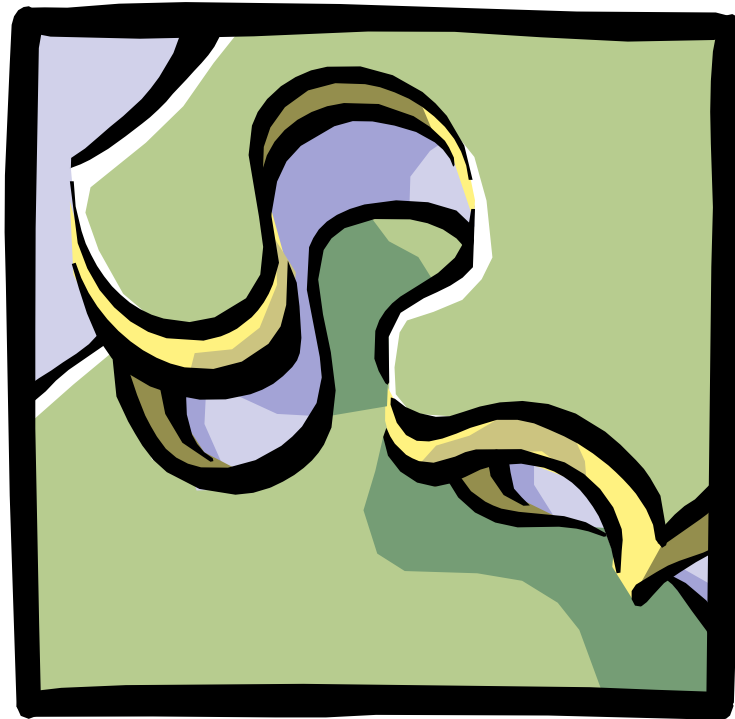
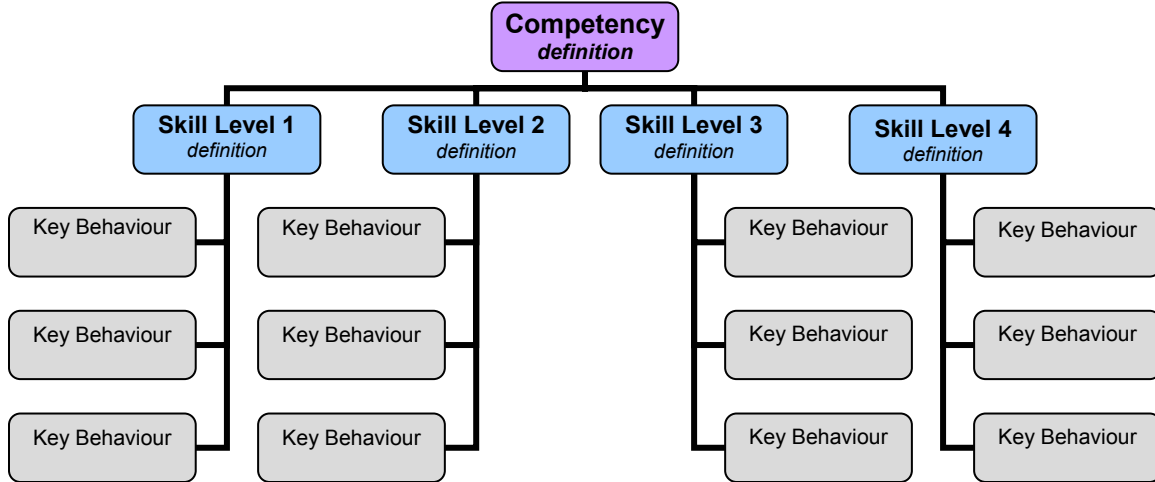


CORE COMPETENCIES



CORE COMPETENCIES

All core competencies in this catalogue are structured in the same way. Each consists of a definition of what the competency is measuring, a definition of each individual skill level, and a listing of associated key behaviours.



These competencies have been developed according to the **4 Skill Levels of Competency Matrix** found in the following chart. This matrix is useful for identifying your personal skill level within a competency. Each of the four skill levels considers the four factors identified on the right-hand side of the matrix: competency skill level, degree of initiative demonstrated, the general intent of action taken and the scope of influence.

4 SKILL LEVELS OF COMPETENCY

| Factor | Level 1 | Level 2 | Level 3 | Level 4 |
|--|---|---|--|--|
| Competency Skill Level | Basic Fundamental / foundational knowledge, skills, abilities and attributes. | Applied Working Knowledge Application of principles and/or processes. | In-Depth In-Depth knowledge / understanding of subject matter. | Expert Depth and breadth; comprehensive & advanced conceptual understanding of the skill / subject matter. |
| Degree of initiative demonstrated | Reactive | Active Involved in facilitating solutions. | Proactive Creating a new way; challenging a process; anticipating needs. Applying past learning to new situations. | Catalytic / Visionary Inspiring, creating and enabling a new way. Catalyst for change. |
| General intent of action taken | To respond to triggers | To resolve situation | To address root cause | To initiate strategic action |
| Scope of Influence | Task | Function | Operation | Organization / Government / Community |

What is the intent of the seven competency clusters?

Each of the seven core competency clusters describes a different set of activities. The competencies belonging to the seventh cluster, **Information Technology**, are currently under development; however its cluster definition is included below.

Communications Cluster

In our jobs we must be able to present information on complex issues with clarity, credibility and in consideration of its impact on others. We need to develop the ability to convey accurate, concise information in a logical, well organized and clear manner. We may be communicating in writing, one-on-one, to larger groups, or through presentations. We need to develop communication skills to ensure people understand our meaning and to motivate and influence people to act on the information we are communicating. Effective communication skills apply to all levels and all positions within the organization.

Interpersonal Cluster

We do not work in isolation from one another. More and more we are being asked to work in teams, to collaborate and form partnerships with others to get our work done. Today's workplace challenges demand the skill of developing and maintaining relationships. The ability to exercise effective interpersonal skills is critical to developing relationships. More and more the workplace depends on open communication. This is established by learning the skills of soliciting information, presenting your own views and doing this in a manner that creates common understanding and respect between you and other people.

Leadership Cluster

Leadership is action and may be defined by what we do, not by our role or position in the organization. In developing our leadership skills, we contribute to our own personal development. In order to lead others or influence them to do what we need them to do, we first need to be able to lead ourselves.

Managing for Results Cluster

Every public servant is expected to produce quality results by providing timely, efficient, effective service to the public. How we deliver policies, products or services are the measure of our success. This requires developing skills in strategic thinking, being financially responsible for public funds, planning, organizing, monitoring and evaluating our efforts. Beyond these fundamental skills, we also need to develop an entrepreneurial outlook. This helps us understand the environment we work in, basic business concepts and industry trends that allows us to effectively contribute to the economic development of our communities.

Self Management Cluster

Changing work environments increase demands on the public sector, and changing roles and responsibilities are all conditions driving the necessity for developing the skills of displaying initiative, life long learning and managing stress. In order to effectively manage these demands, we need to know how to handle ourselves and each other.

Thinking Skills Cluster

The ability to both understand and respond effectively to complex issues requires a high level of cognitive skills. These skills are needed to allow individuals to be able to interpret information and trends, recognize and manage complex relationships between problems and issues. In addition the ability to disseminate information and reassemble it is important to being able to problem solve and develop long-term and short-term strategies to address issues. It requires individuals to have the potential to manage complex information and demonstrate the commitment and knowledge necessary to apply their cognitive capacity to their work.

Information Technology Cluster

The ability to use current information technology to improve the efficiency and effectiveness of your work is becoming increasingly in demand. Developments in the area of information technology have increased at a rapid pace in the past decade and are being used more and more often in the workplace to assist in the completion of daily activities.

