without reprimand (5) constructive feedback on how they are doing (Brown, 2006).

This project will utilize many of the suggestions presented by Brown, Sanghi, and the Nortel team. The competency model will consist of 5 competencies that have been determined as critical to youth care worker success by the organization and stakeholders. This number of competencies is chosen so competency development does not become an overwhelming task for youth care workers and managers within the organization. The goal is to develop simple, clear, user friendly plans that will allow for a high degree of interaction amongst colleagues. Coaching and mentoring throughout the process is important as the wish is to have managers assist youth care workers when attempting to achieve development goals. This will aid tremendously in cultivating a culture of teamwork and togetherness in the individual resources. In addition, provision of accessible learning resources will be extremely important in implementing the plans. Because the organization operates 24 hours a day, it is often difficult to provide all employees equal access to training opportunities. Providing literature, videos, and intra-organization workshops will be vital in model implementation and success. The primary use of the competency plans is to provide youth care workers within the organization a tool to assist in development of necessary skills. A secondary use of the plans is to assess individual employee competency plan cooperation and completion and utilize this as another measure in the annual performance evaluation process. Measurement is relatively simple as it would only involve manager reporting and feedback regarding progress by individual employees in meeting target deadlines of competency plans. It would be difficult to link metrics to measure effective competency development at this introduction stage. The goal in creating a competency model for the organization is to provide a framework in which employees and managers can collaborate to develop competencies that will aid youth care

workers when they are working with challenging residents. The focus is more about providing information and goals to achieve rather than detailed measurement.

2.2.5 - Competency Models and the impact on Performance and Retention:

With decades of research into developing, designing and implementing competency models, a practitioner interested in introducing these models should be wondering what impacts this could have for their organization.

Boyatzis (1982) research was among the first empirically tested work that linked increased performance to individual competence. His method involves conducting a job element analysis in which people are asked about what they think enables people to be effective in their jobs. His validation data relating competencies to performance was dependant on the reliable coding of the Behavioural Event Interview.

As previously mentioned by the studies of McLagan (1980) and Chung-Herrera et al. (2003), many human resource activities are enhanced using well-developed competency models. Some notable areas included recruitment, training and development, coaching, counselling, mentoring, reward systems, and career development. All of these human resource functions have been linked to improved organizational performance and retention through countless studies.

Efforts by a defense contractor Raytheon provides insight for maintaining a loyal workforce and reducing turnover (Helpert, 2006). Some notable findings for improving retention within

the organization included focussing on career development, providing continuous learning, providing interaction with management, providing rewards and recognition, and fostering open communication. Career development is considered extremely important as many Generation X and Generation Y employees tend to leave quickly when they are not afforded opportunities to expand their competencies (Helpert, 2006). Raytheon introduced online competency models that described key attributes, technical skills, leadership behaviours, and values that could aid employees in meeting objectives and reaching their full potential. Through the usage of these models, Raytheon managers began to develop a retention mindset to help keep talented people in the organization. This resulted in decreased turnover. Research has also suggested that there is a link between management development programs and performance and retention of employees. Research suggests that there is a need for effective management-development programs that develop core competencies in managers and supervisors of organizations (Cunningham, 2012). Effective management-development programs can aid organizations in creating more positive and engaging workplaces. The result can increase morale, and reduce turnover (Cunningham, 2012). Providing workers with proper training for their roles is a critical factor in attracting, retaining, and motivating employees. Effectively trained employees learn to be more productive and efficient in their work, which leads to increased organizational performance (Cunningham, 2012).

Generally, the research literature does not yield many results on competency models and their affect on specific organizational outcomes such as performance and retention. Literature on specific competencies and the affect on organizational outcomes are more established. This will be examined further in the specific competencies section.

2.2.6 - Competency Development:

An important consideration when constructing and applying competency models is the determination of what competencies are integral to organizational success, and subsequently determining how to develop identified competencies.

Rothwell (2005) believes that to build competencies, an organization has to employ methods in which individuals can improve competencies. He termed these methods as competency development strategies. Competency development strategies are intended to narrow the gaps between what is described in the competency model, and what is currently prevalent at the individual employee level (Rothwell, 2005). Some examples of development strategies offered include attending classroom training courses, participating in online training, reading books or articles, and listening to audiotapes or videotapes. Competency development strategies can be divided into two categories: generic and corporate culture-specific (Rothwell, 2005). Generic strategies are very general and effort is not required to tie the development strategy to unique conditions prevailing in the organizational culture. Corporate culture-specific development strategies are more involved and specific to the organization.

For the purposes of this project, generic strategies will be employed for competency development. The identified competencies are broad based, and there is easy access to tremendous amounts of learning resources in the way of online resources, community workshops, books and articles, and videotapes.

2.2.7 - Competencies, Training and Development, and Youth Care Work:

The goals of most residential youth care programs is to assist youth with overcoming issues associated with various risk conditions and behaviours such as alcohol abuse, substance abuse, and delinquency; as well as preparing youth to meet life challenges and make decisions that promote their positive development (Perkins et al, 2003). In the residential youth care environment, research has revealed that positive developmental outcomes for youth are linked with residential programs that are effective in providing physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong, opportunities for skill building, and integration of family, school, and community efforts (Eccles and Grootman, 2002). For a program to be effective in these dimensions, youth care workers need to be aware of these benefits, and feel competent in their ability to implement these features (Hartje et al, 2008). Studies have consistently identified caregiver specialized training and education as one of the strongest predictors of child care quality (Gable and Halliburton, 2003). Ongoing training of care workers is necessary for continually improving program quality.

An in-depth review of the literature into factors essential for promoting youth care worker success revealed that care workers desire: (1) adequate compensation and opportunities for advancement (2) opportunities for professional development and training (3) a supportive environment that fosters success through adequate supervision and a climate of collaboration (4) clear role descriptions and perceived competence to perform those roles (5) a sense that their work is valued (6) opportunities for professional networking (Hartje et al., 2008).

Limited or inadequate training leads to staff lacking the competence and confidence required to implement program elements (Hartje et al., 2008). This results in increased levels of burnout and shortened tenure among staff. When there is continual turnover of staff, program success is greatly impacted because it takes significant time to develop positive, supportive, and cohesive relationships between workers and youth. A constant influx of inexperienced and inadequately trained workers diminishes the skill level, strength and effectiveness of the programs. Hartje et al. (2008) find that staff retention related to working with youth is higher for staff who received job related training, view themselves as being overall competent in working with youth, have opportunities to participate in work-related decision-making, and receive help from co-workers in learning job-related skills.

Hartje et al. (2008) also present interesting insights into youth care worker competency and retention. Youth care staff that rated themselves higher in overall competency also reported having lived through experiences similar to the youth in the program. The belief is that this is due to these workers ability to identify with the challenges the youth confront on a daily basis. The study also reports a strong correlation in job-related training and youth care worker retention. The conclusion is that training and educational experiences more closely tied to practical, job-related duties can be significant drivers of youth care worker retention. The correlation between competency ratings and specialized training yields that youth care workers who received training and deemed it useful reported overall competency higher than those who received training and deemed it as not useful. This finding suggests that the quality of training youth care workers receive is of great importance. Another significant finding of the study was that attending professional training sessions on topics related to

youth issues also appeared to be related to staff reporting higher competency levels and retention. A final conclusion of the study reveals that men rated themselves lower than women in overall youth care worker competency. Hartje et al. believe this has to do with the perception that youth care work is a highly relational profession. Women may experience a greater sense of satisfaction than men, and consequently rate themselves as having higher competencies. Youth care work traditionally does not provide high income or opportunities for career advancement, which may contribute to attracting more women than men to the field.

2.2.8 - Specific Competencies utilized in this study:

The following is a list of some competencies utilized in this study and their relationship to youth care work, as well as the relationship with organizational outcomes such as performance, morale, and retention.

- A) **Knowledge:** There are a numerous developmental and behavioural conditions that youth present in residential care homes. It is important for youth care workers to possess an understanding of certain afflictions so they may be able to better support youth and fellow colleagues. Individual knowledge can become organizational knowledge through knowledge sharing, transferring and conversion (Nonaka, 1994). Nonaka describes the conversion process as “spiral of knowledge” creation through socialization, combination, externalization, and internalization. The most valuable knowledge shared gains momentum that allows it to become institutionalized as an organizational competency (Nonaka, 1994). In order to facilitate knowledge

utilization, continued dedication of resources is required to assure that information is accessible, and to enable continuous improvement to guarantee that knowledge of the organization reflects the best information available (Nonaka, 1994).

