Leading and Evaluating Competency: *Is Understanding Competency in Practice Critical to Supporting Competence?*

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Heterogeneous, abstract and a “complex knowing of how to act” and consequently, can be a challenge to objectively assess

(Tardiff, 2006 as cited in Goudreau, Pepin, Larue, Dubois, Descoteaux, Lavoie & Dumont, 2015).

“Graduates identified that the Learning Process supports their perception of Competencies”

(Aplin, Williams, Day & Buro, 2011).
Adult Education Literature:

- Adults as “self-directed”, “problem centered”, and needing to learn “useful” information (Knowles, 1980; Vandeveer & Norton, 2005).

Hypothesis:

Theoretical knowledge undergoes a transition from cognitively based knowledge into the ability to practically apply the theoretical knowledge into practice or “USEFUL” Knowledge.


COMPETENCE = Ability + Attitude

C = S + E + K + A

competence  skills  experience  knowledge  attitude

Ability

Attitude: commitment and willingness to perform.
Transformational Theory:

- Learning is based upon a role transformation from student to clinician.
- Adopting theoretical frameworks and ideologies into education can support this “paradigm shift” away from a focus on the learning group as a whole, towards a learner-centered education.

OUTCOME COMPETENCIES!!!!
Graduates Transform: Academia into Practice

• They experience “a predictable array: emotional, intellectual, physical, sociocultural, and developmental issues

• In turn, feed a progressive and sequential pattern of personal and professional “evolution” (CARNA, 2015).

• Graduates evolution continues to perceived competence in practice after 1 year of independent practice. (Applin, H., Williams, B., Day, R., & Buro, K. (2011).)
Knowledge + Learning = Competency Acquisition

- Colleagues need to support the learner to strengthen the attributes they currently possess.
- Focus mentorship on new competency attributes that are required to be competent in practice.
Similarly competency based learning, and transformational theory “allow(s) the learner to mobilize both;

• **internal sources** *(different types of knowledge)*

• **external resources** *(external information sources) in solving problems/critical things”*

(Goudreau, Pepin, Larue, Dubois, Descoteaux, Lavoie & Dumont, 2015).
Applying Competency to Practice

CORE COMPETENCIES
NEXT EXIT
Dreyfus Model of Skill Acquisition

Novice
• “Tell me what I need to do”, guided by rules, no experience

Advanced Beginner
• Some experience, performance acceptable

Competent
• Planning becomes deliberate, not yet mastered

Proficient
• Sees full context of situation, can determine what is typical and how to respond

Expert
• High skill, analytical, not reliant on rules
Competency to Competent Practice Strategies - Multifactorial

Positive Attitude
- Communication and Legislation
- Application of Competencies to Goals/Vision
- Strategy to Implementing the competencies

Strategy to Implement a Competency Strategy and discussing the evaluation process.

Evaluate the competency strategy for stakeholders success

Include and establish coaching Strategies for Stakeholders

Evaluate timely Opportunities to engage the competency and thus exemplify success in application.
The primary strategy to enhance competency is *attitude*.
Strategy #2: Communication

• Bring an Understanding of Competency as it relates to legislation and regulation

• Develop and communicate an understanding of the mission and vision and how that relates to competency in your area

• Be attentive to the language you use. Words give voice to mindsets and beliefs and evoke images of what people hope to create

• The language used has a powerful effect on how they see “their” world and the learning/transformational process.
• Align the goals with organizational strategic plans

• Practitioners are Visionaries in Change; create a shared vision for change.

“The most important role of vision in organizational life is to give focus to human energy”

(Kouzes & Posner, 2012).
Behavioural competencies are observable characteristics or behaviours that are critical for individual or team performance and success. They focus on how you approach your work to achieve results. For example, behavioural competencies include creative problem solving, or building relationships with coworkers.

Technical competencies are the specialized knowledge, skills and abilities required for you to be effective in a job. They may include degrees or other credentials, knowledge of certain programs, experience using a particular machine, knowledge of regulations, presentation skills, or project management techniques.

https://jobs.alberta.ca/about/index.html
Quality Improvement Processes to Empower Competency Transformation

Research to Identify Gaps, Challenges and Opportunities for Competency Enhancement

Strategically use the Team in Problem Solving, Fact Based, Customer Focused (Patient/Client)
Competency in **practice and outcome**:

- Communication
- Understanding
- Engagement
Evaluation of competency based on:

- Policy
- Legislation/regulation
- Accreditation guidelines.
Communicate and create opportunities for change with internal stakeholders

Consider existing infrastructures to ensure the enhancement of competence is sustainable and continues

Understanding the internal processes that support capacity to enhance competency development
Involving key stakeholders:

- solidify the direction and commitment

- know that other stakeholders can strengthen competency can be influential and further contribute to the success of an initiative (Warrick, 2009).

- Looking at the model of skill acquisition…they may be novice clinicians but they may be experts in creation of the process to achieve the competency.

- Build and learn from the relationships…it is critical to success!
Maslow's Hierarchy
Pivotal to attaining competency

Maslow's Hierarchy
Pivotal to attaining:

Competent Practice
Confidence
Competence
Courage
Care

- Physiological needs: hunger, thirst, and so forth
- Safety needs: to feel secure and safe, out of danger
- Belongingness and love needs: to affiliate with others, be accepted, and belong
- Esteem needs: to achieve, be competent, and gain approval and recognition
- Cognitive needs: to know, understand, and explore
- Aesthetic needs: symmetry, order, and beauty
- Self-actualization needs: to find self-fulfillment and realize one's potential
• Supporting competency development is significant to Alberta’s success and sustainability

• Stakeholders are catalyst for change in a technologically advanced province that mandates competency outcomes

• Learners/teachers/mentors are the core to achieving competency in all areas of practice