Core Competencies by Cluster

| | |
|---|----|
| COMMUNICATIONS CLUSTER | |
| Communicates Interpersonally | 26 |
| Communicates in Writing | 27 |
| Presents Informally / Formally | 41 |
| INTERPERSONAL CLUSTER | |
| Provides Customer Service | 42 |
| Resolves Conflict | 43 |
| Respects Others / Builds Trust | 44 |
| Team Player..... | 46 |
| LEADERSHIP CLUSTER | |
| Coaches for Competency | 24 |
| Creates and Innovates..... | 28 |
| Demonstrates Political Acumen..... | 31 |
| Fosters Collaboration and Partnerships | 34 |
| Fosters Vision, Mandate and Values | 35 |
| Leads People..... | 36 |
| Values Diversity | 47 |
| MANAGING FOR RESULTS CLUSTER | |
| Achieves Quality Results | 21 |
| Builds Strategic Performance | 22 |
| Demonstrates Business Acumen..... | 29 |
| Demonstrates Financial Responsibility | 30 |
| Facilitates Meetings | 31 |
| Manages Change | 38 |
| Plans, Organizes and Follows-Up..... | 40 |
| SELF MANAGEMENT CLUSTER | |
| Commits to Life Long Learning..... | 25 |
| Displays Initiative | 32 |
| Manages Stress | 39 |
| THINKING SKILLS CLUSTER | |
| Analyzes | 22 |
| Makes Decisions..... | 37 |
| Solves Problems..... | 45 |
| INFORMATION TECHNOLOGY CLUSTER (under development) | |

Alphabetical Core Competencies

| | |
|--|----|
| ACHIEVES QUALITY RESULTS | 21 |
| ANALYZES | 22 |
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| COACHES FOR COMPETENCY | 24 |
| COMMITTS TO LIFELONG LEARNING | 25 |
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| DEMONSTRATES BUSINESS ACUMEN | 29 |
| DEMONSTRATES FINANCIAL RESPONSIBILITY | 30 |
| DEMONSTRATES POLITICAL ACUMEN | 31 |
| DISPLAYS INITIATIVE | 32 |
| FACILITATES MEETINGS | 33 |
| FOSTERS COLLABORATION AND PARTNERSHIPS | 34 |
| FOSTERS VISION, MANDATE AND VALUES | 35 |
| LEADS PEOPLE | 36 |
| MAKES DECISIONS | 37 |
| MANAGES CHANGE | 38 |
| MANAGES STRESS | 39 |
| PLANS, ORGANIZES AND FOLLOWS-UP | 40 |
| PRESENTS INFORMALLY / FORMALLY | 41 |
| PROVIDES CUSTOMER SERVICE | 42 |
| RESOLVES CONFLICT | 43 |
| RESPECTS OTHERS / BUILDS TRUST | 44 |
| SOLVES PROBLEMS | 45 |
| TEAM PLAYER | 46 |
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Achieves Quality Results

Definition: Pursues excellence while achieving results within defined parameters.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|--|--|---|---|
| Follows established work routines and standards to accomplish tasks. | Uses tools and actively seeks methods to accomplish tasks more efficiently. | Uses process improvement methods to manage work and streamline processes. | Fosters a climate that encourages excellence to maximize business results. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| Clarifies details of tasks/assignments. | Works with others to analyze data / results and determine appropriate follow-up. | Promotes performance excellence to meet and exceed standards. | Challenges others to design and implement quality procedures and strategies to achieve excellence. |
| Plans and organizes tasks to obtain quality results. | Successfully manages competing demands using various techniques, such as time management, prioritization and delegation. | Continually analyzes and modifies current procedures to enhance quality. | Employs advanced quality techniques and strategies to optimize systems and improve organizational effectiveness. |
| Maintains awareness of and concern for all aspects of the job. | Looks for opportunities to continually improve work methods. | Keeps abreast of quality trends and tools and uses these techniques to improve processes. | Promotes and integrates continuous improvement initiatives and best practices into current operations. |
| Allocates time efficiently based on objectives, meets deadlines, completes work on schedule. | Uses basic tools to improve job efficiency. | Sets priorities in relation to strategic and or operating objectives. | Sets standards of quality for the organization and ensures they are met. |
| Completes tasks to an established standard of quality. | Reviews all parts of a job to ensure services are provided and quality standards are met. | Establishes efficient work systems or procedures to meet objectives. | Ensures that evaluation programs are in place to measure organizational effectiveness and efficiency. |
| Adheres consistently to standards. | Identifies when to stop investing resources in a task. | Designs and implements quality procedures and strategies to achieve excellence. | Establishes and maintains effective accountability systems in support of department's strategic direction, vision, mandate and core values. |
| Checks data / results for accuracy and completeness. | Informs those involved of changes in a timely manner. | Uses budgeted resources responsibly to achieve planned results. | Assesses and allocates resources to balance program / service needs with corporate direction. |
| Takes action to correct work that does not meet standards of quality. | | | |
| Communicates concerns and recommendations regarding work processes. | | | |

Analyzes

Definition: Observes, identifies, organizes and interprets information to understand the work environment, situations, concerns and opportunities.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|---|--|--|---|
| Gathers relevant information and organizes it in a logical manner. | Draws logical conclusions based on assessment of information available. | Recognizes factors that indicate potential opportunities or significant / complex / underlying issues. | Recognizes patterns in present concerns and in potential issues, and interprets their implications. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| Remains alert and attentive to variances and trends in the work environment. | Breaks down concerns and differentiates key elements from irrelevant information. | Identifies potential issues or opportunities based on information available, gaps and discrepancies based on common sense and past experience. | Identifies needs and conceptualizes issues in diverse, dynamic or complex situations giving consideration to client, community, organizational and employee interests. |
| Gathers necessary information before drawing conclusions. | Identifies connections between situations/ opportunities that are not obviously related. | Reduces complex information, patterns and events to fundamental key elements. | Integrates information from provincial / national / global sources to identify new / mega trends. |
| Asks appropriate questions to identify and clarify the information / situation. | Studies and compares information to identify patterns, trends and inter-relationships. | Identifies and develops explanations for patterns, risks, trends, interconnections or causes and their implications for the organization. | Interprets the meaning of multiple trends and their impact on the relationships between the organization and its environment and makes accurate prognosis of expected developments. |
| Uses a reasonable approach, one that can be explained to others to identify and locate information needed to address the situation. | Draws conclusions consistent with a reasonable interpretation of available information. | Identifies contradictions between policy and practice and seeks ways to align them with each other. | Identifies strategic opportunities and selects most likely actions to capitalize on them. |
| Gathers information in an organized manner to analyze a problem, situation, or decision. | Supports conclusions with evidence, data, and logical reasoning and existing statistics. | Analyzes existing and proposed policies and procedures to identify barriers to effective service. | Ensures the review, development and evaluation of policies and procedures in response to trends / emerging needs. |
| Verifies observations and conclusions with colleagues, supervisor or other informed person. | Assigns priority to concerns that takes into account impacts, urgency and future consequences. | Identifies probability and seriousness of risks associated with priority concerns. | |
| Identifies gaps / opportunities in information relevant to understanding the situation / concern. | Identifies best course of action for resolving concerns. | | |

Builds Strategic Performance

Definition: Contributes to the organization's strategic performance by developing individual and/or group goals and aligning these goals with organizational objectives. Monitors, manages and evaluates organizational performance and resources to achieve desired results.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|---|---|--|---|
| Manages own daily activities in line with established performance objectives and standards. | Jointly translates group objectives into individual performance objectives; supports and manages performance. | Translates organizational / resource goals and strategies into group objectives; managing performance. | Defines the core business and identifies the strategic direction of the organization. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| Familiarizes self with strategic direction of organization. | Translates the group objectives into individual roles. | Explores the implications of strategic organizational direction with staff. | Develops organizational / resource goals and strategies. |
| Identifies the contribution of own / others' current activity to larger goals. | Clearly articulates work objectives/goals. | Develops resource / operational plans in alignment with organizational direction. | Stays current with global trends and current strategic / business thinking. |
| Makes oneself available to address questions or concerns. | Solicits input to define achievable individual performance objectives and measures. | Optimizes resource allocation and use to meet program and financial goals. | Interprets the implications of political, regulatory and business trends on the organization. |
| Monitors progress of activities in line with expected results. | Provides resources to support planned competency development. | Involves others in developing specific group objectives, measures and action plans. | Ensures appropriate systems are in place to conduct strategic/business planning, fulfill management accountabilities, and to measure results. |
| Adjusts daily priorities as required. | Regularly reviews objectives and results. | Balances the need for organizational progress with the need for realistic objectives and goals. | Ensures alignment between strategic direction, resources and technology. |
| Remains accountable for results. | Proactively seeks resources necessary to accomplish work. | Acquires appropriate resources necessary to achieve group objectives. | Takes appropriate action to address gaps in organizational performance. |
| Promotes individual accountability for results. | Takes appropriate action to address competency gaps. | Initiates appropriate action in response to group results. | Aligns performance and reward systems with strategic direction. |
| Familiarizes self with relevant policies and procedures. | Holds individuals accountable for results. | Uses standardized evaluation methods to review department activities. | |
| Participates actively in competency assessment and development. | Provides formal feedback opportunities. | | |