- B) **Teamwork:** Residential youth care facilities are typically staffed with one manager and a team of 5-6 youth care workers. All the people that work in these facilities have to carry out similar tasks. The exception is that managers have extra duties such as supervising the team, ensuring adherence to stakeholder standards and regulations, and performance management. Developing and maintaining positive, effective relationships with team members and working as a cohesive unit, allows for consistency and structure that aids in promoting healthy outcomes for youth in care. A critical component of providing residential care is the importance of creating and maintaining a positive environment and a stable emotional atmosphere (Pazaratz, 2003).

Before any discussion about teamwork can occur, it is important to recognize how teams develop. Tuckman (1965) wrote an influential paper which identified five stages of group development: forming, storming, norming, performing, and reforming. For a group to become a team, each stage has to be achieved. In the forming stage, the group initially comes together and approach each other cautiously as they begin to develop an understanding of one another. In the storming phase, Tuckman states that there is interpersonal conflict in which group members become competitive and dissatisfied. In the norming phase, group members have overcome their conflicts and developed roles and relationships, and begin to develop structure

and cohesiveness. In the performing phase, members start to cooperate, communicate, and collaborate to accomplish work. The final phase is reforming. At this point, Tuckman states the group dissolves as a result of reaching or changing its goals, or perhaps some group members have left and been replaced. The process then returns to the first stage. It is important to recognize the dynamics of how teams form as research has shown the field of youth care is plagued by high rates of turnover (Gable and Halliburton, 2003). This results in a continuous need to integrate new people into an established team.

Great team experiences can also add a dimension of entertainment to the work environment (Daum, 2010). In these experiences, team members move past the goal and engage with each other resulting in connecting on a personal level and creating friendships that go beyond work. These great team experiences contribute to increased productivity and retention, which is why organizations invest a lot of money in teambuilding seminars and retreats (Daum, 2010). These highly functional teams often work harder with greater output as they enjoy spending time with each other.

The creation of cohesive teams led by effective leaders can also be extremely important in staff recruitment and retention (Toofany, 2007). Team building enhances communication and interpersonal relationships, and can be utilized to overcome low staff morale (Toofany, 2007). If staff morale is good, employees are more likely to stay with the organization.

It is important to recognize that dysfunctional teams can have the opposite effect on retention, performance and morale as well. Several factors that can contribute to team ineffectiveness have been identified: (1) Insufficient commitment of team members to team objectives. It is essential that specific goals are set and they meet team member expectations (2) Certain personality traits, such as inappropriate argumentativeness or cynicism, can make or break teams. Conflict has to be managed constructively by team leaders or progress will stall (3) Not recognizing or acknowledging resistance to change by some or all team members. Such resistance can lead to outcomes not being achieved (4) Lack of support in organizations. The working culture of an organization must support team building or team members will exhibit low confidence in leaders which can lead to affecting outcomes (Longnecker and Neubert, 2000).

- C) **Leadership:** Leadership is important not only for managers or supervisors in residential care, but also youth care workers. Often, senior youth care workers are relied upon to train new team members and mentor them. Providing a good example is extremely important. Also, many youth are coming from previous environments where they were in charge of taking care of younger siblings etc. Demonstration of leadership has the ability to empower the youth in care as well.

It is important to develop leadership programs that identify the expected skills and competencies potential leaders need for organization success (Cunningham, 2012). When identification and defining of competencies occurs, an organization then has the foundation for leadership development, as well as succession planning, and career

development (Cunningham, 2012). Maximizing effectiveness of an organizations leadership pool, will aid an entire organizational workforce reap the benefits of an encouraged team vision, increased productivity, stimulation of new ideas, fostering effective communication, lower staff turnover, and increased employee morale (Cunningham, 2012).

Leadership opportunities and leadership development opportunities can play a pivotal role in retaining employees (Cosack et al., 2010). An examination of a financial services firm undertaking cost cutting initiatives utilizing only non financial measures, such as employing a leadership-development program to retain employees at risk of leaving, found that none of those employees had left the company (Cosack et al., 2010). Different sectors such as the pharmaceutical and industrial sector also indicate that leadership development opportunities were linked to retention in those sectors as well.

A study by Hicks (2008) examining the role of the manager in a residential youth care facility finds that a major, complex, aspect of managers' position is creating, maintaining, influencing, and developing a team. This is viewed as essential in aiding staff to meet needs of young people in the relationship-based care homes. Hicks concludes that much of the management practice is focussed on establishing mechanisms for communication and monitoring.

A survey of leadership development programs finds that of all the required leadership skills, communication is of most value to organizations (White et al., 2012). This survey also indicates that communication showed the largest gap between importance to the organization and current competency. White et al. review of research establishes that communication satisfaction is crucial to employee productivity, job satisfaction, job performance, and organizational effectiveness. Clear evidence supports a link between employee communication satisfaction and leader-member relations (Mueller and Lee, 2002). The way to increase overall levels of communication satisfaction is to develop and maintain higher-quality exchanges with as many subordinates as possible (Mueller and Lee, 2002).

D) Relationship Building: No significant client-involved accomplishment can occur in a residential resource without the development of a relationship between clients and youth care workers. Building rapport with youth residents opens the door for youth care workers to attempt to assist youth. Relationship building is vitally important for numerous reasons. It fosters communication to help youth care worker's understand circumstances and issues that are afflicting residents. It also enables cooperation from residents when attempting to implement education programming, lifeskills programming, treatment referrals, and participation in recreational activities. Another important aspect of developing relationships is that it provides a healthy role model for residents, and a sense of attachment and belonging. Strong relationships also lead to significant reductions in critical incidents and destructive behaviour within the resource.

It has been directly observed by the author that relationship building also contributes to increased morale, productivity, and retention in the residential youth care environment. Youth care workers that develop relationships with residents are often very proud of being able to make a connection and observe the positive changes in resident behaviour and development. This fosters a deeper commitment to the work they are performing, as it provides a sense of achievement and accomplishment. A positive organizational outcome of this is that youth care workers often go beyond what is expected of them to assist clients in continuing progress. In addition, youth care workers that develop strong bonds with clients and often wish to stay employed in the social service field or organization longer than they may otherwise. Many aspiring youth care workers have exited the field because they were unable to foster relationships with clients, and found it extremely difficult to manage negative consequences as a result.

- E) **Conflict Management:** There has been an ever increasing deinstitutionalization trend over the course of the last few decades that is resulting in clients that previously were treated in mental health facilities being housed in residential care home settings (Crisis Prevention Institute, 2006). Youth care workers are placed in an environment in which they can be exposed to aggressive and/or violent behaviour from residents suffering from mental health illnesses. Conflict or crisis situations can be quite chaotic and unpredictable resulting in increased anxiety and stress for youth care workers. Managing these situations is an essential skill that is pertinent to all members within the organization. Developing this competency will allow youth care

workers to understand warning signals and identify possible root causes of conflicts. Also, development of this competency will help increase confidence in youth care workers. This can result in youth care workers maintaining calm and composure in these situations allowing for successful implementation of behaviour management plans.

This is an important competency for the organization to develop as crisis situations often result in physical house damage. This results in financial pressure for the organization due to the need for constant repairs to the environment. In addition, these conflict situations have a tremendous impact on the emotional well being of residents and youth care workers. Detrimental neurological effects have been observed in residents requiring hospitalization after conflicts. In addition, youth care workers are exposed to vicarious trauma, and many have been referred to counselling services after major conflict incidents. Understanding how to manage these situations effectively and appropriately is important for the organization as client outcomes are improved, as well as youth care worker performance and morale.

SUMMARY

For the purpose of creating competency development plans within the residential youth care organization, this study utilizes a qualitative approach. This entails reviewing relevant literature available in the form of journals, research studies, books, web-based materials, and governmental publications regarding competency model approaches, design, and implementation. Personal experience acquired by the author during several years of employment within the residential care organization in varying capacities, is also drawn upon in determining specific competencies to include in the development plan. This includes past recommendations from stakeholders regarding competencies they wished to observe within the organization, as well as feedback from employees, and youth in care over the years. Upon analysis of all of the above sources, the aim is to synthesize the findings into useful instruments that can be utilized within the residential care organization for assessing and developing youth care worker competencies.

In the Implementation section, the competency development plans will be created utilizing elements of several different approaches to competency model development. The author deems it useful to employ a borrowed and tailored approach, a one-size-fits-all approach, and a multi-job approach. This is accomplished by utilizing design elements from previously established models, and designing plans with a focus on applying it to each employee within the organization. Another important consideration is being able to functionally utilize the plans as indicators for assessment purposes. In addition, competency development strategies

utilized will be generic strategies that include classroom time, an emphasis on reading books, and watching instructional videos.

