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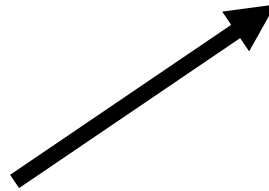
# The Wright Competency Model

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Information Age



Industrial Age



# **Competency Assessment**

# Clarify:

Regulations

Definitions



# Communication

vs

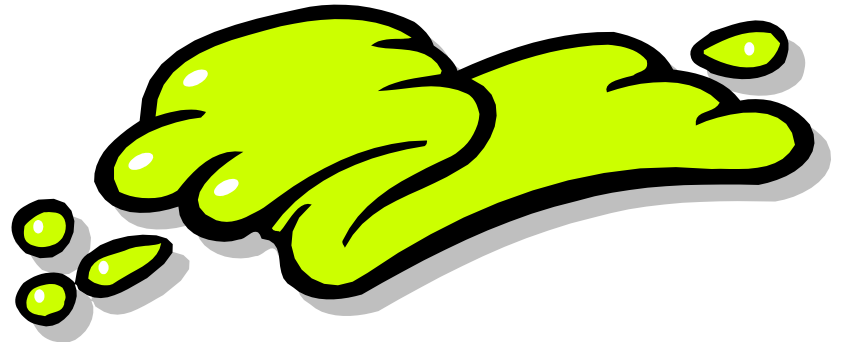
