# IPC Competency Tool
IPC Admin Support

## IPC Competency Tool for IPC ADMIN SUPPORT

Use this booklet alongside the **IPC Competencies – Quick Guide** and the **Self-Assessment Checklist** to help you navigate your journey.

This tool was made specifically for your role, and will create a totally unique path for you.

| ACTION competency domains: IPC Admin Support role | | | | | ENABLING competency domains | | |
|---|---|---|---|---|---|---|---|
| **Job knowledge** | **Job Skills** | **Execution** | **Relations** | **Transformation** | **Health systems awareness** | **Self-awareness, self-development** | **Values** |
| Patient Safety<br>Project management | Business communication<br>Office Administration<br>Performance Measurement<br>Process and Quality Improvement | Accountability<br>Analytical thinking<br>Information seeking<br>Initiative | Collaboration<br>Communication<br>Interpersonal understanding<br>Relationship and network development<br>Service orientation<br>Talent development | Change leadership<br>Innovation | Financial skills<br>IT management<br>Organizational awareness<br>Project accountability | Achievement orientation<br>Professional development<br>Self-awareness<br>Self-confidence<br>Wellness | AHS corporate values<br>Diversity, inclusion and equity<br>Ethics |

**Notes**

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Alberta Health Services
Infection Prevention & Control

# IPC Competency Tool for the **IPC ADMIN SUPPORT** role

## 1. ACTION domain: Job Knowledge

| Competency | Description | Level 1 - Beginner proficiency | Level 2 - Proficient | Level 3 – Advanced proficiency |
|---|---|---|---|---|
| **Patient safety** | Knowledge of patient safety, quality improvement. Functions as an integral part of quality improvement initiatives to promote positive patient and employee outcomes. | Understand the principles of patient safety, its importance, and where to access AHS resources and information. Understand the links between patient safety and infection prevention and control. Understand how their IPC role supports patient safety. | Promote a culture of patient safety, identify opportunities for continuous patient safety improvements. | Work with patient/family groups to anticipate and improve people-centred, high quality healthcare delivery. |
| **Project Management** | Plan, execute, and oversee projects involving significant resources, scope, and impact. Examples include the construction of a major building, implementation of a new enterprise-wide initiative. | Assist in development of the strategy for project execution. Use tools to develop projects with narrow scope and complexity. | Develop project strategy and lead projects with significant scope, risk and complexity to achieve milestones and objectives that have significant impact on IPC. Use tools to manage projects with a few phases, increased scope. | Develop strategies for projects with broad scope, risk and complexity to achieve milestones and objectives. Use tools to manage projects with multiple phases, significant scope. |

**Notes**

## 2. ACTION domain: Job Skills

| Competency | Description | Level 1 - Beginner proficiency | Level 2 - Proficient | Level 3 – Advanced proficiency |
|---|---|---|---|---|
| **Business communication** | **Software**: Managing emails, calendars, booking meetings, using appropriate software e.g. MS Teams/Skype/Outlook. Formatting surveys | Have awareness of AHS unrestricted software, and able to perform the basic functions. Know the process for AHS-approved software requests. | Understand and able to utilize advanced software features, including survey formatting. Able to advise others on the use of pertinent software. | Explore new software options and how those may add value to the IPC program. |
| | **Verbal communication**: Use spoken communications in formal and informal situations to convey meaning, build shared understanding, and productively move agendas forward. | Use respectful communication, with no spelling/grammatical errors. Compose clear, accurate, succinct emails, memos and perform basic editing. Able to look up references, cite and use sources appropriately. | Ability to perform a literature search, or work with KRS to have a literature search completed. Can synthesize and summarize information for a target audience in order to provide information in a timely manner that is quick, engaging, and easy to read. Have awareness of communication tools and AHS Communication department's services. | Work with and utilize communication tools and the AHS Communications department. Develop strategies to communicate the right message, at the right time to the right audience. Guide readers to the information they need to understand all of the functions and services within IPC. |
| | **Written communication**: Use clear, concise, accurate and timely business writing. Have technical writing, editing skills, citing references. Produce clear reports, communicate effectively. | Keep the audience in mind to communicate basic IPC concepts to a diverse group of clients, colleagues and stakeholders. Utilize professional, respectful, and courteous language when dealing with colleagues and clients. Understand the impact of vocal tone, body language and posture. Actively listen during in verbal communications. | Be empathetic to increase stakeholder engagement. Describe IPC topics and ideas to diverse groups utilizing a variety of methods. Provide and receives constructive feedback. | Accurately describe complex ideas precisely, concisely and clearly. Hear, reflect, and build on what is said in group discussions while maintaining and encouraging a safe environment in-order to facilitate the exchange of ideas. Quickly adapt to changing situations and audiences. |
| | Editing skills, formatting references and documents, creating Word templates. Knowledge of AHS business communication tools, templates and protocols - locations, uses, training for resources. | Aware of the importance of the professional documents and AHS and IPC resources for formatting and visual style. Have basic knowledge of AHS and IPC business communication tools, templates and processes. | Have extensive knowledge of AHS business communication tools, templates and processes. Develop and train others on IPC business communication tools, templates and processes. Apply organizational formatting in an efficient manner. Create new formatting templates which align with AHS IPC style requirements. Assists others with designing, formatting and editing documents. | Identify gaps in business communication tools, templates and processes, create new resources to meet those and other anticipated needs.<br>Perform advanced formatting and editing of a variety of different mediums. Takes initiative to update/edit outdated IPC program templates. |