The human resources perspective on defining competency is applicable for the purposes of this project. The selected competencies for plan development are clusters of knowledge, skills or attitudes that encompass a significant portion of a youth care workers job, correlate with performance, and can be improved with training and development. The aim is that development and implementation of a competency model for the organization will enhance training and development efforts, coaching, counselling and mentoring, career development, and succession planning.

The borrowed and tailored approach to competency model development is employed because it is appropriate for the organization financially, and significantly reduces the amount of resources and time required to create and implement the plans. Numerous examples of competency plans developed for or by other organizations exist on the World Wide Web. For this project, the author reviewed several competency plans from a broad range of employment sectors and attempted to incorporate ideal design elements into the proposed competency model. An example of these elements are instructions for completing plans, design characteristics such as utilizing a table format etc, implementing deadlines for completion, and providing examples of additional materials for further competency enhancement. Organizational competency documents utilized for development plan construction guidance included the RCMP Competency Dictionary, U.S. Department of Defense, and the Employment Development Department for the State of California. Specific

competencies identified for development are fairly broad because there is readily accessible literature and tools that can be utilized in developing competencies. There are also numerous developed models that can be referenced, and this is helpful in providing a framework for design and layout characteristics. In addition, this approach is amenable to flexibility. Modifications can be easily made that allow the model to have specificity to the organization.

This project is also utilizing the one-size-fits-all approach and elements of the multi-job approach to model development. The purpose of the competency development plans is to apply it to every individual within the organization. This will allow plans to be utilized as accurate measures for comparative assessments of individuals. This will be useful for career development, succession planning, and potentially employee evaluations. The multi-job approach elements utilized is the determination of levels of proficiency as well as levels in development of specific competencies. This is included to provide attainable goals for employees.

The competency model is limited to the development of five competency plans so it is not exhaustive to the point where it may not be sufficiently or effectively utilized by managers or youth care workers. The design of the plans is deliberately simplistic and clear. The intent is to facilitate communication and interaction amongst colleagues, and provide opportunities for coaching and mentoring.

Provision of accessible learning resources will be extremely important in implementing the plans. The organization operates 24 hours a day, and it is often difficult to provide all employees equal access to training opportunities. Providing literature, videos, and intra-organization workshops is vital in model implementation and success.

IMPLEMENTATION

The specific competencies that have been identified for incorporation into the competency development model for residential youth care workers within the organization are: (1) Knowledge (2) Teamwork (3) Relationship Building (4) Conflict Management (5) Leadership.

Upon receiving competency developmental plans, each youth care worker is to set up a preliminary meeting with their house manager to review the plan. This time is to be utilized to ask any questions about specific plans such as time frames for completion, progress meeting schedules, and specific developmental goals. Each youth care worker is responsible for completing the plans individually, and house managers are to be utilized as coaches throughout the process. Each house manager will also receive a duplicate copy of competency plans for their youth care workers to monitor plan progress and offer feedback throughout the process (Appendix 1).

Each specific competency plan is broken down further into what the developmental goal is as defined by the organization, what development activities are useful/required for goal achievement, time frames for completion, a self-assessment of proficiency, progress meeting schedule with managers, and additional resources to assist in enhanced learning and development. The self-assessment of proficiency will be determined through the usage of a scale ranging from needs development, good understanding, and exceptional understanding. The additional resources section is a collection of books, videos, and web based materials

supplementary to the specific competency plan for additional resources to aid in development. The progress meeting schedule with managers is to ensure that there is ongoing communication occurring between youth care workers and house managers quarterly. This also allows for appropriate assessment of progress to date.

4.1 - Knowledge (Appendix 2)

Development Goals: To develop an understanding and familiarization with many complex developmental behaviour conditions that currently afflict the client population served. The educational content identified as relevant within the organization is knowledge about: Fetal Alcohol Spectrum Disorder (FASD), Bipolar, PTSD & Trauma, Attachment Disorders, Attention Deficit Hyperactivity Disorder (ADHD), and Anger Management.

Development Activities: Each employee will be expected to learn the applicable educational modules. These will be distributed to each residential facility which allows for easy accessibility. In addition, each employee has opportunities to access weekly community workshops on the relevant educational material through a partnership with community stakeholders.

Time Frame for Completion: Full time employees working 32 hours or more per week are expected to finish the internal educational modules within 6 months of hire date. Part time employees working 24 hours or less per week are expected to finish within 9 months of hire date. Attendance in weekly external workshops is expected to be completed within 12 months of hire date for full time employees, and 18 months for part time employees. Each

educational workshop is currently offered at a minimum 4 times per calendar year. These time frames have been selected because the average employee within the organization is employed for approximately 2 years. Within 2 years of initially beginning the knowledge competency plan, it would be preferred for employees to redo the development plan as a means of refreshing knowledge.

Self-assessment of proficiency: Needs Development is indicative of no knowledge, or limited knowledge of the specific conditions or behaviours. Good Understanding represents a working knowledge of the conditions and behaviours, and strategies to assist clients afflicted with these conditions. An employee with a good understanding has recently been educated on some or all of these conditions or behaviours within the last 2 years. Exceptional Understanding represents ability to educate others on the conditions, behaviours, and strategies to assist affected clients. An employee with an exceptional understanding has been educated on all conditions or behaviours in the last year.

4.2 - Teamwork (Appendix 3)

Development Goals: (1) Establish and maintain meaningful relationships with team members by promoting and maintaining professional conduct, negotiating and resolving conflicts as they occur, acknowledging and respecting individual differences, and supporting fellow youth care workers. (2) Build team spirit by building cohesion among team members through active participation in resource and organization events. (3) Co-operate with team members by doing allocated share of administrative work, keeping team members informed about any relevant client or organizational developments, and offering ideas and feedback when asked

by other team members. (4) Encourage team members through empowerment by making them feel valued and important, and giving credit to team members when they have done something exceptionally well in resource or personal life. (5) Team promotion through representing team success both within the resource and organization wide, providing suggestions to remove barriers with the team unit, and actively leading and inspiring team without dominating the group. (6) Solicit meaningful feedback by asking other team members for feedback or opinions when formulating decisions or implementing care plans.

Development Activities: Each employee is expected to progress through three levels of suggested activities for development. Each progressive level requires activities that are more intensive in regards to time commitment, preparation and execution.

Level 1 Activities: a) Attend biweekly staff meetings regularly, b) Allocate time to aid a team member in resource activities such as case management, c) Keep a log of personal input provided during meetings to reflect on attitude, behaviours, and overall impact in the team dynamic, d) Demonstrate co-operation by actively listening to team members and reflecting understanding of what they are saying, e) Seek feedback from team members and house manager regarding your overall co-operation within the team dynamic.

Level 2 Activities: a) Observe an individual within the organization that you believe is an excellent team member and take notes of what this person does to support team members and enhance team morale, b) Monitor the manner in which you articulate your thoughts or comments about residents and team members to ensure that you speak positively about them and their capabilities, while refraining from discussing weaknesses of coworkers with other team members, c) Deal directly with people that are sources of conflict and follow the

conflict resolution model outlined in the employee handbook, d) Avoid team disruptive behaviours such as providing unwarranted advice, judging or blaming, giving silent treatment, or communicating through others, e) Encourage information sharing by asking team members to articulate their thoughts on requirements for individual and team objectives.

Level 3 Activities: a) Encourage and plan a celebration in conjunction with the house manager recognizing an individual accomplishment of a team member, b) Make a list of all the strengths and contributions of every person on the resource team and present at a staff meeting, c) Plan and organize a team outing to promote team unity, d) Participate in a resource project that involves collaboration and input from every team member and present the project as a team at the annual staff retreat.

Time Frame for Completion: Full time employees are expected to progress through developmental activity levels within one year of initial hire date, and part time employees are expected to finish within two years of initial hire date. This allows for sufficient time to develop meaningful relationships with fellow team members, and adequate time to prepare and work on level three activities.

Self-assessment of proficiency: Needs Development is indicative of a person who encounters difficulty working as part of a team, does not always see other team member's point of view, solicits feedback or advice but does not apply it consistently, and prefers to keep quiet in meetings and not contribute. Good Performance represents a person who generally works well with others, treats team members respectfully, is accepting of ideas and feedback, and is

a positive member of the team. Exceptional Performance represents a person who actively supports building co-operation among multiple teams within the organization and community, promotes teamwork within the team and other teams in the organization, and promotes sharing of ideas among teams organization wide to ensure best service quality for clients.