# Education

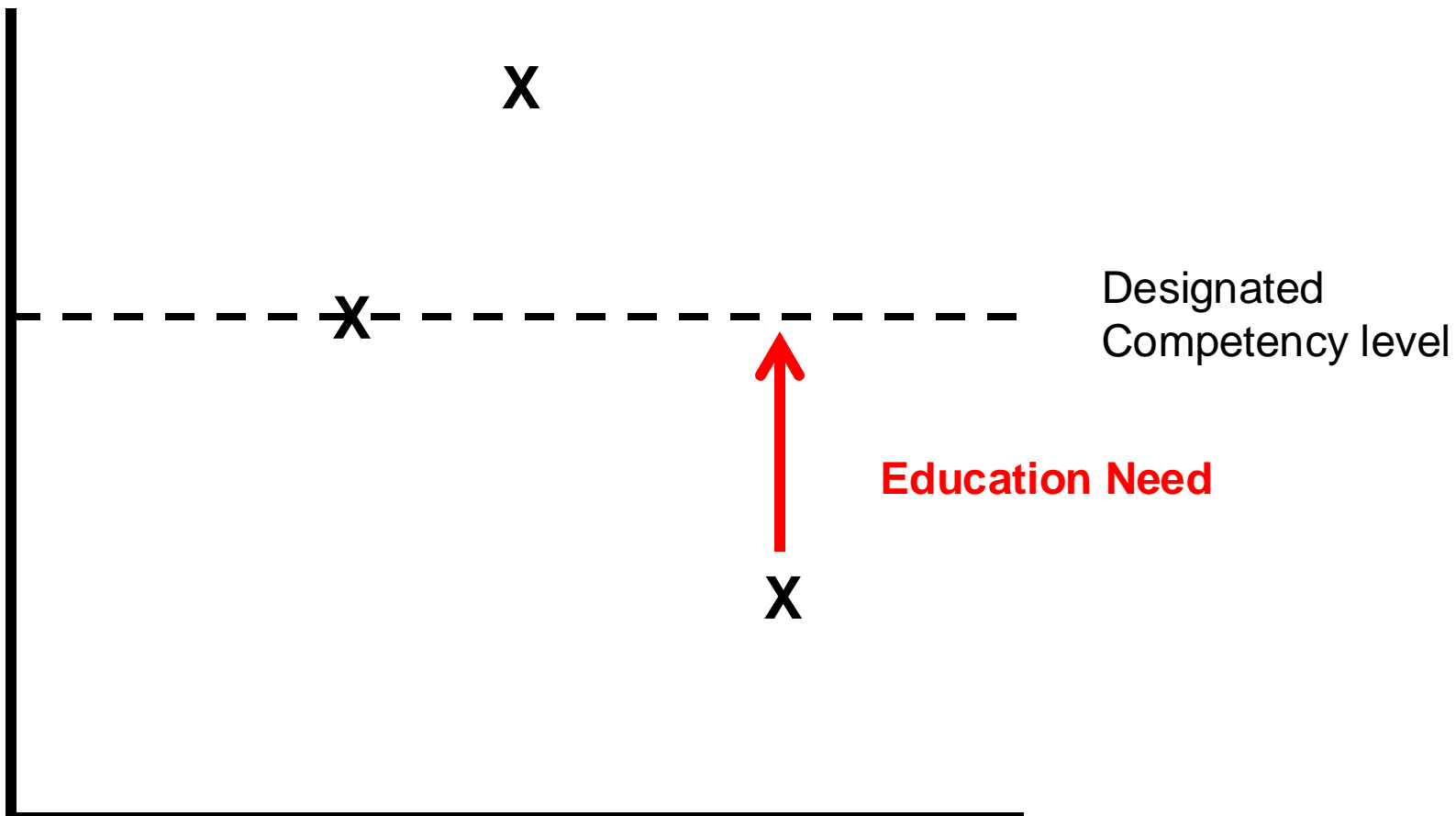
vs

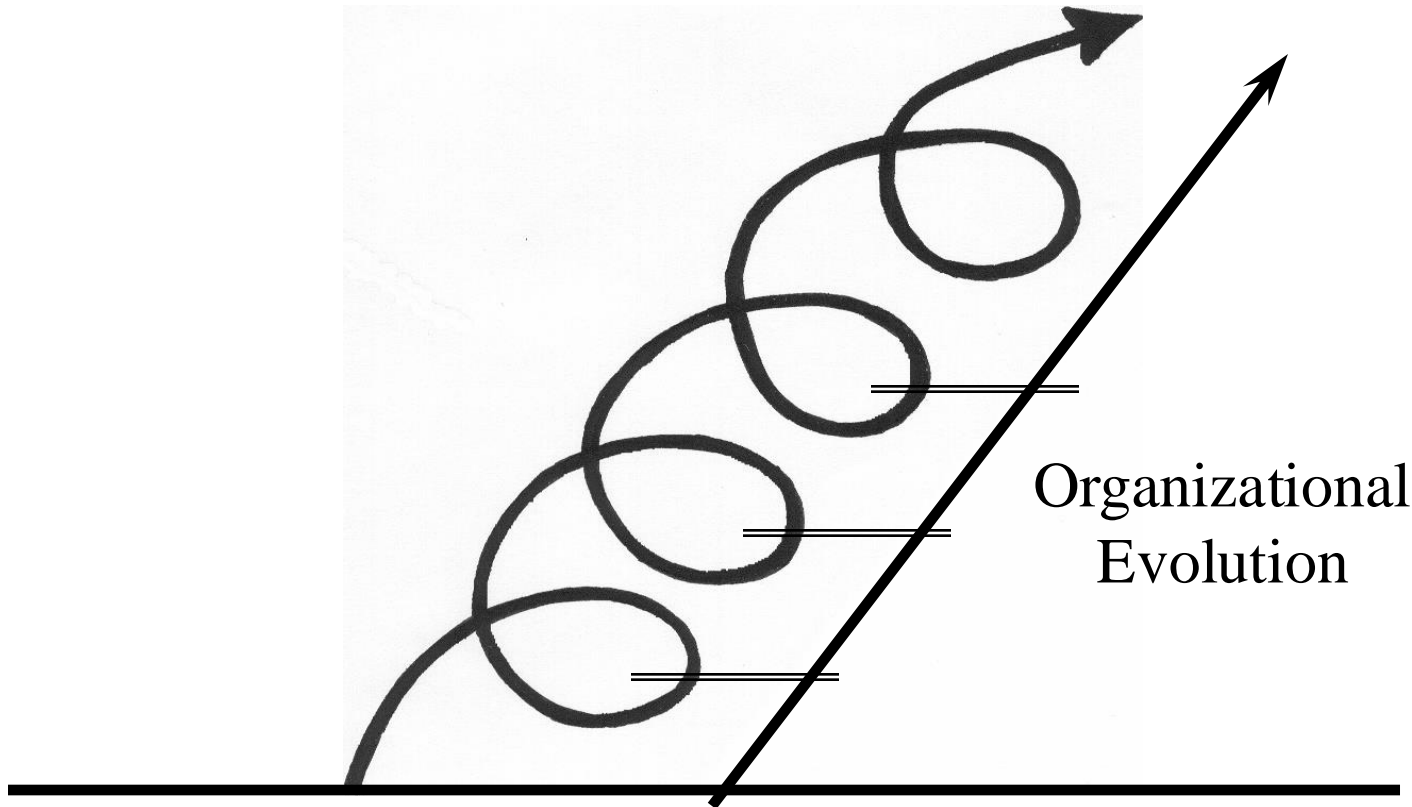
# Competency

Competency Assessment  
..... verification

Education  
..... gap in knowledge skill  
or ability



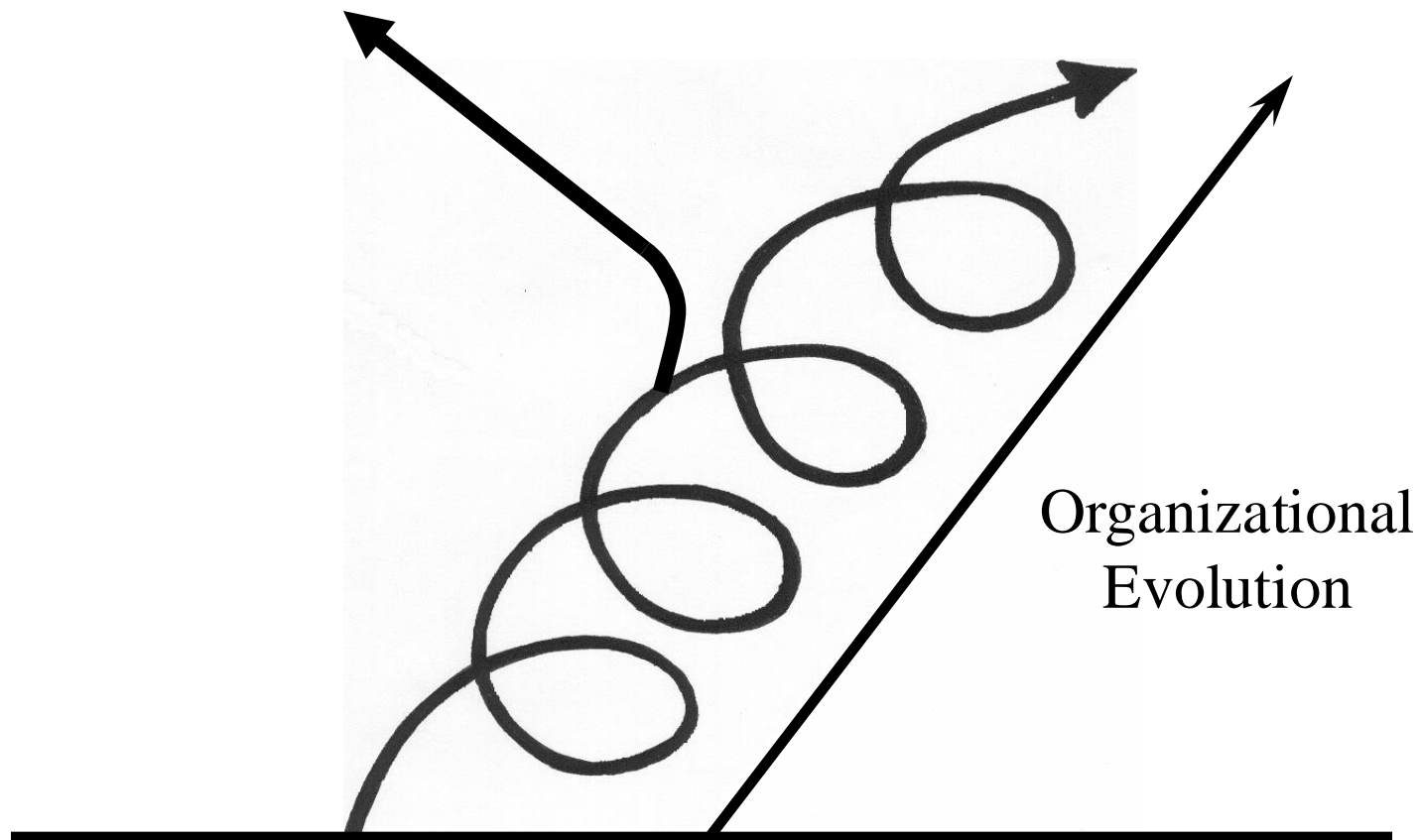




Organizational  
Evolution



# Competency Issues verses Other Employee Issues



## ***Competency Issues/Problems***

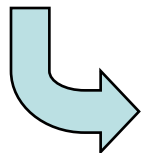