Coaches for Competency

Definition: Facilitates the ongoing development of individual and organizational knowledge, skills and abilities / attributes.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|---|--|--|---|
| Coaches others in developing competence in individual skills or tasks. | Coaches / mentors others in developing their competence in overall job function and/or development of potential. | Supports others in development of potential; ensures others are developing to fill key organizational roles. | Determines future organizational competency requirements; ensures these requirements will be met. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| Explains and demonstrates how to perform a task. | Challenges others with more complex tasks or projects, as they are capable. | Plans group developmental activities for job competency, learning and growth. | Interprets environmental and /or organizational trends in light of their implications for current and future competency requirements. |
| Observes and evaluates task performance. | Identifies competency requirements for a job. | Identifies and assesses characteristics and competencies for special (typically time-limited) or key organizational roles. | Ensures, facilitates, and/or develops plans to meet future competency requirements. |
| Provides both affirming and constructive feedback. | Assesses an individual's competencies against the competency requirements of the job. | Identifies competency gaps for key organizational roles. | Acquires/commits organizational resources to facilitate competency development. |
| Exercises patience and respect for the variations in individual development. | Assists others in identifying their career interests, potential and aptitudes. | Develops plans for filling organizational competency gaps. | Creates an organizational environment that encourages individuals to develop their full potential. |
| Determines degree and direction of support an individual requires. | Jointly creates a developmental plan for job competency, learning and growth. | Identifies and assesses available individuals against organizational roles. | Identifies competencies critical to the future success of the organization. |
| Draws out others' ideas on how to perform tasks. | Provides support and guidance without removing responsibility for performance and task completion. | Recruits / develops individuals to fill organizational roles. | |
| Delegates tasks when appropriate. | Empowers others to take ownership of how job outcomes are achieved. | Challenges others to realize their career potential. | |
| When necessary, works with the individual to practice the new task/technique to achieve a reasonable skill level. | | | |
| Is receptive and open to coaching delivered by others. | | | |

Commits to Lifelong Learning

Definition: Continuously acquires and applies knowledge, skills and abilities / attributes to enhance performance, growth and employability.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|--|--|---|--|
| Keeps current with new job-related information through observation or active inquiry. | Applies acquired knowledge appropriately; demonstrates a commitment to personal learning. | Develops innovative ways of acquiring and transferring knowledge in complex circumstances; encourages learning in others. | Champions continuous learning at all levels, generates new knowledge, and develops concepts that radically impact an organization or culture. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| <p>Keeps an open mind to new concepts, ideas, methods, and learning.</p> <p>Identifies new information relevant to own work.</p> <p>Asks questions to obtain new information.</p> <p>Keeps current with relevant information that affects job function (e.g. organizational developments, current research, industry standards, best practices, policies, procedures and other documents).</p> <p>Learns from past experiences, including mistakes.</p> <p>Takes full advantage of job related learning opportunities.</p> <p>Seeks feedback on performance and appropriately modifies behaviour.</p> <p>Takes carefully assessed risks to learn and benefit from the outcomes.</p> <p>Shares information and techniques and applies them to daily work.</p> | <p>Takes responsibility for self-improvement and expansion of own knowledge and abilities.</p> <p>Develops awareness of own learning styles to facilitate acquisition of knowledge.</p> <p>Regularly conducts a self-assessment to assist in own skill development and competency.</p> <p>Identifies, assesses and selects appropriate learning resources and experiences to meet own developmental needs. (e.g. coaches, mentors, training, coursework, community involvement)</p> <p>Seeks opportunities to observe and practice a new skill to apply it effectively.</p> <p>Applies acquired knowledge appropriately on the job.</p> <p>Creates opportunities to share new knowledge and collaborates with others to clarify and expand understanding.</p> <p>Uses feedback, new information and learning to positively adjust own attitudes and close competency gaps.</p> | <p>Seeks and uses techniques to continually improve knowledge, skills and abilities</p> <p>Identifies the learning needs of the individual, team or organization based on an assessment of knowledge / skill gaps.</p> <p>Effectively recognises and transfers prior knowledge and skills to complex, new and/or changing circumstances.</p> <p>Develops innovative ways of applying knowledge to handle new challenges and/or new circumstances.</p> <p>Encourages others to take carefully assessed risks and helps them to learn and benefit from the outcomes.</p> <p>Creates an environment that encourages others to explore, accept challenges, network, and pursue lifelong learning.</p> <p>Challenges others to seek new learning experiences and opportunities, to look for ways to be better in their job, and to be more effective in their daily duties.</p> <p>Works creatively with others to identify resources, tools, methods and opportunities to acquire and apply new learning.</p> | <p>Regularly seeks new insights in a wide variety of areas.</p> <p>Actively experiments with new information.</p> <p>Clarifies and expands understanding to generate new knowledge and concepts.</p> <p>Collaborates with colleagues to generate new knowledge and concepts.</p> <p>Continuously identifies areas that need improvement in terms of organizational development in order to enhance service delivery and accomplish organizational goals.</p> <p>Actively supports and encourages co-operative lifelong learning partnerships through the provision of appropriate resources.</p> <p>Fosters an organizational climate of continuous learning that provides support/opportunities for individuals to move across the organization and into other roles.</p> <p>Ensures the organization has a clear, competency-based process for career development.</p> |

Communicates Interpersonally

Definition: Listens effectively and expresses ideas, both verbally and non-verbally, to achieve understanding.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|--|--|--|---|
| Listens and relays information and expectations clearly to others. | Demonstrates effective listening techniques; ensures mutual understanding of subject. | Anticipates others' communication needs and adjusts own communication style accordingly. | Fosters an organizational culture that values good interpersonal skill development. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| Conveys messages clearly and concisely using appropriate vocabulary and a respectful tone. | Accurately summarizes key points. | Uses appropriate communication techniques and strategies to convey information in a way that promotes complete understanding. | Defines the principles and framework of effective organizational communication. |
| Displays consistency between verbal and non-verbal message. | Demonstrates empathy (e.g. acknowledges others' feelings/concerns, expresses understanding of others' situation). | When communicating, takes into account the sensitivity of an issue by recognizing public interest, political ramifications and departmental constraints. | Establishes and implements guidelines and standards for effective communications. |
| Listens attentively to others. | Pays attention to receiver's verbal and non-verbal cues: adjusts own communication style accordingly. | Actively listens to understand not only what is being said, but also what is meant, by interpreting the substance of the verbal message, voice inflection and body language. | Identifies and monitors the organization's communication needs and establishes strategies for improving effectiveness. |
| Provides opportunities for others to speak. | Facilitates mutual understanding by probing for more information, rephrasing, summarizing, and / or adjusting own language and behaviours. | Creates or takes advantage of opportunities to listen to others and to satisfy their need for information. | Encourages and supports the development of good communication skills within the organization. |
| Shows interest in others' opinions. | Identifies what is fact versus opinion. | Models all the attributes of effective interpersonal communication. | Maintains composure in difficult or volatile communication situations (e.g. cross-examination, public hearings, media interaction). |
| Asks questions to confirm own understanding. | Solicits feedback on own interpersonal skills. | Coaches others to refine their interpersonal skills. | |
| Clarifies one's own understanding before passing information along. | Communicates professionally regardless of circumstances or situations. | Holds others accountable for communicating effectively. | |
| Passes information along in a consistent and timely basis to the appropriate people. | | Identifies barriers to effective communication and proposes solutions. | |

