

**XXXX MEDICAL CLINIC
COMPETENCY DICTIONARY**

A guide to behavioral expectations

DECEMBER 2016

TABLE OF CONTENTS

Introduction to Competencies	3
Target Competency Levels	3
EFFECTIVENESS.....	4
Results Orientation	4
Thoroughness.....	4
DECISION-MAKING.....	5
Diagnostic Information Gathering	5
Problem Solving and Judgment	5
COMMUNICATION	6
Attention to Communication	6
Interpersonal Awareness	6
HELPING OTHERS	7
Patient Focus.....	7
Teamwork	7
SELF-MANAGEMENT	8
Personal Credibility/Integrity.....	8
Professionalism	8
LEADING OTHERS.....	9
Change Management.....	9
Developing and Managing Others	9

Introduction to Behavioral Competencies

Behavioral competencies are attitudes, behaviors, or other personal characteristics that are essential to be successful in a job.

While a typical job description lists the tasks, technical competencies and skills required, the overlay of behavioral competencies sets expectations about HOW something is done and not just WHAT is done.

The six main competency areas defined in this dictionary are:

- Effectiveness
- Decision-Making
- Communication
- Helping Others
- Self-Management
- Leading Others

Each competency area lists observable behaviors that define each.

Target Competency Levels

The competency levels are defined by the following three categories:

- Level 1 – Basic
- Level 2 – Intermediate
- Level 3 – Advanced

Each position in the organization has an associated target level for each competency area. A position may require only a basic level for some competency areas and a higher level for others. For example, the expectation for a receptionist may be at a Level 1 in terms of behaviors under “Leading Others” but at a Level 2 or 3 for behaviors under “Communication”.

Even though positions may vary in function they may have similar expectations for behavioral competencies.

At each defined competency level, the expectation is that the employee will demonstrate the behaviors in the previous level(s) as well as the behaviors in the target (higher) level.

The behaviors described under each competency target level are meant to be attainable within the scope of the individual’s position. They provide the measuring stick of expectations of what defines superior performance against which an employee’s individual performance is evaluated. Gaps between the target level for the position and the employee’s performance identifies specific areas of development and performance improvement.

COMPETENCY DICTIONARY

EFFECTIVENESS

These competencies relate to the ability to get things done accurately, completely and on time.

Results Orientation

Key Behaviors

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • Is action oriented and energized by challenges • Delivers high quality results consistently • Gets things done on time • Takes appropriate initiative • Reports to relevant supervisor when results won't be achieved and identifies possible corrective actions /improvements to meet performance standards • Maintains necessary self-organization to achieve results 	<ul style="list-style-type: none"> • Develops clear goals for meetings and projects • Maintains commitment to goals, in the face obstacles or frustration • Seeks creative ways to meet goals • Follows through on issues • Has a sense of urgency about solving problems and getting work done • Aims for continuous improvement 	<ul style="list-style-type: none"> • Analyzes performance information to set priorities and improve delivery of services and operations • Develops challenging performance expectations to improve operations • Ensures the right mix of activities and resources are in place that lead to optimal results • Predicts emerging issues and manages associated risks

Thoroughness

Key Behaviors

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • Acts to verify information • Checks the accuracy of own work • Organizes information or materials for others in a meaningful way 	<ul style="list-style-type: none"> • Checks the accuracy of others work • Monitors the quality of the team's work • Develops and uses systems to organize and keep track of information or work progress 	<ul style="list-style-type: none"> • Sets up procedures to ensure high quality of work (e.g. review meetings) • Reviews and verifies the accuracy of information at a management reporting level

DECISION-MAKING

These competencies relate to how information is gathered and applied to make decisions and solve problems.