| Competency | Description | Level 1 - Beginner proficiency | Level 2 - Proficient | Level 3 – Advanced proficiency |
|---|---|---|---|---|
| **Office administration** | Timekeeping | Aware of e-People and team timekeeping processes – accuracy in timecard entry, running reports i.e. reported time authorization. | Be proficient in the use of e-People/timekeeping. Accurate in timecard entry, identifying discrepancies in timecard submissions by running reports to check accuracy. Determine and recommend changes to timekeeping processes within IPC (i.e. revised timecards). Create/keep system to track absences. Aware of Collective Agreements and NUEE terms and conditions pertaining to team codes (i.e. shift differentials, OT). Act as a resource person for the team. | Have advanced knowledge of e-People and timekeeping, and is a resource person for peers, team and or other programs. Submit content on new processes, system changes or general awareness topics to e-People training for consideration. Increased delegate responsibility in e-People. |
| | Ordering supplies, e-procurement, e-facilities, coding invoices | Monitor, order and check supplies of goods/services. Know AHS resources and processes. | Develop and review local processes for supply inventory. | Improve local processes for supply inventory |
| **Performance Measurement** | Understand and use statistical and financial metrics and methods to set goals and measure clinical as well as organizational performance; commits to and deploys evidence-based techniques. | Create metrics to measure personal performance (e.g. task turnaround time, number of tasks completed). | Create metrics to measure systems, team performance (projects, data errors, data quality). Understand basics of control charts. | Use metrics to implement and sustain targeted improvements for teams, systems, organization. |
| **Process and Quality Improvement** | Analyze and design or improve an organizational process, including incorporating the principles of high reliability, continuous quality improvement, and user-centered design. | Understand the principles of quality and process improvement. Know where to access resources including the AHS Alberta Improvement Way. | Recognize opportunities for quality improvement and applies knowledge of best practices. Have completed courses or training, such as AHS Green Belt certification. Understand the difference between research and QI activities, and when ARECCI/ethics submissions are required. | Systematic review of practices using quality improvement methods. Critical evaluation and application of current medical information and scientific evidence for patient care. Define linkages between research and evaluation. |