Communicates in Writing

Definition: Expresses ideas in writing in a clear, concise and organized manner for a variety of audiences.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|--|--|---|---|
| Produces basic memos, form letters and reports. | Applies the principles of effective written communication to produce routine material. | Produces complex and sophisticated written material for a variety of audiences. | Establishes guidelines and standards to optimize the quality and the effectiveness of written material. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| Uses correct grammar, spelling, and punctuation. | Accurately documents key points. | Anticipates the communication needs of the recipient(s) and adjust written material to enhance communication (e.g. style, tone, vocabulary, format, content). | Develops, periodically reviews and updates the desired internal standards and formats for effective written material. |
| Consults a dictionary, thesaurus and grammar manual as necessary. | Determines the format and style required. | Drafts / authors complex documents, reports, recommendations and legislation. | Reviews, edits and approves complex correspondence, documents, reports, recommendations and legislation. |
| Uses good sentence and paragraph structure. | Plans and organizes content and structure logically. | Recognizes factors to be considered when customizing written material for the recipient. | Encourages and supports the development of good written communication skills within the organization. |
| Matches content and style to purpose. | Conveys ideas, information, written decisions, rationale and directions clearly and concisely. | Drafts written material for others in keeping with their style. | Ensures the organization complies with corporate written communication guidelines and standards. |
| Uses easily understood vocabulary. | Reviews, edits and proof-reads for clarity, correctness and completeness. | Drafts written material to respond effectively to sensitive, high profile or volatile issues. | |
| Uses appropriate medium for written communication (e.g. hardcopy, e-mail, and overhead). | Seeks feedback on written material (e.g. style, content, format, and structure). | Proof-reads others' written material for clarity of content, proper structure and adherence to standards. | |
| Uses appropriate form, reports, or formats. | | Where appropriate, provides constructive feedback or critique on written material. | |
| Writes basic material clearly and concisely. | | Where appropriate, obtains the services of a professional writer / media specialist to produce specialized material. | |
| When transcribing, maintains message content and checks for accuracy. | | | |
| Proof-reads for accuracy and content and makes appropriate corrections. | | | |

Creates and Innovates

Definition: Cultivates new approaches to accomplish goals and solve problems.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|---|---|---|--|
| Demonstrates an interest in new ideas and approaches. | Actively seeks new ways of doing things. | Encourages creativity in others; facilitates the implementation of new ideas. | Creates an organizational environment that fosters and supports creativity and innovation. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| Identifies new ways to accomplish tasks. | Generates ideas and solutions that reflect innovative thinking. | Encourages others to challenge accepted approaches. | Removes systemic barriers to creativity and innovation in the organization. |
| Openly explores new ideas. | Experiments with new approaches. | Asks thought-provoking questions to spark others' creativity. | Champions corporate recognition programs for innovative ideas and solutions. |
| Discusses ideas with others. | Uses techniques to generate creative ideas (e.g. brainstorming). | Helps others to implement innovative ideas. | Introduces organizational learning opportunities to develop creative thinking. |
| Displays curiosity and imagination. | Questions the rationale behind approaches and proposes original solutions. | Recognizes and rewards creative thinking and innovation. | Fosters creativity and innovation by providing direction and resources. |
| Keeps current with new approaches. | Seeks out new ideas, opportunities and/or experiences. | Encourages others to bring forward new ideas. | Encourages the sharing of creative and innovative ideas inside and outside the organization. |
| | Originates or adapts an idea, plan or process to achieve a more favourable outcome. | Provides insight in related matters of expertise. | Continually challenges the "business as usual" environment. |
| | | Supports initiatives that investigate, evaluate and implement new ideas. | |
| | | Demonstrates an ability to detect when routines are dysfunctional and to initiate change. | |

Demonstrates Business Acumen

Definition: Demonstrates an understanding of industry trends, business concepts, economic development, as well as the possibilities and constraints of the environment in which service is provided. Takes advantage of opportunities that enhance the value of the product or service.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|--|---|---|---|
| Develops familiarity with and shares information on basic organizational products and / or services. | Promotes services and products in the context of competitive and industry trends. | Evaluates and supports the development of new markets, services and products. | Explores and acts on opportunities to stimulate economic development in light of the global business environment. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| Stays up to date on organizational services and products. | Familiarizes self with competitive products and services. | Tracks and assesses local or related industry trends and their impact on business. | Tracks global trends and their impact on business. |
| Provides current product and service information on request. | Conveys information on industry trends and the competition. | Identifies and communicates relevant marketplace information. | Actively evaluates and develops new strategic markets and positions. |
| Relies on readily available documents for maintaining awareness of own field / industry. | Actively promotes current and new services and products. | Identifies new markets for existing services and products. | Develops strategic business alliances with appropriate sectors (e.g. public, private, not for profit). |
| Forwards concerns or suggestions regarding services and products. | Periodically monitors customer satisfaction. | Explores new product and service opportunities to determine feasibility. | Develops systematic methods to identify and screen new business opportunities. |
| | Recognizes and forwards potential new product and service opportunities. | Provides the processes and resources to support the new services and products. | Develops strategies and/or systems to stimulate economic development and initiatives. |
| | Looks for ways to continually improve existing services and products. | Encourages others to identify new business opportunities. | Develops conceptual models for business applications. |
| | | Prepares business case to evaluate new and / or improved product and service options. | |

Demonstrates Financial Responsibility

Definition: Demonstrates an understanding of financial management policies, principles, processes and the impact of decisions in a public sector environment. Uses budgeted resources responsibly to contribute to organizational goals.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|--|---|---|---|
| Demonstrates accountability for own decisions regarding use of government resources. | Applies established financial management principles and practices to achieve program objectives. | Applies the Comptrollership Framework when incorporating financial management principles into operational decision-making and budget preparation in support of organizational objectives. | Establishes the financial strategies and frameworks for the organization. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| <p>Demonstrates basic knowledge of government financial terminology (e.g. expense claims, procurement card requisitions, allowable expenses, etc.).</p> <p>Performs work in accordance with established financial policies, guidelines, delegations and relevant legislation.</p> <p>Performs work in a cost-conscious manner using budgeted resources responsibly.</p> <p>Looks for opportunities to reduce costs in performing daily work.</p> | <p>Identifies the current costs of work processes.</p> <p>Balances cost versus benefit before taking action or making cost-related decisions.</p> <p>Prepares accurate cost estimates and financial schedules.</p> <p>Uses allocated public funds responsibly to fulfil program objectives.</p> <p>Projects and tracks costs and revenues to meet program objectives and effectively use resources.</p> <p>Maintains records to ensure that appropriation and allotment limits are not exceeded.</p> <p>Identifies, consults and communicates discrepancies, shortfalls or additional funding requirements to appropriate individuals and/or authority.</p> <p>Where authorized, takes corrective action.</p> | <p>Provides input to the development of and monitors performance against the Departmental Comptrollership Plan.</p> <p>Develops accurate financial plans and projections.</p> <p>Prepares, presents and / or amends financial requests or Budget Estimates for consideration and approval.</p> <p>Budgets operating, revenue and capital expenditures to achieve organizational objectives.</p> <p>Identifies financial implications and challenges the risks of business / program decisions.</p> <p>Uses internal and external resources responsibly to contribute to organizational and financial goals and targets.</p> <p>Evaluates regularly operational efficiency using financial indicators.</p> <p>Manages budgeted cost centres to meet changing priorities and demands.</p> <p>Liase with appropriate central government agency on behalf of Department or program.</p> | <p>Develops and implements financial management policies and practices.</p> <p>Identifies/redefines financial targets in light of changing economic conditions and priorities.</p> <p>Identifies strategies to achieve financial targets.</p> <p>Ensures systems are in place to monitor financial performance and mitigate risk.</p> <p>Remains accountable for the effectiveness and efficiency of the organization's financial administration.</p> <p>Develops and implements a comptrollership framework incorporating organizational ethics and values.</p> <p>Ensures compliance with government policy.</p> <p>Establishes and maintains financial management, administration and control systems.</p> |