Diagnostic Information Gathering

Key Behaviors

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • Identifies the specific information needed to clarify a situation or to make a decision • Gets more complete and accurate information, by checking multiple sources • Asks questions to clarify a situation • Seeks out knowledgeable people to obtain information or clarify a problem 	<ul style="list-style-type: none"> • Sees the perspective of everyone involved in a situation • Probes skillfully to get at the facts, when others are reluctant to provide full, detailed information 	<ul style="list-style-type: none"> • Questions others as to whether they have thought through a plan of action • Questions others to assess their confidence in solving a problem or tackling a situation

Problem Solving and Judgment

Key Behaviors

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • Recognizes the scope of their own decision-making authority • Breaks down a problem or a situation into discrete parts that are easier to manage • Recognizes cause and effect relationships (“if this, then that” thinking) • Checks to make sure the solution applied has resolved the problem • Appropriately escalates issues 	<ul style="list-style-type: none"> • Recognizes and considers several likely causes of events or multiple consequences • Acquires new information and applies knowledge to analyze issues and resolve problems • Notices discrepancies and inconsistencies in available information • Identifies what is at the root of the problem (i.e. distinguishes symptoms from causes) • Identifies a range of options and solutions to make improvements • Demonstrates the ability to critically judge options going beyond drawing conclusions • Considers the “big picture” when considering policies, processes or opportunities. 	<ul style="list-style-type: none"> • Involves others in a process or decision, to ensure their support • Weighs the costs, benefits, risks and chances for success, in making a decision • Identifies a set of features, parameters, interests or considerations to take into account, in analyzing a situation or making a decision to develop win-win solutions • Prioritizes work in alignment with organizational goals and strategies • Anticipates and plans for implications and potential risks of a situation or action proactively • Structures situations (e.g. the setting, persons present, sequence of events) to create

		a desired impact and to maximize the chances of a favorable outcome
--	--	---

COMMUNICATION

These competencies relate to how information is shared and received.

Attention to Communication

Key Behaviors

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • Ensures that information is passed on to others involved in a project or effort about new developments and plans • Communicates progress and problems proactively to team members or supervisor; avoids surprises • Expresses ideas clearly and concisely 	<ul style="list-style-type: none"> • Ensures that information from management is shared with direct reports and/or team members • Ensures that regular, consistent communication takes place • Summarizes or paraphrases understanding of what others have said to verify understanding and prevent miscommunication 	<ul style="list-style-type: none"> • Uses multiple channels or means to communicate important messages (e.g. email, memos, group meetings, newsletters, personal meetings) • Identifies and presents information in a way that is relevant and understood by each specific audience • Able to communicate persuasively so audience understands information, rationale and the personal impact on the audience

Interpersonal Awareness

Key Behaviors

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • Listens objectively and attentively to people's ideas and concerns • Anticipates how others will react to a situation • Understands the interests and important concerns of others • Says or does things to address others' concerns 	<ul style="list-style-type: none"> • Makes others feel comfortable by responding in ways that convey interest in what they have to say • Understands both the strengths and weaknesses of others 	<ul style="list-style-type: none"> • Notices and accurately interprets what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior • Understands the unspoken meaning in a situation • Finds non-threatening ways to approach others about sensitive issues

HELPING OTHERS

These competencies relate to how we relate to and work with staff, physicians and patients.

Patient Focus

Key Behaviors

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • Understands the importance of patient focus • Provides helpful information to patients • Seeks to fully understand the needs of the patient before responding • Responds to specific needs to the patient's satisfaction • Sees situations from the perspective of the patient • Corrects problems promptly in a non-defensive manner • Takes action to minimize patient dissatisfaction • Exhibits patience regardless of patients' demeanor and or lack of understanding, including, but not limited to, the elderly, handicapped, non-English speaking, etc. • Speaks favorably about the organization to increase patient confidence in the services it offers 	<ul style="list-style-type: none"> • Takes personal responsibility for addressing and correcting patient service problems • Develops understanding of who does what, and is able to refer patient appropriately • Provides appropriate service based on patient needs and requirements • Directs patient to the appropriate person or program as necessary with minimal impact on the patient 	<ul style="list-style-type: none"> • Balances the needs of a single patient with what is best for the entire patient population • Acts as a trusted advisor while looking for long-term benefits to the patient • Gives service beyond patients' expectations by seeking information about the real, underlying needs of the patient, providing insights, and recommending actions to address these needs • Finds ways to measure/track customer satisfaction

Teamwork

Key Behaviors

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • Listens and responds constructively to other team members' ideas • Willingly shares knowledge and expertise with others when requested • Is open with other team members about his/her concerns • Expresses disagreement 	<ul style="list-style-type: none"> • Recognizes when another staff member needs assistance • Solicits ideas and opinions to help form specific decisions or plans • Enlists the active participation of everyone • Values others' input and expertise and is willing to 	<ul style="list-style-type: none"> • Encourages and empowers others, making them feel valued and important • Provides leadership and support for a culture of recognition and appreciation • Provides opportunities for people to learn to work together as a team • Finds creative ways to make