## Notes

## 3. ACTION domain: Execution

| Competency | Description | Level 1 - Beginner proficiency | Level 2 - Proficient | Level 3 – Advanced proficiency |
|---|---|---|---|---|
| **Accountability** | Honest, principled and transparent. Set priorities for self to meet deadlines, develops plans to meet short-term objectives in the context of the other assigned work. Ability to manage competing priorities, to be resourceful and to use time as a resource to produce high-quality work. | Structure in place for completing routine work. Results contribute to the success of own team/zone. | Outline goals and procedures, and develop internal controls to manage potential barriers to completion. Accept responsibility when missed deadlines affect project outcomes. Hold colleagues accountable for their project commitments. | Communicate expectations to staff and methods for achieving results. Establish culture of accountability across the team. Hold staff accountable for performance standards by taking action when those standards are not met. |
| **Analytical thinking** | Develop a deeper understanding of a situation, issue, or problem by breaking it down or tracing its implications step-by-step. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships. | Use existing guidelines, policies and procedures to solve routine/standard problems. Escalate or refer non-standard problems. | Solve a range of complex problems. Take a new perspective on existing solutions. Consult with senior staff/leaders for problems beyond own scope. Apply knowledge gained in other situations/experiences to a new experience or challenge. | Anticipate and solve or leads others to solve unique and significantly complex problems. Have little or no internal expertise to consult. Use external expertise for consultation. |
| **Information seeking** | An underlying curiosity and desire to know more about things, people, and issues, including the desire for knowledge and staying current with health, organizational, industry, and professional trends and developments. It includes pressing for more precise information; resolving discrepancies by asking a series of questions; and scanning for potential opportunities or information that may be of future use, as well as staying current and seeking best practices for adoption. | Access, assess and apply knowledge and information. | Maintain knowledge and information resources and help others to access and use those. Provide information to meet needs. Assess quality of publications. | Contribute to the IPC knowledge base through research and publication |
| **Initiative** | Identify a problem, obstacle, or opportunity and taking action in light of this identification to address current or future problems or opportunities. Initiative emphasizes proactively doing things and not simply thinking about future actions. Levels of proficiency relate to the time scale of focus, moving from addressing current situations to acting on long-term future opportunities or problems. | Recognize and act on present opportunities or problems by taking ownership and working on it until it is resolved. Take action to overcome immediate barriers to success. Be alert to opportunities for innovative solutions. Work independently. | Make use of available resources and identify alternatives to meet short-term goals. Think ahead and plan for contingencies. Effectively prepare and organize resources and activities. Ensure sufficient follow-up to check on progress and uncover potential problems. | Put comprehensive plans in place and implement those. Make creative use of available resources to meet major or strategic goals. Anticipate ramifications of current actions and take immediate long-term action to mitigate risks. Create an environment where proactivity and initiative are valued. |

## 4. ACTION domain: RELATIONS

| Competency | Description | Level 1 - Beginner proficiency | Level 2 - Proficient | Level 3 – Advanced proficiency |
|---|---|---|---|---|
| **Collaboration** | Work cooperatively and inclusively with other individuals and/or teams they do not formally lead; working together, as opposed to working separately or competitively. | Working relationships are formed with staff/stakeholders in own program and assigned patient/resident care area accountabilities. Aware of engagement principles and provides information to stakeholders to assist understanding alternative solutions to challenges. | Build partnerships with internal and external stakeholders to lead change and achieve results. Involve stakeholders through engagement process, listen and acknowledge feedback through engagement forums including focus groups, surveys, workshops. | Relationships are with AHS senior leadership and external experts and stakeholders that may have international scope. Able to negotiate IPC program needs in the context of larger program/organization. Has training in engagement principles from International Association of Public Participation (IAP2) or other organizations. |
| **Communication** | Communication skills: adaptive communication, active listening, emotional intelligence. To explain complex information, check for understanding, respond to complex client requests and/or circumstances; persuading/influencing others, building consensus. | Communicate basic information, check for understanding. | Explain information, check for understanding. Build consensus, persuade/influence others. Actively engage others and encourage teamwork. | Explain difficult concepts and check for understanding. Develop and achieve consensus through discussions; anticipate and addresses barriers. |
| **Interpersonal understanding** | Accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others, especially those who may represent diverse backgrounds and very different worldviews. Levels of proficiency relate to the increasing complexity and depth of understanding, as well as openness to perspectives very different from one's own. | Use active listening and recognize nonverbal cues. Interact with coworkers respectfully. | Anticipate potential barriers to effective communication which may be physical, psychological, attitudinal or hierarchical. Treat everyone with courtesy and sensitivity. | Evaluate the best method for communicating the message, with the type of technology used varying with the audience. Approachable when working to resolve sensitive and complex issues. |
| **Relationship and network development** | Establish, build, and sustain professional contacts for the purpose of building networks of people with similar goals and that support similar interests. | Work within team and mentor others for learning and sharing. | Engage others and develop networks and alliances to resolve issues and exchange information. | Purposefully build partnerships and coalitions with internal and external stakeholders to lead change and achieve results. |
| **Service orientation** | Identify and serve the people who receive support - colleagues, patients, healthcare providers, other stakeholders. Put yourself in the mind of the people who receive support and understand needs from their point of view. Discover and meet those needs, have a broad understanding of those you support. | Respond to routine and standard requests from clients/patients, and work with others to develop new ways of supporting stakeholders. | Solicit feedback and interpret information to determine client and patient needs. Assess requirements and identify solutions to non-standard requests. Be adaptable and flexible to new demands and service requests. | Develop innovative services, technologies or processes that address current and future client and patient problems or needs. Be nimble and pivot service delivery to areas of high or new demands. |
| **Talent development** | Build the breadth and depth of the organization's human capability and professionalism, including supporting people and taking a personal interest in coaching and mentoring high-potential leaders. Develop and maintain staff - recognize strengths, abilities and encourage professional development. | Impart IPC knowledge through lens of clinical experience and assist colleagues in translating knowledge to practice. Know how to access AHS coaching resources. | Recognize and foster strengths and encourage development of new skills. Proactive in providing mentorship and coaching to full-scope professionals and other staff. Adjust coaching/mentoring style to the specific competency level for a given task for the person they are coaching. | Use powerful questions to guide the conversations so the person being coached drives the conversations and create their solutions. May coach or mentor leaders in a profession or area of expertise beyond AHS. |