Demonstrates Political Acumen

Definition: Uses knowledge of situations, systems, and cultures inside and outside an organization to identify potential impacts and to influence decisions.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|--|---|--|--|
| Interacts appropriately with people in various positions and levels in light of organizational culture. | Recognizes impact of own action on others and how decisions can be influenced. | Uses knowledge, influence and networks to anticipate impact of organizational decisions, solve operational problems, and advance opportunities. | Leverages networks and manoeuvres with agility to achieve corporate objectives. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| <p>Understands one's own role as a civil servant within the public sector environment.</p> <p>Keeps up to date on relevant formal organizational structure.</p> <p>Discloses any potential conflict of interest to employing authority.</p> <p>Respects the position and authority of others and established protocol (e.g. reporting structures, communication, procedures).</p> <p>Develops informal workplace contacts.</p> <p>Stays current on organizational topics / events.</p> <p>Asks questions to increase understanding of protocols and workplace culture.</p> <p>Observes the interpersonal dynamics in the workplace and interacts appropriately.</p> <p>Refers all media requests to the appropriate authority.</p> | <p>Understands the implications of working in a public sector environment and can respond effectively to changes in political direction.</p> <p>Develops personal contacts and uses established networks to gather information and improve service delivery.</p> <p>Checks out impact of personal action and decisions with those affected.</p> <p>Shares information with other parties as appropriate.</p> <p>Identifies potential problems that may impact own actions or decisions.</p> <p>Solicits the advice or support of influential and / or knowledgeable individuals.</p> <p>Keeps informed of others' viewpoints.</p> <p>Familiarizes oneself with other organizational cultures and contexts as appropriate to own work.</p> <p>Follows established guidelines and protocol when interacting with the media.</p> | <p>Establishes networks with influential and knowledgeable people to complement organizational networks.</p> <p>Draws on the influence of others to assist in resolving problems, identify potential operational opportunities or assess impact of management decisions.</p> <p>Minimizes the potential for issues to escalate or become politically sensitive.</p> <p>Assists others in gaining a better understanding of the public sector environment and political context.</p> <p>Communicates controversial decisions or information with tact and diplomacy.</p> <p>Educates others to rationale behind key priorities of the organization.</p> | <p>Expands the influence of others by including them in influential networks.</p> <p>Creates an environment that promotes awareness of organizational dynamics (e.g. systems, structure, pressure, culture).</p> <p>Leverages the collective understanding of organizational dynamics to solve corporate problems.</p> <p>Uses networks to identify corporate solutions in harmony with organizational direction.</p> <p>Takes strategic advantage of opportunities to influence the decision making process.</p> <p>Capitalizes on favourable timing and circumstances to advance the corporate agenda.</p> <p>Translates political direction into operational planning.</p> <p>Keeps current with political sensitivities inside and outside the organization.</p> |

Displays Initiative

Definition: Is a self starter; seeks out and/or willingly accepts new challenges, responsibilities, and assignments.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|---|---|--|---|
| Follows through with a plan of action without prompting, to successfully achieve work objectives. | Goes beyond the basic requirements; actively takes advantage of opportunities to display initiative in the workplace. | Proactively influences work processes and results, including activities outside core responsibilities. | Creates an organizational environment that fosters initiative. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| Demonstrates self-motivation. | Investigates ways to implement ideas. | Spearheads the implementation of ideas. | Regularly challenges the organization to move beyond traditional methods and viewpoints. |
| Volunteers ideas for improvement. | Sets challenging, but realistic work-specific and/or career goals for self. | Advances personal and professional competencies in preparation for new challenges. | Operates as a catalyst for the introduction of new organizational structures and systems. |
| Show willingness and ability to follow through on projects. | Overcomes obstacles to achieve goals. | Recommends new and more effective ways to manage the organization. | Demonstrates proactivity under conditions of extreme uncertainty, urgency or instability. |
| Commits to deadlines and the achievement of objectives. | Takes action to assist peers as workload permits. | Balances workload to enable involvement in special committees or projects. | Promotes development of organizational expertise and competency to support the demonstration of initiative. |
| Remains focused and stays with a task until completion. | Shows an interest, and participates in organizational activities. | Challenges oneself and others to overcome barriers and adapt to changing circumstances in a positive manner. | Demonstrates personal initiative by exhibiting a passion for productive change in the organization. |
| Recognizes when a task is no longer attainable. | Independently seeks opportunities for competency development. | Continues to be proactive even after disappointment or rejection. | Encourages initiative in the organization by fostering a balance between risk taking and risk assessment. |
| | Constructively contributes to the debate for and against a new endeavour. | | Leads developments with innovative, novel approaches while recognizing the possible risks. |
| | Looks for opportunities to assist others by offering expertise. | | Encourages the organization to create exciting new possibilities that make a difference. |
| | Identifies ways to make the job easier or more productive. | | |

Facilitates Meetings

Definition: Uses appropriate interpersonal styles and methods to participate in or to guide others toward a meeting's objectives.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|--|---|---|--|
| Attends impromptu or scheduled meetings and participates fully to achieve quality results. | Conducts impromptu or scheduled meetings and guides discussion to accomplish the stated purpose. | Leads a variety of complex meetings using appropriate group facilitation techniques to achieve desired outcomes. | Employs advanced processes and strategies to successfully facilitate complex meetings / planning sessions. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| Prepares for meetings as appropriate. | Creates and distributes a detailed agenda in a timely fashion. | Identifies potential issues and ways to address them when planning the meeting. | Keeps current on new facilitation techniques and processes. |
| Actively participates and remains focussed. | Establishes realistic expectations for meeting outcomes. | Builds consensus. | Defines a customized meeting process to accomplish strategic outcomes. |
| Behaves in a respectful manner during the meeting and conducts oneself professionally. | Ensures appropriate representation at meeting. | Develops and uses strategies to overcome obstacles that arise in the meeting. | Adapts processes and strategies in response to changing meeting dynamics. |
| Confirms mutual understanding of meeting outcomes. | Is aware of group dynamics and uses this knowledge strategically to promote effective discussion. | Is familiar with a variety of meeting methods, facilitation techniques, processes and frameworks, and can apply them appropriately. | Monitors meeting outcomes to ensure they achieve/are in line with original strategic meeting objectives. |
| Follows through on personal commitments. | Facilitates the identification of follow-up action and designated responsibility. | Selects a process to guide the group to accomplish objectives. | Competently facilitates complex or difficult meetings to respond to political issues or crisis. |
| Attends meetings as required. | Recognises when a meeting is needed. | As necessary, follows-up post-meeting with difficult or unresponsive participants to constructively correct the negative behaviour. | |
| Arrives on time to meetings. | Explains the purpose of an impromptu meeting. | Ensures that own meetings model the attributes and outcomes of an effective meeting. | |
| Speaks in support of meeting decisions after the meeting. | Co-ordinates meeting logistics. | | |
| Does not foster negativity after the meeting. | Ensures that all participants have the opportunity to participate. | | |
| Shares pertinent information and maintains confidentiality as appropriate. | Establishes ground rules and procedures. | | |
| | Keeps discussion focussed on purpose of meeting. | | |
| | Ensures that minutes are compiled and distributed promptly. | | |
| | Takes steps to ensure confidentiality is maintained where the agenda topic warrants it. | | |
| | Addresses disruptive behaviour in a respectful and effective manner. | | |

Fosters Collaboration and Partnerships

Definition: Provides an integrated service and works together with individuals, communities and/or organizations to enhance service.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|--|---|---|---|
| Understands and supports the need for, and benefits of, internal and external partnerships. | Works with internal and external partners to enhance service. | Ensures and demonstrates commitment to, and expertise in, achieving and managing partnerships. | Provides leadership and direction that actively promotes the establishment and management of partnerships. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| <p>Understands and appreciates the benefits of co-operative working relationships and partnerships.</p> <p>Seeks opportunities to collaborate with others to create productive working relationships.</p> <p>Initiates introductory contact with internal or external resources for the purposes of building a network of contacts.</p> <p>Responds courteously, professionally and promptly to contact from colleagues, agencies, community members.</p> <p>Understands department policy on media relations when interacting with external contacts.</p> | <p>Advocates, within own area of defined job responsibility, on behalf of others for services and resources.</p> <p>Identifies opportunities to invite colleagues, agencies, and community members to consult and share information.</p> <p>Takes the initiative and requests appropriate authorization to make presentations to colleagues, agencies, or community members to educate and solicit feedback.</p> <p>Develops appropriate contacts within various cultural / religious / political / advocacy groups to gain an understanding of their values.</p> <p>Promotes and incorporates sensitivity to relevant concerns / issues when interacting with internal and community partners.</p> <p>Uses good judgement when speaking to the media or in a public forum.</p> <p>Recognizes the contribution of colleagues, agencies and community members who partner with the organization.</p> | <p>Initiates community based planning / problem solving to achieve mutually acceptable solutions.</p> <p>Provides opportunities for participation and consultation at all levels of service.</p> <p>Encourages community ownership of issues without imposing one's own views, and provides assistance to facilitate the process.</p> <p>Understands and applies government policies, priorities and financial processes to meet the needs identified by the community.</p> <p>Uses knowledge of situations, systems and cultures to identify potential impacts and to influence decisions.</p> <p>Develops and implements strategies to overcome resistance to partnerships.</p> <p>Coaches others in the development of strategic relationships inside and outside the organization.</p> <p>Coaches colleagues in maintaining good media relations.</p> | <p>Recognises inter-dependencies both internally and externally and develops long term relationships and strategic alliances.</p> <p>Positions the organization to attract partners and negotiates overall nature of partnership.</p> <p>Manages a wide range of strategic partners in support of the organizational vision.</p> <p>Holds managers accountable for community involvement and partnerships.</p> <p>Establishes advisory and public consultation strategies and processes.</p> <p>Formally acknowledges "best practices" in community development / partnerships by recognizing others' contributions.</p> <p>Ensures that others in the organization are trained appropriately in media relations.</p> |