4.3 - Relationship Building (Appendix 4)

Development Goals: (1) Build Rapport by demonstrating effort to build connections with all youth in resource. (2) Demonstrate personal characteristics that support relationship development such as honesty, dependability, tolerance, flexibility, and compassion. (3) Develop relationships with youth that are caring, purposeful, goal-directed, and therapeutic in nature. (4) Establish, maintain, and communicate appropriate personal boundaries. (5) Establish and maintain relationships with community stakeholders and neighbours.

Development Activities: Each employee is expected to progress through three levels of suggested activities for development. Each progressive level requires activities that are more intensive in regards to time commitment, preparation, and execution.

Level 1: a) Participate in youth daily recreation activities as much as possible, b) Learn about residents histories through team consultation, review of care plans, and conversations with youth about interests, concerns etc.

Level 2: a) Plan and coordinate an activity with each individual youth for one on one time, b) Write a personal story in which honesty, integrity, and compassion all played a role and share with youth.

Level 3: a) Plan and coordinate a youth event for all youth in resource, b) Organize an open house in conjunction with youth and resource team for neighbours and stakeholders.

Time Frame for Completion: Full time employees are expected to complete activities within 12 months of hire date and part time employees within 18 months of hire date. Relationship building can be deemed as a core competency in the youth care field as no significant progress can be made with any youth residents without an established trusting relationship with youth care workers. The quicker the activities are completed, the better the organizational outcomes.

Self-assessment of proficiency: Needs Development represents a person who has a limited connection with residents within the resource, is having difficulty building rapport, and is not completely comfortable in all interactions with youth residents. Good Performance represents a person who has established rapport with all youth residents in resource based on trust and respect. Exceptional Performance represents a person who has developed trustful and respectful relationships with youth residents' organization wide.

4.4 - Conflict Management (Appendix 5)

Development Goals: (1) Establish clear, consistent, and predictable expectations for youth behaviour. (2) Understand the importance of preventing behaviour management problems through planning, conflict resolution, positive reinforcement, environmental awareness, and self-control. (3) Recognize when there is conflict occurring or on the horizon and respect other points of view. (4) Work to resolve conflicts by actively listening and promoting mutual understanding. (5) Understand and employ a variety of techniques for interviewing

residents before and after conflicts. (6) Assess the strength and weaknesses of employing behaviour management techniques in certain situations or with particular residents. (7)

Create an environment where conflict is viewed as opportunity for positive change.

Development Activities:

Level 1: a) Write out a list of all of your personal triggers and positive mechanisms to alleviate them, b) Read all case histories and talk to residents about their triggers so you gain an understanding of potential behaviours that you exhibit that may induce conflict, c) Ask a colleague or manager for feedback and advice after a conflict in which you were directly involved.

Level 2: a) After a conflict that you experience, write out what you felt during the situation and share with team at staff meeting, b) Practice TCI techniques including physical interventions with staff team members' monthly, c) Conduct a situational role play scenario with every member of the resource team (minimum 5).

Level 3: a) Create a short play with the youth and team members describing a familiar conflict situation and positive solutions to address the crisis, b) After observing a conflict in which you weren't directly involved, answer the following questions: What level of behaviour did you observe and how did team members respond to those behaviours? Did you see signs of staff anxiety? What were they? Was the least restrictive form of intervention used in your opinion? Did staff use a team approach?

Time Frame for Completion: Full time employees are expected to progress through the development activities in 6 months and part time employees within 12 months. The shorter

time frame as compared to other developmental activities is due to the fact that conflict management is something that youth care workers experience and are exposed to every shift. It is extremely vital that youth care workers are confident and capable in these situations.

Self-assessment of proficiency: Needs Development represents a person who is avoidant of conflict, feels anxious in conflict situations, and is not very familiar with strategies to prevent and manage conflict situations. Good Performance is indicative of a youth care worker who is confident in most conflict situations, employs several different strategies to resolve and manage conflict, can demonstrate most TCI techniques, and deals with conflict promptly. Exceptional performers are youth care workers that are confident in conflict situations, is familiar with numerous strategies and processes to resolve and manage conflict, can demonstrate all TCI techniques at any given time, deals with conflict promptly, and actively reflects on their own behaviour in escalated situations.

4.5 - Leadership (Appendix 6)

Development Goals: (1) Position self as a leader by ensuring that the mission, goals, agenda, policies and procedures are supported by others. (2) Create team effectiveness by creating conditions that allow for optimal team performance such as setting clear directives and structure, and utilizing team member strengths. (3) Communicate effectively with team and organization by keeping people informed about decisions that affect them and ensuring all relevant information is available to team members. (4) Manage meetings proficiently by clearly communicating purpose, ensuring proper flow, managing time, and allowing for feedback of ideas. (5) Administer resource activities by delegating tasks for the team in a fair

and equitable manner. (6) Demonstrate adherence to standards and legislation. (7) Positively role model work ethic, accountability, and integrity organization wide. (8) Take charge in aiding the resolution of team conflicts. (9) Communicate organizational vision in a manner that induces excitement, enthusiasm, and commitment.

Development Activities:

Level 1: a) Conduct and lead a staff meeting for the resource, b) Represent the organization at an integrated case management meeting and a resident individual education plan meeting, c) Plan and organize a training workshop relevant to youth care work for the organization.

Level 2: a) Identify and emulate an organizational member with high leadership skills. Keep a log of behaviours you believe contribute to success, b) Devise a schedule for monthly resource duties for the team.

Level 3: a) Plan, organize, and execute an organization wide event for youth and team members, b) Develop the plan of care for a new resident in conjunction with community team. Articulate and educate your resource team of your vision for plan implementation. Inform them of your reasoning behind introducing certain elements such as nutrition plan, and education plan etc. c) Participate as a presenter for organization at semi-annual practicum placement meeting.

Time Frame for Completion: Full time employees are provided up to 24 months to complete the plan if they are interested in undertaking a leadership role within the organization. The reasoning is that it takes significant time to develop proficiency in other aspects of the job which is required to progress into a leadership role. Part time employees can choose to enrol

in the leadership development program if they wish with no time constraints. The goal is to have a mechanism available if youth care workers are interested in pursuing the option.

Self-assessment of proficiency: Needs Development represents a person who is not comfortable delegating activities for others, prefers to be guided rather than direct others, and has difficulty communicating reasoning for decisions. Good Performance is representative of a person who is confident in administration of day to day activities for the team, keeps people informed, and promotes team effectiveness. Exceptional Performance is indicative of a person who positions themselves as a take charge leader, integrates the team within the entire organization, takes pride in coaching and mentoring others, and communicates and creates a compelling vision.

CONCLUSION

Through changes in social welfare policy and shifting priorities of governments, the field of youth care work can be very dynamic and challenging. The last decade in British Columbia has seen an increased shift towards the supportive approach, and the closure of many mental health institutions and related supports for children. Residential care homes are receiving increasingly complex and difficult youth that require specialized services. As a direct result, training and development in the field of residential youth care work has required greater emphasis. Youth care workers are interacting in unique social environments with young people that are affected by many issues such as substance abuse addictions, mental health concerns, developmental deficits, and behaviour conditions. A paradoxical aspect is that these youth care workers are trying to create or replicate a natural home like environment that provides a sense of structure and normality for youth in a foreign, artificial setting from the youth perspective.

This project created competency developmental plans for utilization in a private residential youth care organization to supplement current educational requirements and training. The competencies identified for development included knowledge, teamwork, relationship building, conflict management, and leadership. The research indicates that development in some of these competencies can not only improve service quality, but also increase retention rates, employee performance, and employee morale.

Limitations in this study include a lack of recent, detailed feedback from current exemplary employees within the organization to determine behaviours that lead to success. Surveys distributed throughout the organization to youth, staff, and stakeholder personnel could have aided in identifying other competencies deemed necessary for youth care worker success. The project relied on past observations, experiences, feedback from current and former youth care workers, and the author's perspective as a former youth care worker, house manager, and current senior manager.

Future research focus can quantitatively examine the impact of introduction and implementation of development plans in residential care facilities, and their effect on key organizational metrics such as performance and retention. The author did not uncover any research that focussed on this specifically in the growing youth care field. In addition, further development can also be undertaken that focuses on functional competencies rather than broad soft competencies examined in this project. Examples of functional competencies may include a focus on the growing technical aspects of the youth care worker position.