## 5. ACTION domain: TRANSFORMATION

| Competency | Description | Level 1 - Beginner proficiency | Level 2 - Proficient | Level 3 – Advanced proficiency |
|---|---|---|---|---|
| **Change leadership** | Energize stakeholders and their peers and sustain their commitment to lead changes in approaches, processes, and strategies. | Support change management strategies and implementation. Have taken introductory courses for change management principles. Aware of change management courses, including ADKAR models, for change management. | Encourage and support innovation and may lead change management initiatives. Completed learning on change management courses, incorporates change management principles into QI and process improvement projects. | Lead change management strategies and/or initiatives. Create a climate of continuous improvement and creativity aimed at systematic change. Use fundamentals of change management principles to lead change. |
| **Innovation** | Approach one's work and the IPC program in new and breakthrough ways, including applying complex concepts, developing creative new solutions, or adapting previous solutions in promising new ways and new technologies. | Follow existing processes or practices. Recognizes creativity in the team and program. | Solicits feedback and uses a creative and innovative approach to modify current or develop new processes or practices. | Anticipate client and patient needs, assess requirements and identify creative solutions. Scan the environment for emerging best practices and trends. |

**Notes**

## 1. ENABLING domain: HEALTH SYSTEMS AWARENESS

| Competency | Description | Level 1 - Beginner proficiency | Level 2 - Proficient | Level 3 – Advanced proficiency |
|---|---|---|---|---|
| **Financial skills** | Aware of and assists in controlling time and costs related to own work. Financial awareness, know about links between department's activities and AHS priorities. | Have awareness of costs relating to own work. Have an understanding how personal decisions and guidance impacts costs. | Monitor and control costs related to own work. May have accountability for budgets. Aware of short- and long-term financial implications of recommendations. | Accountability for budgets; allocate or redirect resources to ensure financial operational objectives are met. |
| **Information technology management** | See the potential for administrative and clinical technologies to support process and performance improvement. Actively sponsors the continuous seeking of enhanced technological capabilities. | Collect, use and disclose confidential information as per AHS IT privacy policies. Understand IT cyber security policies. Work with confidential information safely, and protect AHS information securely. Use teleconferencing technology. Know when to access IT support services and when to call IPC system administration for support services. | Share knowledge of advanced communication and teleconferencing technology. Participate in available tutorial workshops on improved technology. Access and utilize Knowledge Resource Services (KRS) proficiently for appropriate literature searches. | Actively seek and use more advanced innovative technology. Use capabilities of current systems to improve IPC program efficiency. |
| **Organizational awareness** | Business literacy, AHS organizational awareness, understanding of IPC placement in org chart, how different teams interact across the organization, how SurvStds team interacts with zone IPC teams, how AHS IPC interacts with national and international organizations and government. | Apply general knowledge of IPC program structure and team/zone functions. Understand how own role and team/zone fits within the IPC program. | Apply best practice and knowledge of IPC and other AHS teams/stakeholders to improve processes or services. Have a broad understanding of how role/program integrates with AHS structures. | Anticipate AHS IPC challenges and recommends best practices. Have a comprehensive understanding of how role/program integrates into AHS structures and impacts the healthcare system. |