Fosters Vision, Mandate and Values

Definition: Models and promotes high personal and professional standards that support the organization's vision, mandate and values. Shares goals, objectives and ideas to encourage others to work towards the vision.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|---|---|--|---|
| Acts in accordance with the organization's vision, mandate and values. | Promotes, explains and demonstrates commitment to the organization's vision, mandate and values. | Creates the conditions that stimulate others to learn, understand and implement the organization's vision, mandate and values. | Creates a compelling vision and ensures there is a process for implementing and maintaining the organization's vision, mandate and values. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| <p>Adheres to high ethical standards: i.e. distinguishes right from wrong, takes action that reflects what one says, is accountable for own actions, delivers on promises and honours commitments.</p> <p>Avoids acting in any manner, which might result in or create the appearance of using public office for private gain.</p> <p>Does not disclose, without authority, any information known by reason of one's employment (Refer to the Manitoba Civil Service Oath of Confidentiality).</p> <p>Understands and can explain how one's own job contributes to the vision, mandate and goals.</p> <p>Seeks direction about correct action, and/or reports, inappropriate behaviour of other staff.</p> <p>Seeks direction or reports on ethical issues arising from personal relationships (e.g. conflict of interest).</p> <p>Recognizes the need for, and value of, change in the organization.</p> | <p>Models and explains the organization's values, and standards of professional conduct.</p> <p>Assists others to link the vision, mandate and values to their day-to-day activities.</p> <p>Adapts leadership style to facilitate understanding of the vision, mandate and values.</p> <p>Works with others, and encourages them, to develop goals and objectives that advance the vision, mandate and values of the organization.</p> <p>Collaborates with others in identifying their potential contribution to a shared vision.</p> <p>Reinforces professional conduct by intervening or reporting inappropriate behaviour.</p> <p>Supports and implements new methods of work in line with vision, mandate and values.</p> | <p>Continually communicates vision in positive and enthusiastic manner.</p> <p>Helps others understand the benefits of moving towards the vision.</p> <p>Challenges the status quo of the team and the organization in a positive & systematic way.</p> <p>Facilitates the development of integrated goals for multiple teams to work toward the vision.</p> <p>Takes carefully assessed risks to motivate positive organizational change.</p> <p>Maintains standards of professional conduct by acting in a timely fashion to resolve all reports of inappropriate behaviour.</p> <p>Motivates others to incorporate vision, mandate and values into the full range of the organization's activities.</p> <p>Continually evaluates results against the vision and realigns resources as required.</p> <p>Celebrates team or organization's contribution to the shared vision.</p> | <p>Demonstrates personal commitment to the vision.</p> <p>Considers past and present influences that have an impact on the organization.</p> <p>Takes a long-term view and acts as a catalyst for organizational change.</p> <p>Initiates, solicits input and manages the development of the vision for the organization.</p> <p>Develops strategic support to achieve the vision.</p> <p>Sets broad strategic goals and clear accountabilities.</p> <p>Holds managers and staff accountable for implementation and commitment.</p> <p>Proactively evaluates and amends vision, mandate, values and standards of professional conduct.</p> <p>Actively endorses, supports and promotes the vision, mandate and values to a wide range of audiences, even under the most adverse conditions.</p> |

Leads People

Definition: Sets an example and a direction for others by acting as a role model. Inspires a positive attitude toward work and motivates others toward vision and goal achievement.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|--|---|--|---|
| Demonstrates a positive attitude and leadership towards own goals and the goals of others. | Promotes acceptance of, and enthusiasm for established goals. | Models a strong desire to succeed; leads and inspires others to establish and achieve goals. | Creates a climate for leadership excellence in the organization and sets broad organizational goals. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| Familiarizes self with basic motivational and leadership concepts. | Provides support without removing responsibility for goal achievement. | Communicates the organizational vision / goals / guiding principles / values. | Determines and champions the goals of the organization as a whole. |
| Demonstrates personal leadership through "leading by doing" (e.g. setting a positive example). | Identifies and enhances personal leadership and influencing styles. | Helps others understand the benefits of moving toward the vision and achieving organizational goals. | Directs organizational structures and processes that maximize organizational performance. |
| Establishes rapport with others. | Adapts style to the individual and/or situation. | Solicits input in establishing organizational goals. | Models exemplary leadership and champions the development of outstanding leaders in the organization. |
| Draws out the positive aspects of a situation. | Solicits input to define and accomplish work goals. | Sets clear goals and standards to enable others to focus on goal achievement. | Monitors the effectiveness of the organization's leaders and holds them accountable for the achievement of goals. |
| Provides clear direction. | Collaborates with others in identifying their potential contribution to shared goals. | Sets achievable high expectations to motivate others to deliver high performance. | Fosters continuous, open communication and knowledge sharing to gauge commitment, and to identify and address gaps. |
| Encourages others to meet deadlines and achieve objectives. | Encourages others to participate in new and challenging work. | Encourages others to do their best by giving personalized feedback and recognition. | Ensures all necessary resources are in place to develop exceptional leaders and achieve organizational goals. |
| Gains commitment to action by performing work in an enthusiastic manner. | Advocates for others' involvement in special projects, assignments and activities. | Monitors progress towards goals and provide detailed feedback to keep others engaged and committed. | Establishes organization-wide mechanisms for recognizing individual and group contributions to goal achievement. |
| Maintains others' self-esteem by focusing on the situation, not the individual. | Expresses confidence in others' ability to make a meaningful contribution. | Clearly expresses own values and demonstrates consistent and transparent actions. | |
| Expresses positive expectations of others. | Acknowledges and celebrates individual and team achievements. | Coaches and mentors others in the development of effective leadership and motivation skills. | |
| Reinforces others' progress through positive feedback. | Interacts regularly with staff at their work site and pays attention to how they are doing. | Models personal commitment to effective leadership through learning and reflection. | |
| Informs others of decisions affecting them and rationale if known. | | | |

Makes Decisions

Definition: Commits to a timely course of action using sound judgement and taking into consideration organizational goals, values, resources, and constraints.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|--|---|---|---|
| Makes decisions in accordance with established guidelines or commonly accepted practice. | Makes decisions in situations that fall outside established guidelines or where the choice among options is less obvious. | Makes decisions that can set precedents; that are based on complicated alternatives; that require wide support for successful implementation. | Builds the framework for strategic decision-making within the organization. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| Recognizes when a decision is required. | Balances the need for making decisions with limited information with the risk of not acting. | Connects decisions to others in the larger organization, confirming they serve the greater purpose, goals and are mutually reinforcing. | Makes decisions that advance the organization's vision and goals |
| Asks appropriate questions to define the decision to be made. | Involves others having information pertinent to making a good choice. | Tests that those potentially affected by the decision are ready to make a choice or are willing to implement. | Makes decisions that can set precedents or are based on the consideration of complicated alternatives or require wide support for successful implementation. |
| Collects readily available information relative to the decision. | Assesses probability and seriousness of risks associated with alternatives. | Confirms that the level of decision is appropriate (i.e. prior decisions on which this choice rests have been made). | Makes complex decision on issues that have far-reaching implications, possibly affecting other organizations accounting for public perception and government direction. |
| Recognizes boundaries of personal decision-making authority. | Uses discretion to make authorized decisions. | Identifies potential impact of complex decisions on all affected. | Makes/influences decisions that challenge the status quo and provoke growth and positive development in the organization. |
| Make independent decisions in straight forward situations in a timely manner. | Participates actively in group decision making and is enthusiastic in supporting the results. | Builds consensus of supports for eventual decision/recommendation. | Aligns organizational decisions with broader corporate strategic direction. |
| Takes ownership and is accountable for own decisions. | Contributes readily and completely any pertinent information that may improve decision-making. | Uses more detailed processes for arriving at decisions, often drawing out the opinions of those who have quite different perspectives. | Improves quality and effectiveness of decisions by ensuring appropriate participation (e.g. community, public, other departments / jurisdictions / agencies). |
| Explains, where necessary, reasoning behind the decision made. | | Identifies and assesses potential problems, and recommends preventative and contingent actions that will protect implementation of decisions. | Models and fosters accountability for decision-making at all levels. |
| | | Maintains and monitors appropriate accountability for decisions throughout own area of responsibility. | |

