

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

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COLLEGE OF  
LICENSED PRACTICAL NURSES  
OF ALBERTA

- **Defining Competency**
- **Competency Theory**
- **Competency Outcomes**
- **Leading Competency**
- **Supporting Competencies in Practice**
- **Identifying Competency**
- **Putting Competency Into Practice**
- **Conclusion**

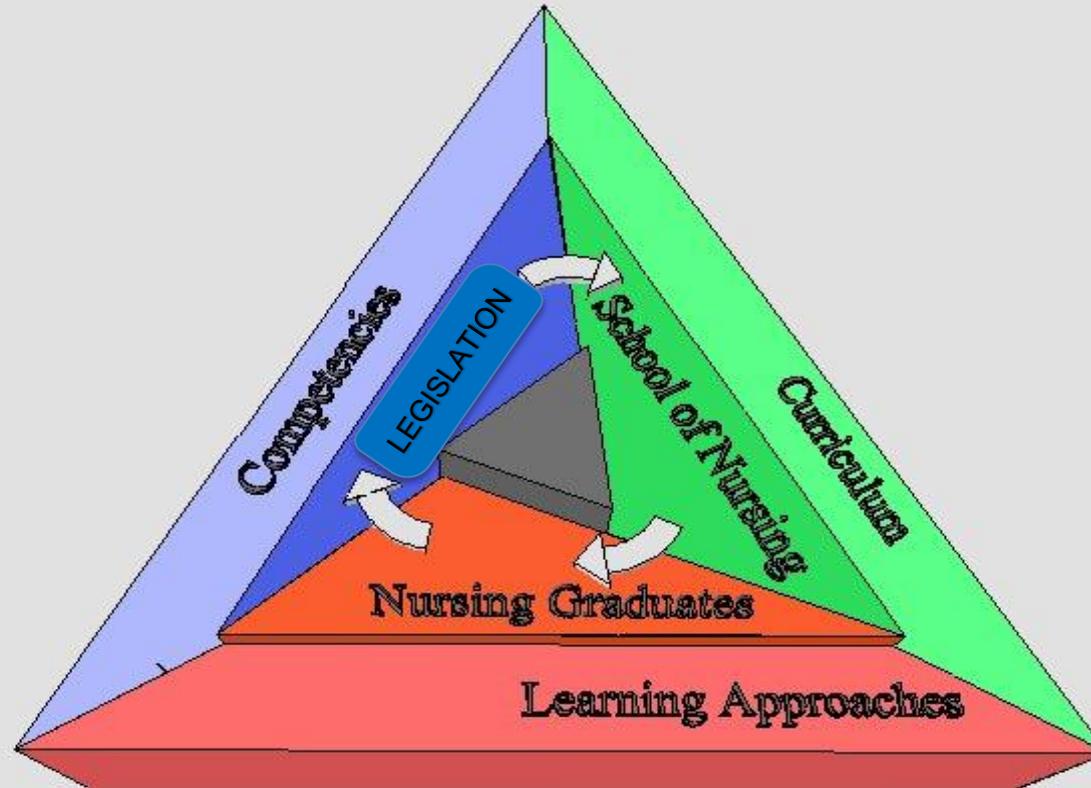
**Heterogeneous, abstract and a “complex knowing of how to act” and consequently, can be a challenge to objectively assess**

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

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

(Applin, Williams, Day & Buro, 2011).

# Competency Theoretical Framework



## Adult Education Literature :

- Adults as “**self-directed**”, “**problem centered**”, and needing to learn “**useful**” information  
(Knowles, 1980; Vandever & 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.

Knowles, M. S. (1970). The modern practice of adult education: Andragogy versus pedagogy.

Epstein, R. M., & Hundert, E. M. (2002). Defining and assessing professional competence.

Applin, H., Williams, B., Day, R., & Buro, K. (2011). A comparison of competencies between problem-based learning and non-problem-based graduate nurses..

# COMPETENCE = Ability + Attitude

Ability

Attitude:  
commitment and  
willingness to  
perform.

C = S + E + K + A

competence

skills

experience

knowledge

attitude

## 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).



**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”**

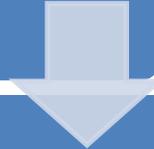
**(Goudreau, Pepin, Larue, Dubois, Descoteaux, Lavoie & Dumont, 2015).**



# 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



Implement a  
Competency  
Strategy and  
discussing the  
evaluation  
process.