Response:

Education and  
other staff development support

## ***Commitment issues***

(employee moving in a direction other than the direction of the organizational mission and purpose)

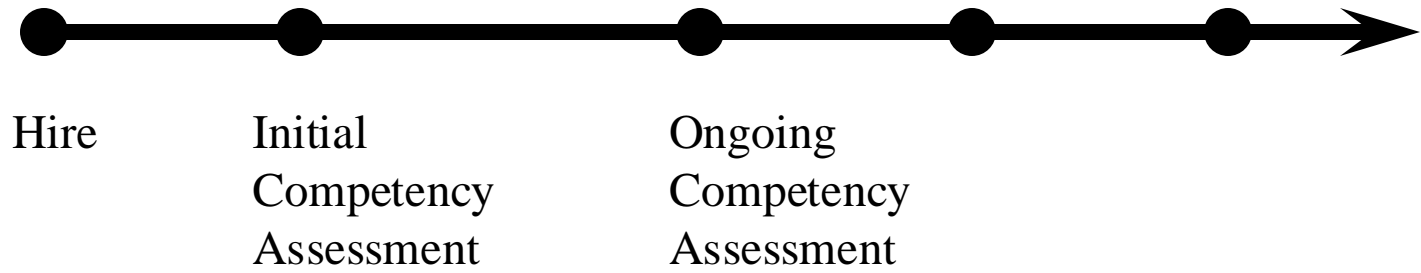


Response:

Managerial response

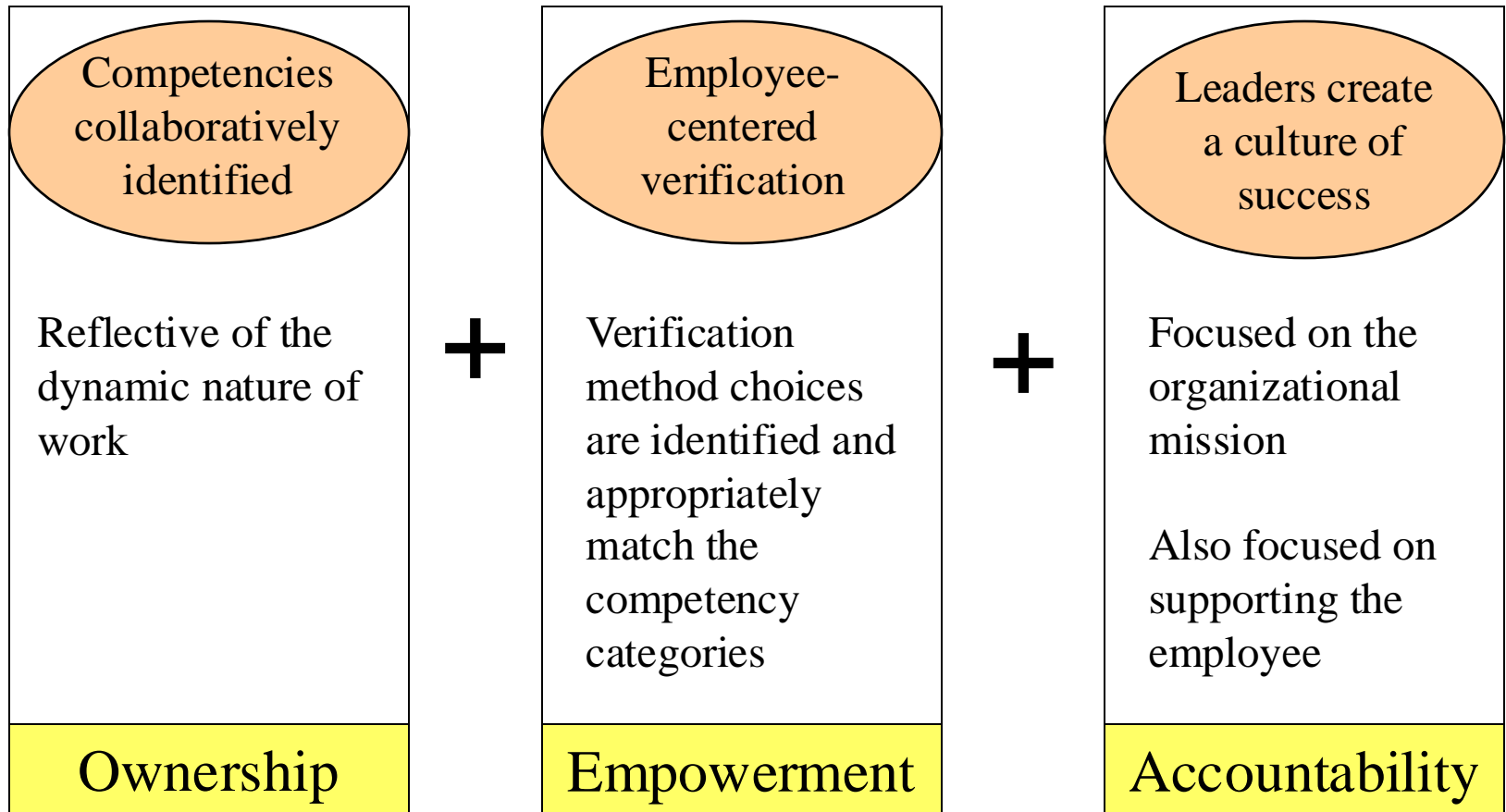
– start with a discussion about commitment