Manages Change

Definition: Demonstrates flexibility and effectiveness with changing environments, tasks, responsibilities and people.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|--|--|--|--|
| Willingly accommodates changes in tasks and priorities. | Works willingly and co-operates with change even when the situation is not well defined. | Assists others in adapting to a changing work environment; proactively facilitates transition. | Builds flexibility into organizational structure and systems to facilitate successful future changes. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| Shows willingness to acquire a range of skills/competencies in response to changing tasks and priorities. | Maintains productivity through periods of transition. | Encourages others to embrace change. | Explains change in the context of future organizational development. |
| Responds readily to requests to change priorities. | Remains focussed on the desired outcome to help self and others implement change. | Puts change into perspective for others. | Develops or adjusts organizational systems to facilitate impending changes. |
| Asks appropriate questions, where necessary, to clarify and increase one's own understanding of the nature of the change required. | Remains co-operative even in an ambiguous or uncertain environment. | Recognises the effect change will have on others and takes steps to maintain co-operative and collaborative working relationships. | Considers and allows for potential future changes when designing organizational systems / planning for the organization. |
| Seeks clarification of one's role/responsibility in the change process. | Maintains co-operative relationships during periods of change. | Identifies and plans for ways to mitigate the disruptive impacts of change on individuals involved and on the organization as a whole. | Balances the need for change with the need for continuity to avoid creating a chaotic or intolerable situation. |
| Adjusts effectively to new responsibilities and tasks. | Recommends alternative approaches to facilitate the change process. | Communicates proactively and involves others in the planning and implementation of change to achieve "buy-in." | Ensures organizational supports and resources are available to manage implementation / transition. |
| Adjusts approach appropriately to match changing tasks and responsibilities. | Acquires detailed information in order to help others deal productively with change. | Highlights the benefits of a proposed change to secure support of others. | Supports managers through times of ambiguity and uncertainty. |
| Offers constructive suggestions regarding change or work processes. | Shares information with others to keep them informed and regularly updated. | Anticipates needs and identifies resources to facilitate change implementation. | Regularly monitors the impact of change on individuals and the organizational culture and environment. |
| | | Initiates and/or authorizes change where appropriate. | |
| | | Identifies practical steps and timeframes for implementation of change and monitors progress. | |

Manages Stress

Definition: Maintains stable and effective performance under pressure or demanding challenges.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|---|---|--|--|
| Responds appropriately in stressful situations and interactions. | Maintains effective performance of self and assists others in challenging circumstances. | Demonstrates stamina & stress resistance in the face of difficult challenges and proactively promotes healthy approaches to managing stress. | Fosters organizational wellness by developing/ providing systems and tools to manage stress and handle conflicting demands. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| Recognizes own signs of stress and stress response patterns and responds appropriately. | Contributes to others' sense of well being by exercising a supportive style. | Models an appropriate life/work balance that is responsive to changing personal and organizational needs. | Keeps current in the field of organizational stress management. |
| Uses stress management techniques to cope productively (e.g. time management, seeking positive support, stretching, etc.). | Deals effectively with new or unfamiliar situations with little or no time to prepare. | Anticipates changes or difficult circumstances and puts systems in place to minimize or manage their impact on individuals and the organization. | Motivates others to seek strategies to help individuals and the organization to better handle stress. |
| Maintains composure under pressure (e.g. deadlines, interruptions, routine distractions, criticism, rush situations, etc.). | Recognises how one's own behaviour under stress will affect others, and selects appropriate stress management technique(s). | Enables others to manage conflicting demands effectively by clarifying and communicating organizational / departmental priorities. | Develops programs and supports to assist the organization in managing stress. |
| Seeks appropriate support from others when stressed (e.g. Elder, mentor, counsellor, Employee Assistance Program – EAP). | Consults with or involves additional resources, where necessary, to help someone deal with stress. | Contributes to stress management in the work place by implementing standards for a safe and healthy working environment. | Introduces and implements strategies to advance the principles of stress management and creating wellness throughout the organization. |
| Releases stress in ways that are not harmful to oneself or others (e.g. humour, positive thinking, and exercise). | Remains sensitive to the signs of stress in others and alerts others when it appears they are over stressed. | Identifies reasonable responses appropriate to the degree of stress or crisis. | Sets the standards for a safe and healthy working environment. |
| Effectively contends with changing career or work conditions. | Minimizes stress in others by communicating proactively to clarify facts and dispel rumours. | Recognises and defuses potential crisis situations by intervening quickly where appropriate to prevent escalation. | Promotes and encourages healthy discussion about stress and positive stress management strategies at all levels of the organization. |
| Does not personalize issues when dealing with complaints or conflict. | Recognises when one is getting frustrated or angry, and disengages appropriately from the situation to avoid conflict. | Recognizes and addresses others' physical and emotional needs in times of crisis. | |
| | Maintains respect when dealing with stressful situations. | Debriefs with others following a stressful event. | |

Plans, Organizes and Follows-Up

Definition: Establishes and plans a clear course of action, involving others as appropriate, managing activities and monitoring results to accomplish a specific goal.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|--|---|--|---|
| Follows established work routines and relies on available tools to flag follow-up action. | Effectively applies organizing and planning skills to manage a work plan or project. | Proactively plans and manages work; monitors results through to successful completion of plan. | Establishes an organizational framework for effective planning, organizing and follow-up. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| <p>Uses time, energy and available resources in an efficient manner.</p> <p>Uses available tools to organize basic work routine and prompt follow-up action.</p> <p>Performs tasks according to procedures or instruction.</p> <p>Stays focused on task to meet established deadlines.</p> <p>Follows up on tasks in a timely manner.</p> <p>Identifies when to stop investing time, energy and resources in a task.</p> <p>Brings conflicting work priorities to the attention of a decision-maker.</p> | <p>Develops own work plans to complete assigned task(s) within prescribed time frame(s).</p> <p>Identifies and requests appropriate resources (e.g. facilities, tools, time, people) to successfully complete tasks.</p> <p>Distinguishes between important, critical, and urgent and reprioritizes work in response to changing demands.</p> <p>Effectively uses personal time management tools such as daily planners and to-do lists.</p> <p>Successfully handles several activities at the same time.</p> <p>Plans, organizes and manages assigned projects.</p> <p>Understands how one's own tasks contribute to, and affect, the overall work/project plan.</p> <p>Contributes constructive suggestions to achieve the desired outcome of the work/project.</p> | <p>Develops short-term plans to accomplish work objectives and organize the activities of others.</p> <p>Participates in developing long-term strategic, operational, program, systems, financial or other plans.</p> <p>Follows established planning guidelines that may include: objectives/ goals; background; alternatives; work/project flow; milestones; financial implications; potential risks; expected outcomes; monitoring / evaluation; communication strategy.</p> <p>Secures approved resources to accomplish project/ program objectives.</p> <p>Sets work parameters, and/or work routines, and customize follow-up processes for others.</p> <p>Monitors activities related to expected outcomes.</p> <p>Monitors progress and modify plans according to changing circumstances.</p> <p>Evaluates completed projects/ programs to identify future improvement opportunities.</p> <p>Coaches others in sound planning practices.</p> <p>Is accountable for preparing plans in line with established guidelines / planning practices.</p> | <p>Ensures plans and priorities are aligned with strategic organizational direction.</p> <p>Establishes procedures and systems to collect information and to monitor results.</p> <p>Manages complex and/or high profile projects to successful completion.</p> <p>Develops effective plans for the design and implementation of multiple or complex projects, programs, initiatives or systems.</p> <p>Orchestrates multiple major programs successfully.</p> <p>Defines principles and practices for program/ project management.</p> <p>Holds others accountable by ensuring projects are thoroughly researched, plans are well developed and implemented and results are obtained and evaluated.</p> <p>Promotes planning best practices.</p> |