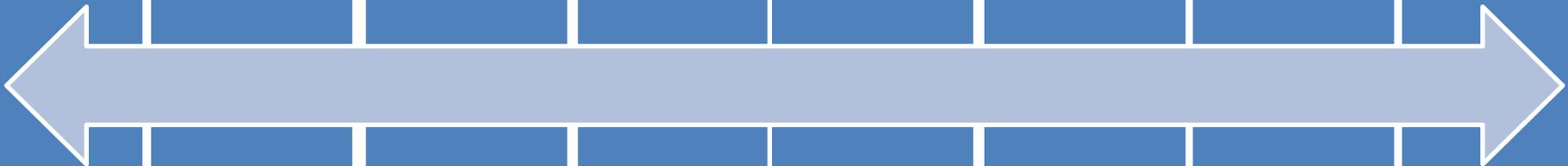
Evaluate the  
competency  
strategy for  
stakeholders  
success



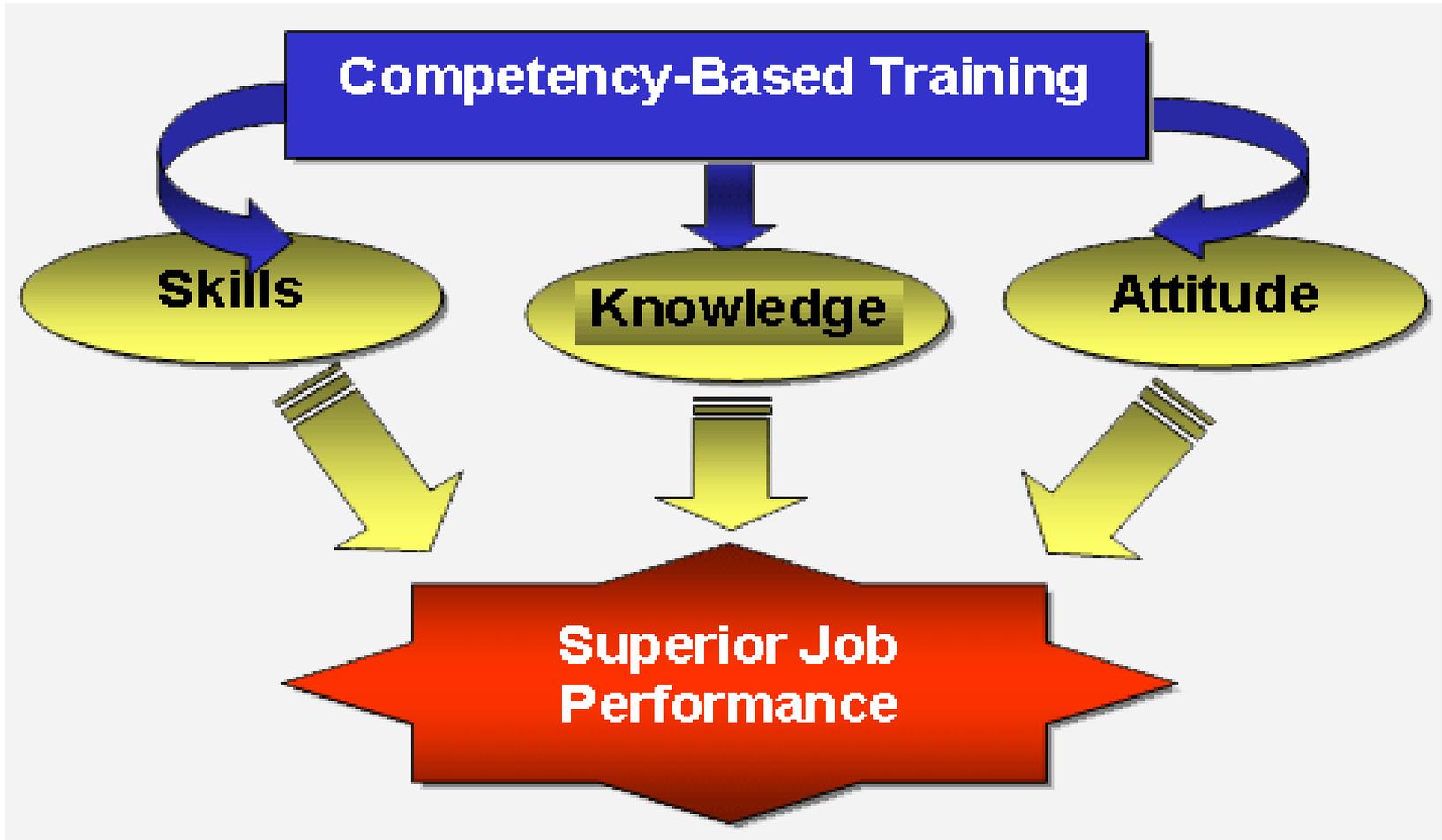
Include and  
establish  
coaching  
Strategies for  
Stakeholders



Evaluate timely  
Opportunities  
to engage the  
competency  
and thus  
exemplify  
success in  
application.