Ask – “Do you really want to work here”



# Wright's Competency Assessment Model

## Elements of success



Each Department/ Unit/ Clinic  
explores their needs.

What in this job right now is ...

New

Changing

High Risk

Problematic

## ***Worksheet for Identifying Ongoing Competencies***

*Job Class* \_\_\_\_\_ *Dept./Area* \_\_\_\_\_ *Date* \_\_\_\_\_

Step 1: Brainstorm staff needs in each of the categories listed below.

Step 2: Prioritize those needs and choose which ones the organization will focus on.

<b><i>Competency Needs:</i></b>	<i>Priority: Hi-Med-Lo</i>
What are the NEW procedures, policies, equipment, initiatives, etc. that affect this job class	
What are the CHANGES in procedures, policies, equipment, initiative, etc. that affect this job class.	

<p>What are the HIGH RISK aspects of this job. <i>High risk is anything that would cause <b>harm, death, or legal action</b> to an individual or the organization</i></p>	
<p>What are PROBLEMATIC aspects of this job. <i>These can be identified through quality management data, incident reports, patient surveys, staff surveys, and any other form of evaluation (formal or informal)</i></p>	

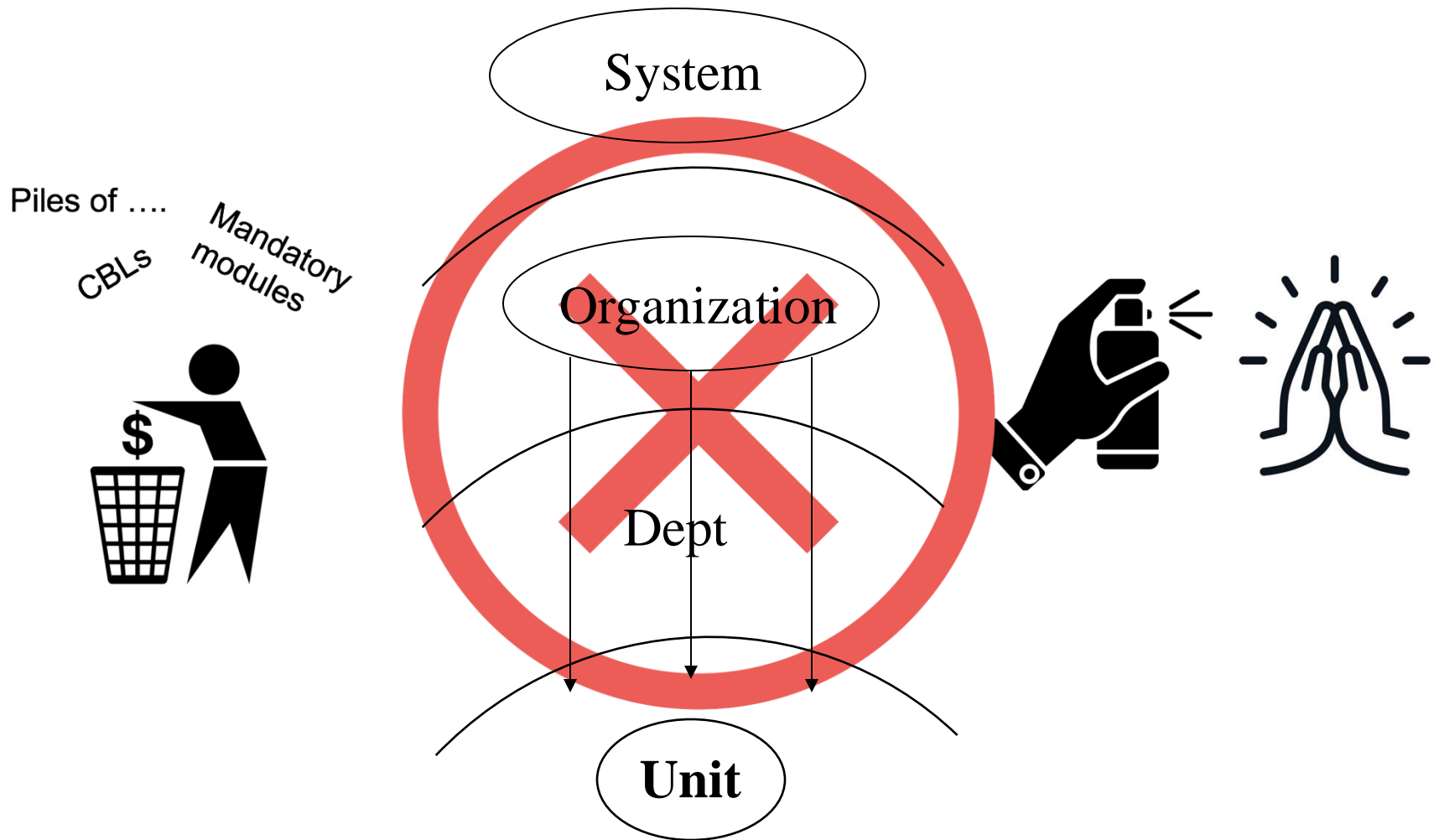
**Reminder:** *Are there any age-specific aspects in any of the priority areas listed above?  
Add age specific aspects to a competency selected above rather than creating a separate  
age specific competency.*