| **Project accountability** | Accountability for complex projects that have multiple phases, significant scope and resources, high impact for IPC. Define scope, manage schedule, and make optimal use of resources. | May contribute to project work. Accountable for contribution to project team or sub-teams. | Work and projects are comprehensive in nature and broad in scope. Results may contribute to success of work beyond team/zone/program. May have full accountability for projects that have multiple phases, significant scope. | Work and projects are complex in nature and require application of expert knowledge. Accomplishes organizational goals and shapes direction and strategy of program through leadership of multi-faceted assignments and projects. Has full accountability for projects that have multiple phases, significant scope. |

## 2. ENABLING domain: SELF-AWARENESS, SELF-DEVELOPMENT

| Competency | Description | Level 1 - Beginner proficiency | Level 2 - Proficient | Level 3 – Advanced proficiency |
|---|---|---|---|---|
| **Achievement orientation** | A concern for surpassing standards of excellence. Standards may involve past performance (striving for improvement); objective measures (results orientation); challenging goals, or redefining the nature of the standards themselves (innovation). | Contribute to own personal development. | Develop own skills and knowledge and contribute to the development of others. | Develop oneself and others in areas of practice. |
| **Professional development** | A level of individual competence in the professional role. Strive to maintain integrity and high degree of competency through education, training and certification. Professionals are expected to incorporate these standards appropriate to their role and practice setting. | Have conceptual knowledge of theories, practices, and procedures in own profession/field of work. Aware of AHS policy 1131 "Learning and Professional Development". | Have a range of knowledge and practice expertise required for full scope of practice in own profession/field of work. Has developed a personal learning plan for ongoing professional development. | Have developed depth and breadth of expertise in profession/field of work. Have broad knowledge of how areas of expertise integrates with other related areas. Supports colleagues in their ongoing professional development activities. |
| **Self-awareness** | Have an accurate view of one's own strengths and development needs, including the impact that one has on others. A willingness to address development needs through reflective, self-directed learning, and by trying new approaches. | Analyze one's performance to understand positive experiences and setbacks and takes short-term action to improve performance. Apply learnings on the job. Know personal reactions well and when capable responds calmly. Communicate with confidence and produce calm and reasonable explanations to achieve desired results. | Actively seek feedback from others, including colleagues, and integrate results into personal development areas. Maintain composure, have ability to intervene and find effective and acceptable solutions. Plan ahead to manage emotions or stress. | Seek out new information and opportunities to enhance competencies, and integrate results into personal career planning. Take actions to improve abilities in line with career goals. Maintain self-control in challenging situations, ensure safety of yourself and others. |
| **Self-confidence** | A belief in one's own capability to successfully accomplish their work. This includes confidence in one's ability as expressed in increasingly challenging circumstances, and confidence in one's decisions or opinions. | Work within guidelines and policies when decisions are required. | Make decisions guided by policies in non-standard situations. Use judgement to determine the best of multiple options. | Make decisions within general organization and industry guidelines: considerable judgement is required as there is potential for variations in outcome. |
| **Wellness** | Establish habits supporting wellness, and create a work climate supportive of the total health of oneself and others. This includes role-modeling healthy habits and practices, and monitoring internal and external environments for opportunities to improve health. Resiliency, coping with stress and adversity and the ability to "bounce back" to a previous state of healthy functioning. | Understand the different types of personal well-being (examples include mental, physical, social, spiritual, financial, workplace). Know where and how to access AHS wellness support and resources. | Assess and action wellness activities in your life and encourage and support others to think mindfully about wellness. | Act as a Wellness Champion for the workplace. Work with others across the program to promote IPC program-wide wellness activities. |