REFERENCES

- ACYCP (2012). *The North American Certification Project Update*. Available here: <http://www.acycp.org/>
- Anglin, J. (2002). Historical and Contemporary Issues in Residential Care for Children and Youth. *Child & Youth Services*, 24 (1), pp. 5-21.
- Boyatzis, R.E. (1982). *The competent manager: A model for effective performance*. New York: John Wiley and Sons.
- Brown, T. (2006). Stop Competency Blunders. *Training and Development*, 60(1), pp. 20-22.
- Charles, G., and Gabor, P. (2006). A historical perspective on residential services for troubled and troubling youth in Canada revisited. *Relational Child and Youth Care Practice*, 19(4), pp. 17-26.
- Charles, G., and Garfat, T. (2009). Child and Youth Care Practice in North America: Historical Roots and Current Challenges. *Relational Child and Youth Care Practice*, 22(2), pp. 17-28.
- Chung-Herrera, B.G., Enz, C.A., Lankau, M.J. (2003). Grooming Future Hospitality Leaders: A Competencies Model. *Cornell Hotel and Restaurant Administration Quarterly*, 2, pp. 17-25.
- Collins, D., and Colorado, P. (1988). *Native cultures and child care services*. In G. Charles and P. Gabor (eds.), *Issues in Child and Youth Care Practice*, Lethbridge: Lethbridge Community College, pp. 83-94.
- Cosack, S. (2010). Retaining key employees in times of change. *McKinsey Quarterly*, 3, pp. 135-139.
- Crisis Prevention Institute Inc. (2006). *Crisis Prevention Participant Workbook: Nonviolent Crisis Intervention*. CPI Institute Inc., pp. 1s-9s.
- Cunningham, C. (2012). Designing Effective Management-Development Programs. *Employment Relations Today*, pp. 27-33.
- Daum, K. (2010). Building an awesome team: Amilya Antonetti shares her family recipe. *Smart Business*, St. Louis, Missouri, pp. 5.
- Dubois, D.D. (1993). *Competency-Based Performance Improvement: A Strategy for Organizational Change*. Amherst, MA: Human resource Development Press.

- Eccles, J., and Grootman, J.A. (2002). *Community programs to promote youth development*. Washington, DC: National Academy Press.
- Employment Development Department State of California (2012). *Leadership Competency Development Plan*. Available here:
http://www.dpa.ca.gov/pv_obj_cache/pv_obj_id_0C469595E6CB5DD91AD3B25629C17A5472AA0100/filename/leadership-competency-development-plan-sample.pdf
- Fox-Harding, L. (1991). The Children's Act in Context: Four perspectives in Child Care Law and Policy. *Journal of Social Welfare and Policy*, 3, pp. 179-193.
- Gable, S. and Halliburton, A. (2003). Barriers to Childcare Providers' Professional Development. *Child & Youth Care Forum*, 32(3), pp. 175-193.
- Hartje, A.J., et al. (2008). Youth Worker Characteristics and Self-reported Competency as Predictors of Intent to Continue Working with Youth. *Child Youth Care Forum*, 37, pp. 27-41.
- Helpert, A.L. (2006). Cultivating a Loyal Workforce. *Internal Auditor*, pp. 67-72.
- Longnecker, C.O., and Neubert, M. (2000). Barriers and gateways to management co-operation and teamwork. *Business Horizons*, 42(5), pp. 37.
- Hicks, L. (2008). The role of manager in children's homes: the process of managing and leading a well-functioning staff team. *Child and Family Social Work*, 13, pp. 241-251.
- Lucia, A.D., and Lepsinger, R. (1999). *The Art and Science of Competency Models: Pinpointing Critical Success Factors in Organizations*. San Francisco, CA: Jossey-Bass/Pfeiffer.
- Mansfield, R.S. (1996). Building Competency Models: Approaches for HR Professionals. *Human Resource Management*, 35(1), pp. 7-18.
- McLagan, P.A. (1980). Competency Models. *Training and Development Journal*, pp. 22-26.
- McLagan, P.A. (1990). Flexible job models: A productivity strategy for the information age. *Productivity in organizations*. San Francisco, CA: Jossey-Bass.
- Mind Tools (2012). *Developing A Competency Framework: Linking Company Objectives and Personal Performance*. Available here:
http://www.mindtools.com/pages/article/newISS_91.htm
- Mirabile, R.J. (1997). Everything You Wanted to Know about Competency Modeling. *Training and Development Journal*, 51(8), pp. 73-77.

- Morris, D. (1996). Using Competency Development Tools as a Strategy for Change in the Human Resources Function: A Case Study. *Human Resource Management*, 35(1), pp.35-51.
- Mueller, B.H., and Lee, J. (2002). Leader-member exchange and organizational communication satisfaction in multiple contexts. *Journal of Business Communication*, 39(2), 220-244.
- National Park Service, (2012). *What is Competency-based Training?* Available here: www.nps.gov/training/uc/whcibt.htm
- Nonaka, I. (1994). A Dynamic Theory of Organizational Knowledge Creation. *Organization Science*, 5(1), pp. 14-37.
- OTBSA, (2009). Ongoing Professional Development Guidelines for Occupational Therapists. Available here: <http://www.otbsa.com.au/OngoingCompetencyModel.pdf>
- Park, R.J. (2007). 'Boys' clubs are better than policemen's clubs': Endeavours by philanthropists, social reformers, and others to prevent juvenile crime, the late 1800s to 1917. *International Journal of the History of Sport*, 24 (2), pp. 749-775.
- Pazaratz, D. (2003). Skills Training for Managing Disturbed Adolescents in a Residential Treatment Program. *Clinical Child Psychiatry and Psychology*, 8, pp. 119-130.
- Perkins, D.F., et al. (2003). *Community youth development: Partnership creating a positive world*. Thousand Oaks, Ca: Sage Publications, pp. 1-23.
- Reef, C. (2005). *Alone in the World: Orphans and Orphan ages in America*. New York: Clarion Books.
- Rothwell, W.J. (1994). *Effective Succession Planning: Ensuring Leadership Continuity and Building Talent from Within*. New York: AMACOM.
- Rothwell, W.J. (2005). *Effective Succession Planning*. Pennsylvania State University, Chapter 4, pp.82-91.
- Rothwell, W.J., and Lindholm, J.E. (1999). Competency Identification, Modeling, and Assessment in the USA. *International Journal of Training and Development*, 3(2), pp. 90-105.
- Sanghi, S. (2009). Building Competencies. *Industrial Management*, pp. 14-17.
- Spencer, L., and Spencer, S. (1993). *Competency at Work: Models for Superior Performance*. New York: John Wiley and Sons Inc.
- South Carolina Department of Education, (2012) *Competence Building, Professional Growth and Development Templates*. Available here: <http://www.scteachers.org/Adept/pgd.cfm>

- Toofany, S. (2007). Team building and leadership: The key to recruitment and retention. *Nursing Management*, 14(1), pp. 24-27.
- Tuckman, B.W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63(6), pp. 384-399.
- University of Ottawa (2012). Competency Development Guide. Available at:
<http://www.hr.uottawa.ca/appraisal/competency/index.php>
- U.S. Department of Defense (2012). *The Individual Development Plan: General Guidelines for Charting your Career Path*. Available here: <http://www.usuhs.mil/chr/idp.pdf>
- White, C.D., et al. (2012). Development and Validation of a Leader Rapport Management: The LRM Scale. *Institute of Behavioural and Applied Management*, pp. 121-149.
- Winzer, M.A. (1993). *The History of Special Education: From Isolation to Integration*. Washington, DC: Gallaudet University Press.
- Zemke, R. (1982). Job Competencies: Can they help you design better training? *Training*, 19(5), pp. 28-31.

APPENDIX 1

Competency Plan Instructions

The purpose of the competency development program is to continually develop specific broad competencies in YCW's that will assist in improving client outcomes, and link with strategic direction and organizational goals. The completion of plans will be a collaborative process in which YCW's and managers work together to develop specific competencies.

Employee Instructions:

1. Upon receiving a competency plan, please review the documents to see if there is anything that requires further clarification.
2. After review, please arrange a preliminary meeting with your licensed resource manager. If you are a part time YCW, please arrange a meeting with a resource manager that is your direct supervisor for the majority of your shifts.
3. Prior to the preliminary manager meeting, please indicate what you feel is an accurate representation of your skill level under the current proficiency level column.
4. At the preliminary meeting, utilize the time to raise any questions or concerns. Discuss proficiency level rating. Develop a plan with resource manager to progress through developmental activities mindful of time frames for completion of plans. In addition, arrange a time for the first quarterly meeting to discuss plan progress and receive feedback. Both parties are to sign off that this initial meeting occurred.
5. Check off development activities as they are completed.
6. Schedule quarterly meetings with resource manager to continually assess progress and receive feedback. Ensure that both parties sign off on the meetings.
7. Upon completion of competency plan, sign off that the plan is successfully completed and please submit to Human Resources Department after manager has also signed off. At this time, provide feedback to HR regarding plan usefulness and implementation.