Try to limit your focus to no more than 6 competencies each year.  
Trying to focus on more than that can be confusing and overwhelming for both staff and leaders.



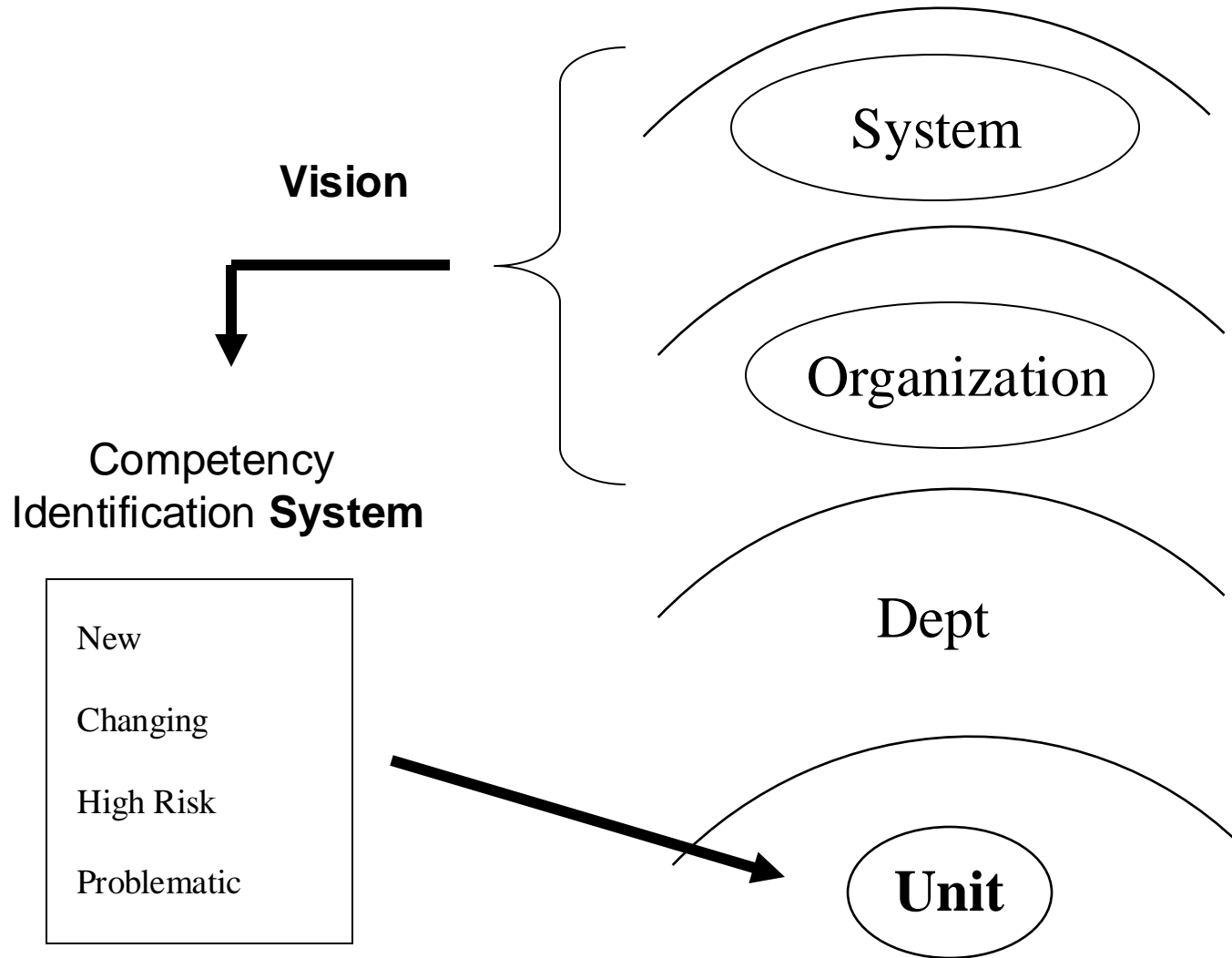


Competencies should **not** come from the top down