The primary strategy to enhance competency is *attitude*



- **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).”***

**COMPETENCE IS  
EMPOWERING!!!**

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>

COMPETENCIES

BEHAVIOURAL

TECHNICAL

- **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.**

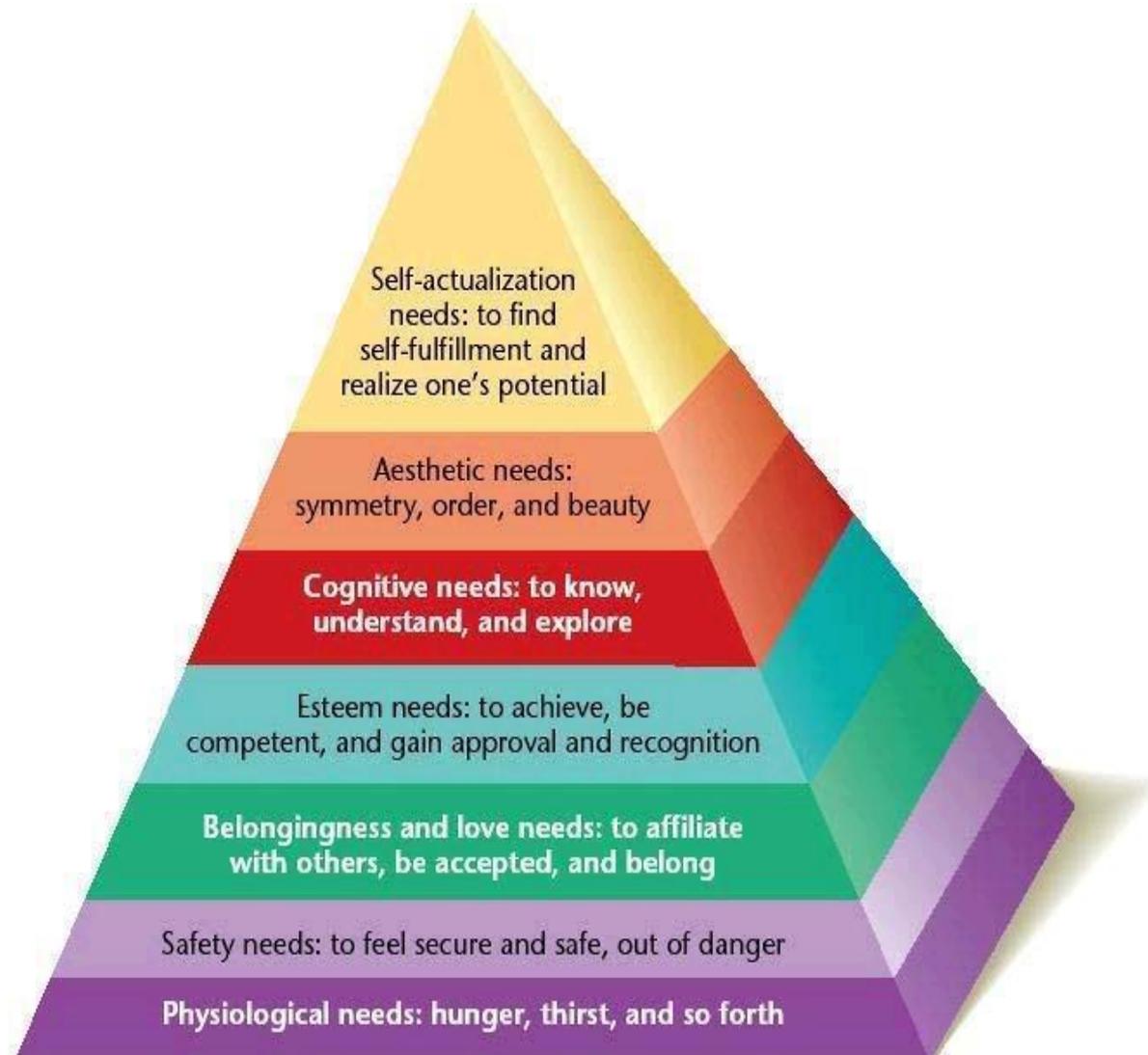
- **Communicate and create opportunities for change with internal stakeholders**
- **Consider existing infrastructures to ensure the enhancement of competence is sustainable and continues**
- **Understanding the internal processes that support capacity to enhance competency development**

## ***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:**

**Competent Practice**  
**Confidence**  
**Competence**  
**Courage**  
**Care**



- 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

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