Manager Instructions:

1. Arrange a preliminary meeting with YCW's upon their receipt of competency plans.
2. Ask Human Resources for a duplicate copy of YCW competency plan.
3. At preliminary meeting, discuss concerns or questions that YCW may pose. Discuss current proficiency ratings and their appropriateness if required. Develop a plan with YCW for plan completion. Sign off that this initial meeting occurred.
4. As YCW progresses through development activities, keep track in duplicate copy for feedback meeting purposes.
5. At quarterly meetings, address any questions or concerns. Ensure that timelines are being met. Sign off that these meetings have occurred.
6. Upon competency plan completion, sign off that the plan is successfully completed and direct YCW's to submit plans to HR Department.

APPENDIX 2

Knowledge Developmental Plan

Employee Name: _____

House Manager: _____

Development Goals	Current Proficiency Level	Development Activities	Time Frame for Completion	Additional Resources
<p>Knowledge: To develop an understanding and familiarization with many complex developmental and behaviour conditions that currently afflict the client population served:</p> <ol style="list-style-type: none"> 1. Fetal Alcohol Spectrum Disorder 2. Bipolar Mood Disorder 3. PTSD & Trauma 4. Attachment Disorders 5. Attention Deficit Hyperactivity Disorder 6. Anger Issues 	<p>Please Check One: (See below for guidance)</p> <p><input type="checkbox"/> Needs Development</p> <p><input type="checkbox"/> Good Understanding</p> <p><input type="checkbox"/> Exceptional Understanding</p>	<p>Training: Utilize internal organizational resources as well as weekly external agency training.</p> <p>Internal Organization Modules:</p> <p><input type="checkbox"/> Complete FASD</p> <p><input type="checkbox"/> Complete Bipolar</p> <p><input type="checkbox"/> Complete PTSD & Trauma</p> <p><input type="checkbox"/> Complete Attachment Disorders</p> <p><input type="checkbox"/> Complete ADHD</p> <p><input type="checkbox"/> Complete Anger Management</p> <p>External Workshops:</p> <p><input type="checkbox"/> Attend FASD</p> <p><input type="checkbox"/> Attend Bipolar</p> <p><input type="checkbox"/> Attend PTSD & Trauma</p> <p><input type="checkbox"/> Attend Attachment Disorders</p> <p><input type="checkbox"/> Attend ADHD</p> <p><input type="checkbox"/> Attend Anger Management</p>	<p>Dependent on Employment Status:</p> <p>Internal Organization Modules:</p> <p>FTE: within 6 months of hire date</p> <p>PTE: within 9 months of hire date</p> <p>External Workshops:</p> <p>FTE: within 12 months of hire date</p> <p>PTE: within 18 months of hire date</p>	<p>Books:</p> <ol style="list-style-type: none"> 1. FASD: Trying Differently Rather Than Harder 2nd ed. by Diane Malbin (Fectrice Inc, 2002). 2. FASD Relationships by Rod Denmore (Dory Spirit Books Ltd., 2002). 3. Taking Charge of ADHD by Russell Barkley (Guildford Press, 2000). <p>Videos:</p> <ol style="list-style-type: none"> 1. Lucid (2005). A therapist counsels three patients in group therapy suffering from PTSD 2. FAS/FAE, coping with challenging behaviours (1995). Provides understanding and methods of positive programming for people afflicted by FAS/FAE. 3. Anger Management (2003). A businessman is wrongly sentenced to an anger management program where he meets an aggressive instructor. <p>Web-based Materials:</p> <ol style="list-style-type: none"> 1. www.fasfoutreach.ca 2. www.helpguide.org 3. www.attachmentdisorder.net

Knowledge Developmental Plan

Current Proficiency Level Scale

Needs Development - indicative of no knowledge, or limited knowledge of the specific conditions or behaviours.

Good Understanding - represents a working knowledge of the conditions and behaviours, and strategies to assist clients afflicted with these conditions. An employee with a good understanding has recently been educated on some or all of these conditions and behaviours within the last 2 years.

Exceptional Understanding - represents an ability to educate others on the conditions, behaviours, and strategies to assist affected clients. An employee with exceptional understanding has been educated on all conditions and behaviours within the last year.

Progress Meeting with House Manager

Quarter 1 (Jan - March)	Quarter 2 (April - June)	Quarter 3 (July - Sept)	Quarter 4 (Sept - Dec)
Date: <input type="checkbox"/> Check if meeting has occurred Employee Comments:	Date: <input type="checkbox"/> Check if meeting has occurred Employee Comments:	Date: <input type="checkbox"/> Check if meeting has occurred Employee Comments:	Date: <input type="checkbox"/> Check if meeting has occurred Employee Comments:
Manager Comments:	Manager Comments:	Manager Comments:	Manager Comments:

Knowledge Developmental Plan

Initial Planning Meeting Date:	Plan Completion Meeting Date:
<p>YCW Name: _____ YCW Signature: _____</p> <p>I have discussed this knowledge plan with my house manager and agree to solicit feedback throughout the duration of the plan as required.</p>	<p>YCW Name: _____ YCW Signature: _____</p> <p>I have completed the knowledge plan and solicited feedback from my house manager regarding performance strengths and weaknesses.</p>
<p>Manager Name: _____ Manager Signature: _____</p> <p>I have discussed this knowledge plan with the YCW and agree to provide feedback and coaching through the activities as required.</p>	<p>Manager Name: _____ Manager Signature: _____</p> <p>The YCW has completed the knowledge plan successfully and received feedback and guidance regarding performance of activities.</p>

APPENDIX 3

Teamwork Competency Developmental Plan

Employee Name: _____

House Manager: _____

Development Goals	Current Proficiency Level	Development Activities	Time Frame for Completion	Additional Resources
<p>Teamwork: The ability to work in co-operation with a diverse team of YCW's in a residential care setting, as well as organization and community wide. This includes a desire to achieve common goals and develop a positive work environment.</p> <p>1. Establish and maintain meaningful relationships with team members: Promote and maintain professional conduct. Negotiate and resolve conflicts as they occur. Acknowledge and respect individual differences. Support fellow YCW's.</p> <p>2. Build team spirit: Build cohesion among team members through actively participating in resource and organizational events.</p> <p>3. Co-operation: Do your share of administrative work. Support team ideas. Keep team members informed about any relevant client or organizational developments. Offer ideas or feedback when asked by other team members.</p>	<p>Please Check One: (See below for guidance)</p> <p><input type="checkbox"/> Needs Development</p> <p><input type="checkbox"/> Good Performance</p> <p><input type="checkbox"/> Exceptional Performance</p>	<p>Level 1:</p> <p><input type="checkbox"/> Attend biweekly staff meetings regularly.</p> <p><input type="checkbox"/> Make time to help a team member in any activity such as case management or general resource duties.</p> <p><input type="checkbox"/> Keep a recorded log of your input during meetings, and other staff team gatherings to reflect on your attitude, behaviour, and overall impact in the team dynamic.</p> <p><input type="checkbox"/> Demonstrate co-operation by listening actively to team members and reflecting back your understanding of what they are saying.</p> <p><input type="checkbox"/> Seek feedback from team members and house manager regarding your overall cooperation within the team framework.</p> <p>Level 2:</p> <p><input type="checkbox"/> Observe an individual within the organization that you believe is an excellent team member. Take notes of what this person does to support team members and enhance team morale.</p>	<p>Dependent on Employment Status:</p> <p>FTE: within 12 months of hire date</p> <p>PTE: within 24 months of hire date</p>	<p>Books:</p> <p>1. The Power of Positive Thinking by Norman Vincent Peale (Ballantine Books, 1982).</p> <p>2. Becoming A Person of Influence by John Maxwell and Jim Dornan (Thomas Nelson, 1997).</p> <p>3. The 17 Indisputable Laws of Teamwork by John Maxwell (Thomas Nelson, 2003).</p> <p>Videos:</p> <p>1. Remember the Titans (2000).</p> <p>2. Coach Carter (2005).</p> <p>3. Ocean's 11 (2001).</p> <p>These are all films about a team coming together to achieve a common goal under stressful circumstances.</p> <p>Web-based Materials:</p> <p>1. www.humanresources.about.com Click on manage people tab and then select team building/work teams.</p>