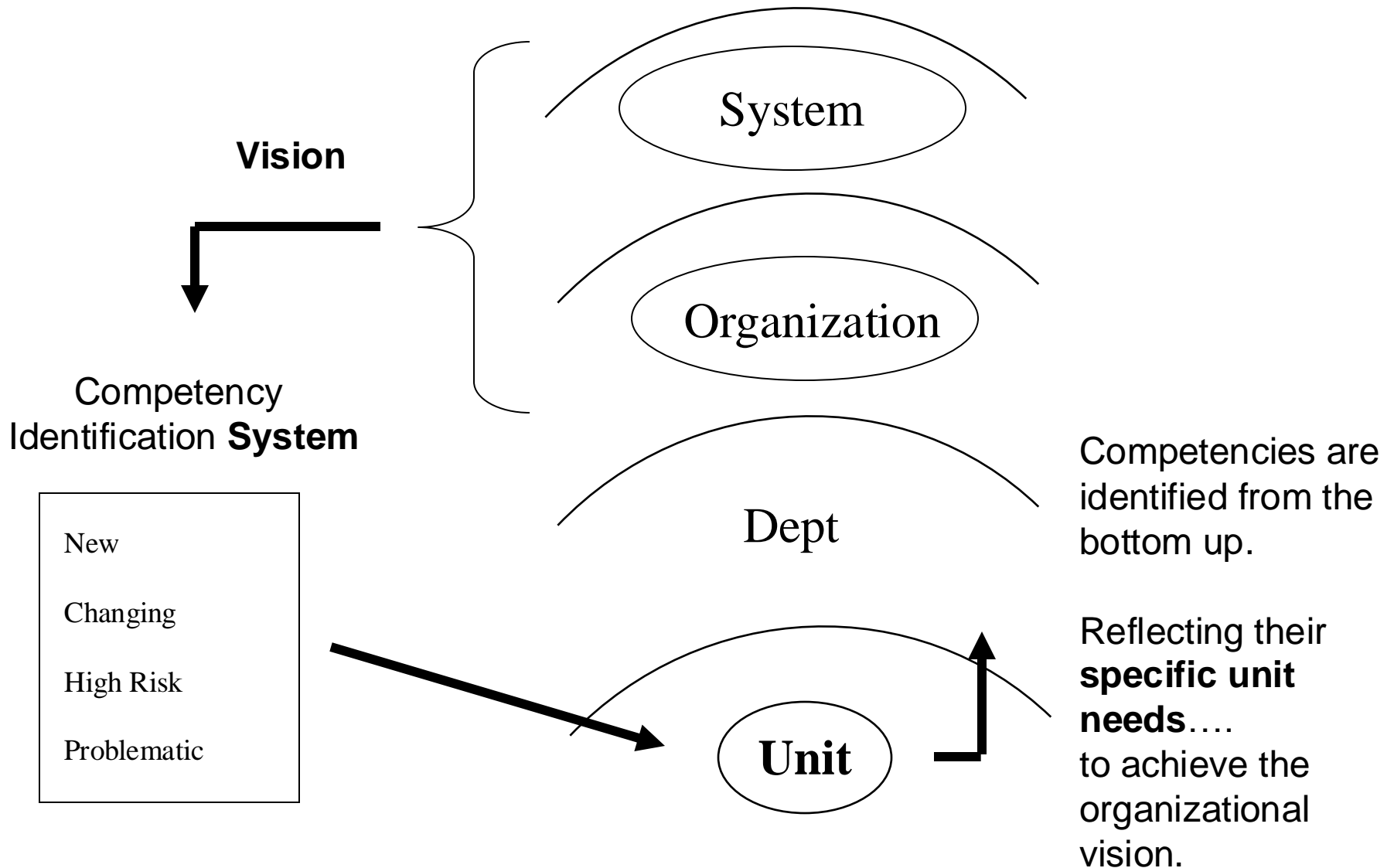


Rather than competencies coming from the top down...

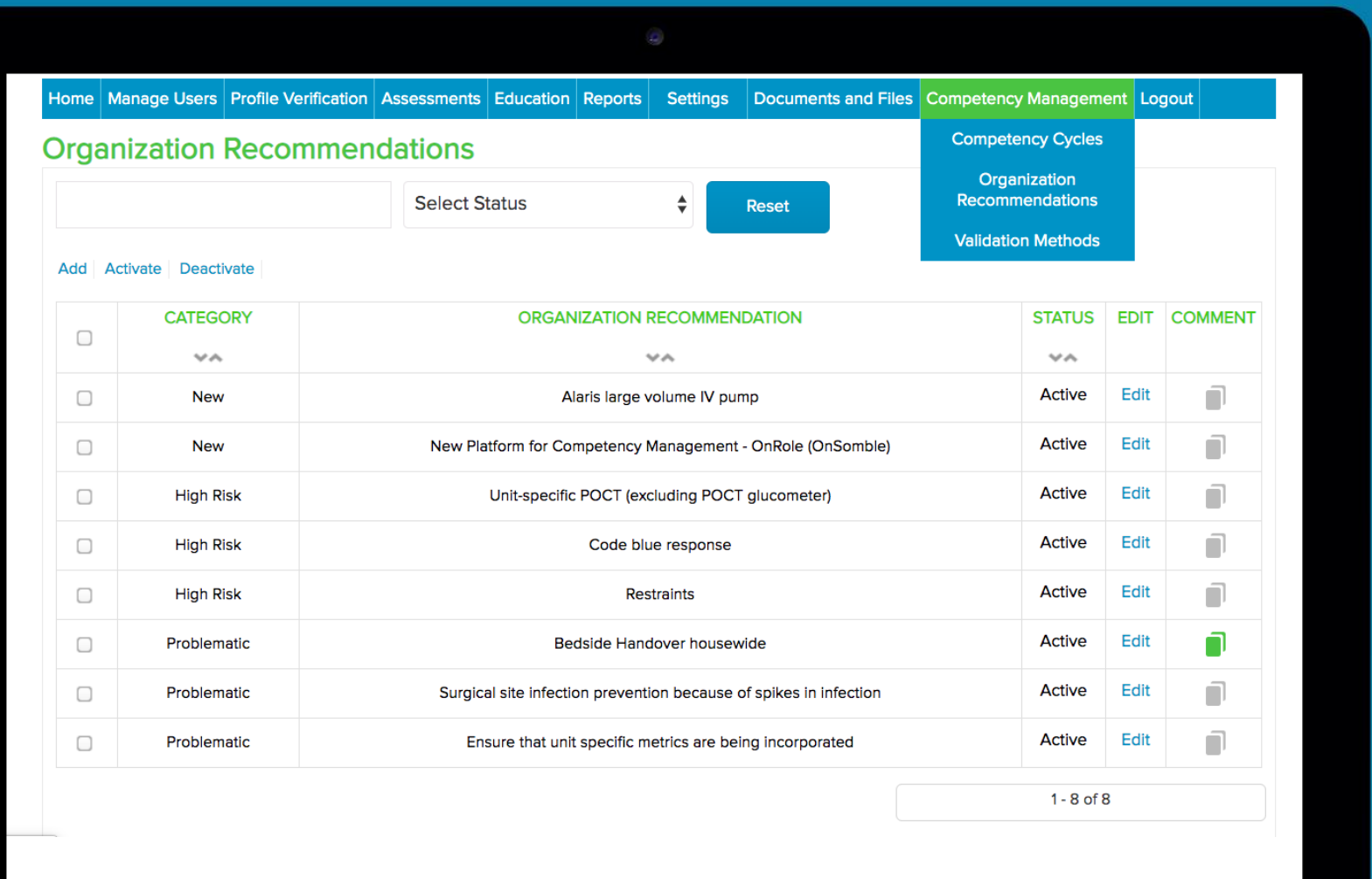
What comes from the top down is the **Vision** and **System** (for filtering out competencies at the unit level)