## 3. ENABLING domain: VALUES

| Competency | Description | Level 1 - Beginner proficiency | Level 2 - Proficient | Level 3 – Advanced proficiency |
|---|---|---|---|---|
| **AHS corporate values** | Demonstrates the AHS CARES values (communication, accountability, respect, excellence, safety) and is an effective team member. | Know where the AHS CARES values and AHS competencies resources are, have conversations with colleagues on what those values mean and how to improve. Awareness of safe working practices and WHS "working safely" resources. | Practice the AHS CARES values and competencies and promote those with colleagues, stakeholders and in patient/family interactions. Application of safe workplace practices, contribute to site HIAC document. | Discuss AHS CARES values and competencies during coaching conversations and encourage team to find learning opportunities to support development and understanding. |
| **Diversity, inclusion and equity.**<br><br>**Recommended Course/Training:** | Align one's own and AHS' priorities with the needs and values of the community, including its cultural and ethnocentric values, and to move health forward in line with population-based wellness needs and national health agenda. The link between diversity, inclusion and equity to lead to justice. | Act in ways that support equity, and value diversity. Understand AHS mission. Commit to current learning and improvement in equity, diversity and inclusion. Effectively communicate, engage others, and direct them to where equity, diversity and inclusion resources are and how to access those.<br>**AHS courses:**<br>• Diversity and Inclusion Module 1 – Fundamentals (part of orientation)<br>• Diversity and Inclusion<br>• Module 2 – Business Case for Diversity and Inclusion<br>• Diversity and Inclusion Module 3 – Unconscious Bias<br>• Diversity and Inclusion Module 5 – Allyship – Part A (part of orientation)<br>• Indigenous Awareness & Sensitivity – to be completed as per **ROL**<br><br>**For Directors/SCs/Admins**<br>Leadership and those involved in hiring:<br>Inclusive Hiring Courses (part of orientation) | Promote equity and value diversity. Listen and adapt IPC approaches to fit patient and staff populations. Create IPC documents, materials that are accessible, culturally sensitive and inclusive and reflect population diversity.<br><br>**AHS courses:**<br>• Diversity and Inclusion Module 4 – Intergenerational Relationships<br>• Diversity and Inclusion Module 5 – Allyship – Part B<br>• Diversity and Inclusion Module 6 – Understanding Your Power, Privilege and Intersectionality<br>• IEN Cultural Integration for Staff<br>• 2SLGBTQI+ Basics – Building Safer Spaces in Healthcare<br><br>**For Directors/SCs/Admins**<br>Leadership Team:<br>• IEN Cultural Integration for Leaders<br>Recruitment and Selection Best Practices | Develop a culture that promotes equity and values diversity. Act as a voice for perspectives, levels, and cultures that are not otherwise represented. Encourages dialogue on ways to create safer spaces, promotion of civility and inclusive environments for all.<br>Advanced Courses in Diversity, Equity and Inclusion |
| **Ethics** | Make decisions and perform activities in an ethical manner. Accurately assess situations, seek new information if necessary, apply all information to reach sound conclusion and formulate an effective response. Act in ways that are consistent with one's values and what one says is important. | Broadly understand professional values and ethics. Seek guidance on details and norms of profession and grasps rationale behind those. Understand the relevance of ethics to the profession and consistently attempts to apply those. | Recognize workplace practices and conventions that diverge from stated professional workplace ethics and challenges the discrepancy, even at risk to personal interests. Practice and foster in others an ongoing inquiry into the practical meaning of professional ethics. Promote dialogue on the value of ethics. | Challenge powerful (more experienced and senior) persons to act on stated values and ethics. Actively and intensively challenge directives that do not align with professional ethics. Explain and develop ethical knowledge, standards and conduct in others. |