<p>4. Encourage team members: Empower team members by making them feel valued and important. Give credit to team members when they have done something well in resource or personally.</p> <p>5. Promote the team: Represent the team's successes both within the resource and organization wide. Provide any suggestion to remove barriers within the team. Actively lead and inspire team without dominating the group.</p> <p>6. Solicit feedback: Get other team members feedback or opinion when formulating decisions or implementing care plans.</p>	<p>() Monitor the manner in which you speak about residents and team members. Ensure that you speak positively about them and their capabilities and refrain from discussing weaknesses of coworkers with other team members.</p> <p>() Deal directly with people who you have a conflict with rather than complaining to others. Follow the conflict resolution model outlined in the employee handbook.</p> <p>() Avoid team disruptive behaviours such as providing unwarranted advice, judging or blaming, giving silent treatment, or communicating through others.</p> <p>() Encourage information sharing by asking team members to articulate their thoughts on what they require to meet individual and team objectives.</p> <p>Level 3:</p> <p>() Participate in a resource project that involves collaboration and input from every team member and present as a team at the annual staff retreat.</p> <p>() Plan and organize a team outing to promote team unity.</p> <p>() Encourage and plan a celebration in conjunction with house manager to recognize an individual accomplishment of a team member.</p> <p>() Make a list of all the strengths and contributions of every person on your team. Present this at a staff meeting.</p>	
---	--	--

Teamwork Competency Developmental Plan

Current Proficiency Level Scale	
Needs Development	- represents a person who encounters difficulty with working as part of a team, does not always see other team member's point of view, solicits feedback or advice but does not apply it consistently, and prefers to keep quiet in meetings and not contribute.
Good Performance	- represents a person who generally works well with others, treats team members respectfully, is accepting of ideas and feedback, and is a positive member of the team.
Exceptional Performance	- represents a person who actively supports building co-operation among multiple teams within the organization and community, promotes teamwork within the team and other teams in the organization, and promotes sharing of ideas among teams organization wide to ensure best service quality for clients.

Progress Meeting with House Manager			
Quarter 1 (Jan - March)	Quarter 2 (April - June)	Quarter 3 (July - Sept)	Quarter 4 (Sept - Dec)
Date: () Check if meeting has occurred Employee Comments:	Date: () Check if meeting has occurred Employee Comments:	Date: () Check if meeting has occurred Employee Comments:	Date: () Check if meeting has occurred Employee Comments:
Manager Comments:	Manager Comments:	Manager Comments:	Manager Comments:

Teamwork Competency Developmental Plan

Initial Planning Meeting Date:	Plan Completion Meeting Date:
<p>YCW Name: _____ YCW Signature: _____</p> <p>I have discussed this teamwork competency plan with my house manager and agree to solicit feedback throughout the duration of the plan as required.</p>	<p>YCW Name: _____ YCW Signature: _____</p> <p>I have completed the teamwork competency plan and solicited feedback from my house manager regarding performance strengths and weaknesses.</p>
<p>Manager Name: _____ Manager Signature: _____</p> <p>I have discussed this teamwork competency plan with the YCW and agree to provide feedback and coaching through the activities as required.</p>	<p>Manager Name: _____ Manager Signature: _____</p> <p>The YCW has completed the teamwork competency plan successfully and received feedback and guidance regarding performance of activities.</p>

APPENDIX 4

Relationship Building Competency Developmental Plan

Employee Name: _____

House Manager: _____

Development Goals	Current Proficiency Level	Development Activities	Time Frame for Completion	Additional Resources
<p>Relationship Building: working to establish and maintain relationships that are mutually trusting, respectful, empathetic, and non-judgemental.</p> <p>1. Build Rapport - demonstrate effort to build connections with all youth in resource.</p> <p>2. Demonstrate personal characteristics that support relationship development such as honesty, dependability, tolerance, flexibility, and compassion.</p> <p>3. Develop relationships with youth that are caring, purposeful, goal-directed, and therapeutic in nature.</p> <p>4. Establish, maintain, and communicate appropriate personal boundaries.</p> <p>5. Establish and maintain relationships with community members and neighbours</p>	<p>Please Check One: (See below for guidance)</p> <p><input type="checkbox"/> Needs Development</p> <p><input type="checkbox"/> Good Performance</p> <p><input type="checkbox"/> Exceptional Performance</p>	<p>Level 1:</p> <p><input type="checkbox"/> Participate in youth daily recreation activities as much as possible.</p> <p><input type="checkbox"/> Learn about residents history through team consultation, review of care plans, and conversations with youth about interests, concerns etc.</p> <p>Level 2:</p> <p><input type="checkbox"/> Plan and coordinate an activity with each individual youth for one on one time.</p> <p><input type="checkbox"/> Write a personal story in which honesty, integrity, and compassion all played a role and share with youth</p> <p>Level 3:</p> <p><input type="checkbox"/> Plan and coordinate a youth event for all youth in resource.</p> <p><input type="checkbox"/> Organize an open house in conjunction with youth and resource team for neighbours and stakeholders.</p>	<p>Dependent on Employment Status:</p> <p>FTE: within 12 months of hire date</p> <p>PTE: within 18 months of hire date</p>	<p>Books:</p> <p>1. Getting Together: Building Relationships As We Negotiate by Roger Fisher and Scott Brown (Penguin Books, 1998).</p> <p>2. How to win friends and influence people by Dale Carnegie (Distican, 1990).</p> <p>3. On Becoming Teen-Wise: Building a Relationship That Lasts a Lifetime by Gary Ezzo (Parent-Wise Solutions, 2000)</p> <p>Videos:</p> <p>1. Problem Child (1990).</p> <p>2. Cheaper by the Dozen (2003).</p> <p>3. Life as a house (2001).</p> <p>4. Stand and Deliver (1988).</p> <p>These are all films about the complexities of caregiver/youth relationships.</p> <p>Web-based Materials:</p> <p>1. www.selfgrowth.com Click on relationships tab and then select teenagers and parenting folder.</p>

Relationship Building Competency Developmental Plan

Current Proficiency Level Scale	
Needs Development	- represents a person who has limited connection with residents within the resource, is having difficulty building rapport, and is not completely comfortable in all interactions with youth residents.
Good Performance	- represents a person who has established rapport with all youth residents in resource based on trust and respect.
Exceptional Performance	- represents a person who has developed trustful and respectful relationships with youth residents' organization wide.

Progress Meeting with House Manager				
Quarter 1 (Jan - March)	Quarter 2 (April - June)	Quarter 3 (July - Sept)	Quarter 4 (Sept - Dec)	
Date: () Check if meeting has occurred Employee Comments:	Date: () Check if meeting has occurred Employee Comments:	Date: () Check if meeting has occurred Employee Comments:	Date: () Check if meeting has occurred Employee Comments:	
Manager Comments:	Manager Comments:	Manager Comments:	Manager Comments:	

Relationship Building Competency Developmental Plan

Initial Planning Meeting Date:	Plan Completion Meeting Date:
<p>YCW Name: _____ YCW Signature: _____</p> <p>I have discussed this relationship building competency plan with my house manager and agree to solicit feedback throughout the duration of the plan as required.</p>	<p>YCW Name: _____ YCW Signature: _____</p> <p>I have completed the relationship building competency plan and solicited feedback from my house manager regarding performance strengths and weaknesses.</p>
<p>Manager Name: _____ Manager Signature: _____</p> <p>I have discussed this relationship building competency plan with the YCW and agree to provide feedback and coaching through the activities as required.</p>	<p>Manager Name: _____ Manager Signature: _____</p> <p>The YCW has completed the relationship building competency plan successfully and received feedback and guidance regarding performance of activities.</p>

APPENDIX 5

Conflict Management Competency Developmental Plan

Employee Name: _____

House Manager: _____

Development Goals	Current Proficiency Level	Development Activities	Time Frame for Completion	Additional Resources
<p>Conflict Management: Understanding how to prevent and deal with difficult behaviour and conflict situations with residents while maintaining confidence and composure.</p> <p>1. Establish expectations - recognize the importance of establishing clear, consistent, and predictable expectations for youth behaviour.</p> <p>2. Employ preventative methods - understand the importance of preventing behaviour management problems through planning, conflict resolution, positive reinforcement, environmental awareness, and self-control.</p> <p>3. Be observant of conflict - recognizes when there is a conflict occurring or on the horizon and respect other points of view.</p>	<p>Please Check One: (See below for guidance)</p> <p><input type="checkbox"/> Needs Development</p> <p><input type="checkbox"/> Good Performance</p> <p><input type="checkbox"/> Exceptional Performance</p>	<p>Level 1:</p> <p><input type="checkbox"/> Write out a list of all of your personal triggers and positive mechanisms to alleviate them.</p> <p><input type="checkbox"/> Read all case history and talk to residents about their triggers so you gain an understanding of potential behaviours that you exhibit that may induce conflict.</p> <p><input type="checkbox"/> Ask a colleague or manager for feedback and advice after a conflict in which you were directly involved.</p> <p><input type="checkbox"/> At the first appropriate time (consult with manager), follow-up regarding a conflict directly involving you and a resident, and discuss positive ways to deal with issues.</p> <p>Level 2:</p> <p><input type="checkbox"/> After a conflict that you experienced, write out what you felt during the situation and share with team at a staff meeting.</p>	<p>Dependent on Employment Status:</p> <p>FTE: within 6 months of hire date PTE: within 12 months of hire date</p>	<p>Books:</p> <p>1. Therapeutic Crisis Intervention Handbook by Cornell University, (Cornell, 2011).</p> <p>2. The Joy of Conflict Resolution by Gary Harper (Friesens, 2009).</p> <p>3. The Big Book on Conflict Resolution Games by Mary Scanell (McGraw-Hill, 2010).</p> <p>Videos:</p> <p>1. The Day the Earth Stood Still (2008).</p> <p>2. Night at the Museum (2006).</p> <p>3. How to manage conflict, anger and emotion (2001).</p> <p>These are all films that involve central characters engaging in conflict resolution processes.</p> <p>Web-based Materials:</p> <p>1. www.execstrategies.com Click on facilitator tab and scroll down to conflict resolution strategies.</p>