Competencies will then be identified from the bottom up.  
This creates ownership and increases outcome success.



# The organizational strategic vision is communicated to the units and departments



The screenshot displays a web application interface for Competency Management. The top navigation bar includes links for Home, Manage Users, Profile Verification, Assessments, Education, Reports, Settings, Documents and Files, Competency Management (highlighted), and Logout. A dropdown menu for Competency Management shows options for Competency Cycles, Organization Recommendations (selected), and Validation Methods.

## Organization Recommendations

Search:  Select Status:  [Reset](#)

[Add](#) [Activate](#) [Deactivate](#)

<input type="checkbox"/>	CATEGORY	ORGANIZATION RECOMMENDATION	STATUS	EDIT	COMMENT
<input type="checkbox"/>	New	Alaris large volume IV pump	Active	<a href="#">Edit</a>	
<input type="checkbox"/>	New	New Platform for Competency Management - OnRole (OnSoble)	Active	<a href="#">Edit</a>	
<input type="checkbox"/>	High Risk	Unit-specific POCT (excluding POCT glucometer)	Active	<a href="#">Edit</a>	
<input type="checkbox"/>	High Risk	Code blue response	Active	<a href="#">Edit</a>	
<input type="checkbox"/>	High Risk	Restraints	Active	<a href="#">Edit</a>	
<input type="checkbox"/>	Problematic	Bedside Handover housewide	Active	<a href="#">Edit</a>	
<input type="checkbox"/>	Problematic	Surgical site infection prevention because of spikes in infection	Active	<a href="#">Edit</a>	
<input type="checkbox"/>	Problematic	Ensure that unit specific metrics are being incorporated	Active	<a href="#">Edit</a>	

1 - 8 of 8



## Brainstorming

Analyze

### New Aspects



Add

New organizational initiative related to Healthy Work Environment



Implementing RBC Care Delivery Model organization-wide



### High Risk Aspects



Add

Organizational Required Competency Consideration: Restraints  
(click on notes for more details)



### Changing Aspects



Add

### Problematic Aspects



Add

CAUTI: Catheter Associated Urinary Tract Infections.  
All areas must be under the benchmarking level with their Quality calculations










## New Aspects



Add

New organizational initiative related to Healthy Work Environment  



Implementing RBC Care Delivery Model organization-wide  


New endocrine patient population with neurologic condition as a co-morbidity 


## High Risk Aspects




Add

Organizational Required Competency Consideration: Restraints (click on notes for more details)  

Chemotherapy Infusion 


Chemotherapy extravasations 


We receive some pediatric patients (16-17 y/o) from time to time (vulnerable patient population requiring guardian consents) 


## Changing Aspects



Add

Change in procedure for responding to toxic spills and disposal of the toxic waste 



Change in patient transfer process to endoscopy and diagnostic procedural area 

Change in national reporting for domestic violence in patients 

## Problematic Aspects



Add

CAUTI: Catheter Associated Urinary Tract Infections. All areas must be under the benchmarking level with their Quality calculations  

# Accountability

Manager and employees develop competencies for the job class

```
graph TD; A[Manager and employees develop competencies for the job class] --> B([Each employee is accountable to verify their identified competencies]); A --> C[The manager is accountable for creating an environment that supports competency achievement];
```

Each employee is accountable to verify their identified competencies

The manager is accountable for creating an environment that supports competency achievement