<p>constructively (e.g. by emphasizing points of agreement, suggesting alternatives that may be acceptable to the group)</p> <ul style="list-style-type: none"> • Able to give and receive constructive feedback • Shares workload with others, and contributes by being prepared and completing assigned tasks • Acknowledges and thanks people for their contributions 	<p>learn from others</p> <ul style="list-style-type: none"> • Publicly credits other team members who have performed well • Promotes team cooperation (even during heated discussions) • Ensures team relationships are constructive (e.g., mutual support, respect, trust, openness, valuing diversity) • Works for solutions that all team members can support • Able to diplomatically offer knowledge and expertise in situations where they observe a team member struggling with their work 	<p>peoples' work rewarding</p> <ul style="list-style-type: none"> • Ensures that all teams and team members are treated fairly • Provides formal recognition for a job well done by a team member or a team both within the teams and external to the team • Assists in mediating between team members to resolve conflict • Promotes cooperation with other work units
---	--	---

SELF-MANAGEMENT

These competencies relate to how we portray ourselves and manage our own behavior.

Personal Credibility/Integrity

Key Behaviors

ALL LEVELS
<ul style="list-style-type: none"> • Demonstrates trustworthiness and reliability by keeping commitments and deadlines • Respects the confidentiality of information or concerns shared by others (e.g. patients, staff, physicians or otherwise) • Is honest and forthright with people • Carries his/her fair share of the work load • Takes responsibility for own mistakes; does not blame others • Does not engage in gossip or unnecessary sharing of negative, hurtful or personal information • Is punctual for work and meetings and keeps others updated if they are unable to be on time or attend.

Professionalism

Key Behaviors

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • Demonstrates positive, timely and courteous service • Is clear, articulate and polite in dealing with patients and other staff 	<ul style="list-style-type: none"> • Controls his/her response when criticized, attacked or provoked • Models the behavior expected of others • Maintains professionalism 	<ul style="list-style-type: none"> • Demonstrates leadership through effective communication and interpersonal relationships • Demonstrates self-assurance and

<ul style="list-style-type: none"> • Remains calm under stress • Uses language that is appropriate and respectful • Demonstrates punctuality and personal responsibility for meeting obligations • Maintains a clean and neat appearance appropriate for a medical office 	<ul style="list-style-type: none"> • under pressure • Demonstrates support for other staff • Identifies what needs to be done and takes action before being asked or required to • Functions with minimal supervision 	<ul style="list-style-type: none"> • resourcefulness • Functions with no supervision
---	---	--

LEADING OTHERS

These competencies relate to how effectively we provide leadership to manage people and make others successful.

Change Management

Key Behaviors

LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • Recognizes the significance and importance of managing the human reaction to change • Asks open-ended questions that create greater clarity, possibility or new learning • Able to identify and describe a need for change • Emphasizes the positive outputs and efforts of others striving toward the same outcome 	<ul style="list-style-type: none"> • Coaches others through the change process • Empathizes with individuals who struggle with change and provides strategies to help them overcome their resistance • Demonstrates a willingness to address obstacles to change even though it may mean facing hard truths and making tough decisions. • Successfully provides a visible anchor for others in times of change (i.e., by reaffirming key project goals) • Helps physicians and office staff to think more strategically and in the future tense • Sees the long-term implications of decisions and develops short term tactics in light of internal and external trends

Developing and Managing Others

Key Behaviors

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • Recognizes and reinforces peoples developmental efforts and improvements • Shares information, advice and suggestions to help others be more successful • Expresses confidence in other's ability to be successful 	<ul style="list-style-type: none"> • Provides helpful, behaviorally specific feedback to others • Gives people assignments that will help develop their abilities 	<ul style="list-style-type: none"> • Regularly meets with employees to review their development progress • Works with employees to set clear goals, responsibilities and performance standards that are specific and measurable • Keeps informed about employees performance through formal and informal

		<p>methods (e.g. management by walking around)</p> <ul style="list-style-type: none">• Provides specific performance feedback, both positive and corrective, as soon as possible after an event• Deals firmly and promptly with performance problems
--	--	---