<p>4. Address conflicts immediately - works to resolve conflict by actively listening and promoting mutual understanding. When not directly involved, employs strategies to facilitate immediate mediation.</p> <p>5. Provide positive guidance - understand and employ a variety of techniques for interviewing residents before and after conflicts.</p> <p>6. Assess the strength and weaknesses of employing behaviour management techniques in certain situations or with particular residents.</p> <p>7. Create an environment where conflict is viewed as opportunity for positive change.</p>		<p>() Practice TCI Techniques including physical interventions with staff team members monthly.</p> <p>() Conduct a situational role play scenario with every member of resource team (minimum 5).</p> <p>Level 3:</p> <p>() Create a short play with the youth and team members describing a familiar conflict situation and positive solutions to address the crisis.</p> <p>() After observing a conflict in which you weren't directly involved, answer the following questions:</p> <ol style="list-style-type: none"> 1. What level of behaviour did you observe and how did team members respond to those behaviours? 2. Did you see signs of staff anxiety? What were they? 3. Was the least restrictive form of intervention used in your opinion? 4. Did staff use a team approach? 		
---	--	--	--	--

Conflict Management Competency Developmental Plan

Current Proficiency Level:	
Needs Development - represents a person who is avoidant of conflict, feels anxious in conflict situations, and is not very familiar with strategies to prevent and manage conflict situations.	
Good Performance - represents a person who is confident in most conflict situations, employs several different strategies to resolve and manage conflict, can demonstrate most TCI techniques, and deals with conflict promptly.	
Exceptional Performance - represents a person who is confident in conflict situations, is familiar with numerous strategies and processes to resolve and manage conflict, can demonstrate all TCI techniques at any given time, deals with conflict promptly, and actively reflects on their own behaviour in escalated situations.	

Progress Meeting with House Manager			
Quarter 1 (Jan - March)	Quarter 2 (April - June)	Quarter 3 (July - Sept)	Quarter 4 (Sept - Dec)
Date: () Check if meeting has occurred Employee Comments:	Date: () Check if meeting has occurred Employee Comments:	Date: () Check if meeting has occurred Employee Comments:	Date: () Check if meeting has occurred Employee Comments:
Manager Comments:	Manager Comments:	Manager Comments:	Manager Comments:

Conflict Management Competency Developmental Plan

Initial Planning Meeting Date:	Plan Completion Meeting Date:
<p>YCW Name: _____ YCW Signature: _____</p> <p>I have discussed this conflict management competency plan with my house manager and agree to solicit feedback throughout the duration of the plan as required.</p>	<p>YCW Name: _____ YCW Signature: _____</p> <p>I have completed the conflict management competency plan and solicited feedback from my house manager regarding performance strengths and weaknesses.</p>
<p>Manager Name: _____ Manager Signature: _____</p> <p>I have discussed this conflict management competency plan with the YCW and agree to provide feedback and coaching through the activities as required.</p>	<p>Manager Name: _____ Manager Signature: _____</p> <p>The YCW has completed the conflict management competency plan successfully and received feedback and guidance regarding performance of activities.</p>

APPENDIX 6

Leadership Competency Developmental Plan

Employee Name: _____

House Manager: _____

Development Goals	Current Proficiency Level	Development Activities	Time Frame for Completion	Additional Resources
<p>Leadership: implies a desire to lead and motivate others to achieve team and organizational goals.</p> <p>1. Positions self as a leader - ensures that the mission, goals, agenda, policies and procedures are supported by others.</p> <p>2. Create team effectiveness - create conditions that allow for optimal team performance such as setting clear directives and structure, and utilizing team members strengths.</p> <p>3. Communicate effectively with team and organization - keep people informed about decisions that affect them, ensure all relevant information is available to team members.</p> <p>4. Manage meetings proficiently - clearly communicate purpose, agenda etc., ensure proper flow and manage time, allow for feedback and sharing of ideas.</p> <p>5. Administer resource activities - delegate tasks for team in a fair and equitable manner.</p>	<p>Please Check One: (See below for guidance)</p> <p><input type="checkbox"/> Needs Development</p> <p><input type="checkbox"/> Good Performance</p> <p><input type="checkbox"/> Exceptional Performance</p>	<p>Level 1:</p> <p><input type="checkbox"/> Conduct and lead a staff meeting for your resource.</p> <p><input type="checkbox"/> Represent the organization at an integrated case management meeting and a resident individual education plan meeting.</p> <p><input type="checkbox"/> Plan and organize a training workshop relevant to youth care work for the entire organization.</p> <p>Level 2:</p> <p><input type="checkbox"/> Identify and emulate an organizational member with high leadership skills. Keep a log of behaviours you believe contribute to success.</p> <p><input type="checkbox"/> Devise a schedule for monthly resource duties for the team.</p>	<p>Dependent on Employment Status:</p> <p>FTE: within 24 months of hire date PTE: at their discretion</p>	<p>Books:</p> <ol style="list-style-type: none"> 1. On Becoming A Leader: The leadership Classic 4th ed. by Warren Bennis (Basic Books, 2009). 2. The 21 Irrefutable Laws of Leadership: Follow them and people will follow you by John Maxwell (Thomas-Nelson, 1998). 3. John P. Kotter on What Leaders Really Do by John P. Kotter (Harvard Business School Press, 1999) <p>Videos:</p> <ol style="list-style-type: none"> 1. Apollo 13 (1995). 2. A Few Good Men (1992). 3. BraveHeart (1995). <p>These are all films that involve central characters demonstrating good and bad leadership.</p> <p>Web-based Materials:</p> <ol style="list-style-type: none"> 1. www.nwlink.com/~donclark/leader/leader.html

<p>6. Demonstrate adherence to standards and legislation</p> <p>7. Positively role model work ethic, accountability, and integrity organization wide.</p> <p>8. Take charge in aiding the resolution of team conflicts.</p> <p>9. Communicate organizational vision in a manner that induces excitement, enthusiasm, and commitment.</p>		<p>Level 3:</p> <p><input type="checkbox"/> Plan, organize, and execute an organization wide event for youth and team members.</p> <p><input type="checkbox"/> Develop the plan of care for a new resident in conjunction with community team. Articulate and educate your resource team of your vision for plan implementation. Inform them of your reasoning behind introducing certain elements such as nutrition plan, and education plan etc.</p> <p><input type="checkbox"/> Participate as a presenter for organization at semi-annual practicum placement meeting.</p>		<p>2. www.businessballs.com Scroll down to leadership on the left hand menu.</p> <p>3. www.mindtools.com Select the toolkit tab and click on leadership skills.</p>
--	--	---	--	---

Leadership Competency Developmental Plan

Initial Planning Meeting Date:	Plan Completion Meeting Date:
<p>YCW Name: _____ YCW Signature: _____</p> <p>I have discussed this leadership competency plan with my house manager and agree to solicit feedback throughout the duration of the plan as required.</p>	<p>YCW Name: _____ YCW Signature: _____</p> <p>I have completed the leadership competency plan and solicited feedback from my house manager regarding performance strengths and weaknesses.</p>
<p>Manager Name: _____ Manager Signature: _____</p> <p>I have discussed this leadership competency plan with the YCW and agree to provide feedback and coaching through the activities as required.</p>	<p>Manager Name: _____ Manager Signature: _____</p> <p>The YCW has completed the leadership competency plan successfully and received feedback and guidance regarding performance of activities.</p>