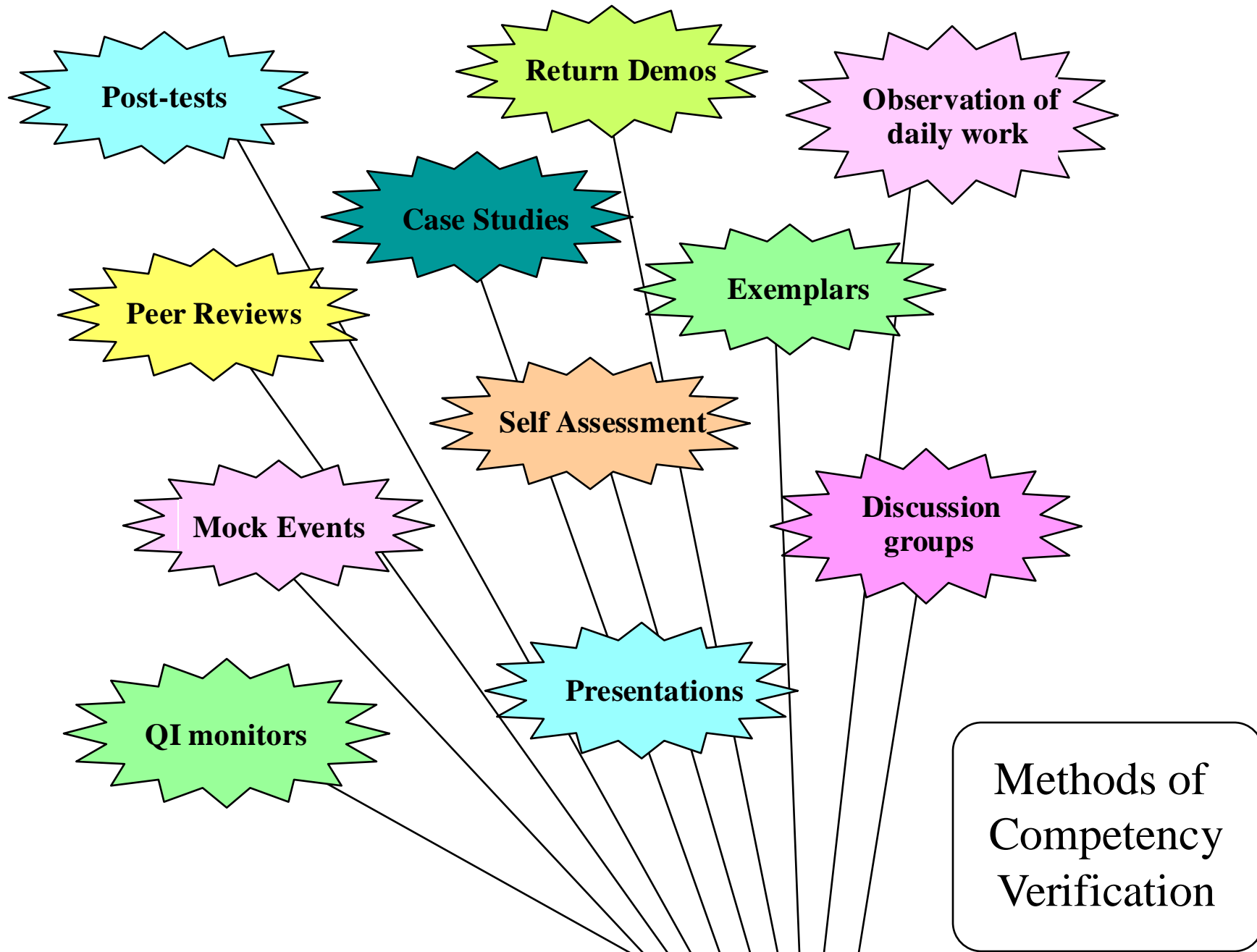
Competency statement

Demonstrates the ability to apply customer service principles to the everyday work situations.

Verification Methods

- ☐ Submit two customer services peer reviews completed by two different coworkers.
- ☐ Submit one customer service exemplar based on information from a patient/family member. May include cards, letters, or patient satisfaction information that identifies you by name.
- ☐ Participate in a case study/discussion group session on customer service.
- ☐ Complete two customer service case studies.





# Creating Competencies that matter

(Avoiding surface competencies)

Resiliency

Learning on  
the Fly

Self Awareness

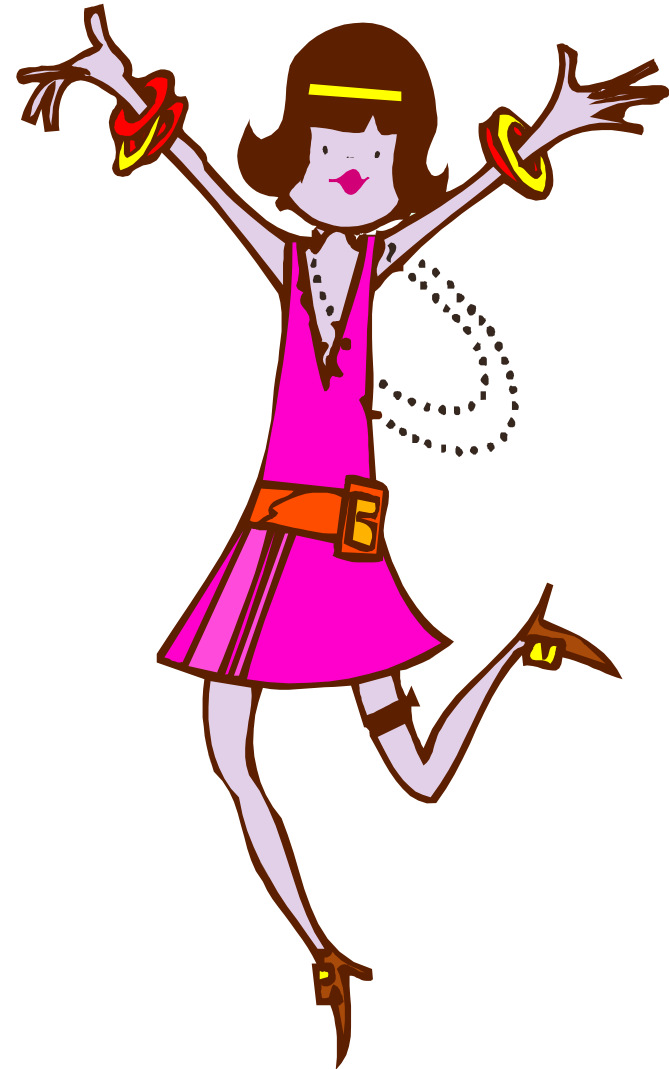
Attitude

# Wright's Competency Assessment Model

Ownership

Empowerment

Accountability



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# Questions:

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