Presents Informally / Formally

Definition: Presents prepared information in a clear and organized manner to a variety of audiences using appropriate delivery tools.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|--|--|--|--|
| Presents basic information to one or more people using appropriate resources, vocabulary, and non-verbal language. | Prepares and presents advanced information with clarity. | Delivers interactive presentations of advanced information customized to the interests and needs of the audience. | Maintains effective delivery of critical or volatile information even in the face of intense scrutiny or opposition. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| Establishes clear purpose for presentation. | Prepares presentations for the purpose of educating, relaying information, influencing action, or technical instruction. | Uses a broad range of well developed presentation skills. | Make presentations to antagonistic or highly resistive audiences. |
| Checks information to be conveyed to make sure that it is accurate, up-to-date, and complete. | Establishes importance of presentation to audience. | Prepares and delivers well thought out and organized presentations on a variety of topics at short notice. | Maintains composure under intense cross-questioning. |
| Logically organizes information prior to presentation. | Uses a variety of methods and tools to enhance the content and effectiveness of the presentation. | Integrates theory, knowledge, best practices and/or experience to enhance the presentation. | Reframes hostile remarks to identify underlying concerns. |
| Presents information in an organized fashion. | Probes to clarify facts/concerns during presentation. | Uses a variety of delivery techniques to engage the audience. | Refocuses attention on issues, during critical presentations. |
| Uses clear enunciation, appropriate vocabulary, and respectful tone. | Responds to questions to facilitate understanding of information and ideas. | Proactively probes to engage audience in presentation. | |
| Shows interest in topic with appropriate gestures and eye contact. | Uses analogies and examples to clarify ideas. | Effectively manages group dynamics by dealing with inappropriate behaviour and comments. | |
| Incorporates appropriate delivery tools in the presentation. | Provides information required for understanding by all levels within the audience. | Adapts delivery spontaneously based on reaction and/or needs of the audience. | |
| Maintains effective pace and volume. | | Recognizes sensitive or underlying issues that may motivate audience reaction and adapts presentation accordingly. | |
| Responds to basic questions. | | Guides others in the effective preparation and delivery of presentations. | |
| Checks for understanding. | | | |

Provides Customer Service

Definition: Works to create customer-focused service and solutions.

| SKILL LEVEL 1 Description | SKILL LEVEL 2 Description | SKILL LEVEL 3 Description | SKILL LEVEL 4 Description |
|---|---|---|--|
| Provides prompt and courteous customer service. | Strives to create positive, customer experiences. | Proactively pursues approaches to improve service to customers. | Creates an organizational environment that enables and fosters superior customer relations. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| Identifies both internal and external customers. | Keeps customers updated on information valuable to them. | Initiates action that exceeds expectations identified by customers. | Identifies global trends and best practices related to service delivery. |
| Treats customers in a friendly and respectful manner. | Works co-operatively and flexibly with customers to meet their needs. | Follows up to ensure resolution even when customer has been referred elsewhere. | Incorporates the needs of customers and interested parties when setting standards, corporate strategies, and organizational direction. |
| Provides opportunities for customers to describe their needs. | Allows customers to participate in decisions relevant to their needs if possible. | Solicits regular feedback from customers and adjusts services accordingly. | Initiates the identification of standards and behaviours for superior service. |
| Clarifies the exact nature of customer issues or requests. | Initiates action to effectively address customer needs, including the involvement of other resources. | Works to establish long term customer relationships. | Develops and facilitates the implementation of strategies to achieve superior service delivery. |
| Delivers service in a timely manner. | Provides customer with feedback on actions taken/decisions made. | Promotes positive customer service behaviours in others. | Ensures organizational culture and recognition methods reinforce quality customer service. |
| Provides for customers' specific needs where feasible. | Identifies barriers to quality customer service and refers appropriately. | Takes action to remove barriers to quality customer service. | |
| | | Conducts needs analysis and/or assessments to provide and improve customer service. | |

Resolves Conflict

Definition: Brings conflict and dissent into the open at the earliest opportunity to arrive at constructive solutions while maintaining positive relationships.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|---|--|--|--|
| Uses open communication skills to resolve straightforward or low-risk disagreements. | Uses basic conflict resolution principles and techniques to help parties identify a mutually supportable solution. | Uses advanced conflict resolution techniques to expose and address the root-cause of recurring or escalated conflict situations. | Develops innovative techniques and employs advanced strategies for resolution of complex organization or high-risk conflict situation. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| <p>Identifies apparent issues and objectives and if intervention is required.</p> <p>Identifies points of agreement and possible solutions.</p> <p>Provides opportunities for dialogue between parties and encourages active participation.</p> <p>Ensures appropriate physical setting.</p> <p>Secures commitment to agreed resolution and communicates outcome to others, where appropriate.</p> <p>Ensures own objectivity when intervening as a third party.</p> <p>Knows when to ask for assistance.</p> <p>Intervenes appropriately and respectfully.</p> <p>Clearly states what behaviour was inappropriate.</p> <p>Takes basic actions proportionate to the situation (e.g. time-out, apology, basic documentation, refer to supervisor).</p> | <p>Intervenes immediately and appropriately to address harassment, conflict and inappropriate behaviour.</p> <p>Establishes ground rules for discussion and ensures they are followed.</p> <p>Probes for clarification of complaint/issue; paraphrases, and focuses discussion on issues at hand.</p> <p>Analyzes the situation to determine type of intervention and level of involvement required.</p> <p>Where required, gathers information and facts to investigate incident/issue.</p> <p>Confirms desire of parties, and seeks to achieve a mutually supportable solution.</p> <p>Communicates next steps and describes options for action, with due regard for procedures, policies and pertinent legislation.</p> <p>Documents key points and monitors agreement if appropriate.</p> <p>Remains accountable for ensuring the issue, complaint or incident is dealt with satisfactorily and completely.</p> <p>Mediates all conflicts with integrity, respect, fairness and balance.</p> | <p>Anticipates potential conflict situations and explores the broader implications of possible resolutions.</p> <p>Investigates issues and patterns to identify root-cause(s).</p> <p>Initiates appropriate action to address root-causes of conflicts and impasses.</p> <p>Appropriately applies resolution techniques like conciliation, mediation, arbitration, or negotiation.</p> <p>Addresses breakdowns in prior agreements.</p> <p>Develops and implements strategies to minimize negative impact of resolution.</p> | <p>Establishes conflict resolution mechanisms or processes.</p> <p>Creates new conflict resolution tools or techniques.</p> <p>Ensures resolutions are consistent with organizational policy.</p> <p>Identifies and addresses cultural contribution to organizational conflict.</p> <p>Fosters and promotes collaboration and harmony at all levels.</p> <p>Encourages the use of effective intervention techniques at all levels of the organization by modelling and supporting practical conflict resolution.</p> |

Respects Others / Builds Trust

Definition: Interacts sensitively, respectfully and in a non-judgemental manner to develop and maintain co-operative relationships. Models the values of the organization and demonstrates integrity in all actions.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|---|--|---|---|
| Contributes to a positive work environment by being self-aware, professional and tactful. | Promotes and maintains respectful work relationships and models organizational values. | Builds a positive, productive and respectful work environment. | Fosters an organizational environment that promotes and supports respect and professionalism. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| <p>Understands the importance of respect in the workplace and the roles and responsibilities of others, including “a managers right to manage.”</p> <p>Acts honestly, fairly and consistently in accordance with organizational values, policies and regulations.</p> <p>Interacts professionally (courteous, prompt and helpful) with others at all times.</p> <p>Honours own commitments.</p> <p>Takes ownership for own mistakes.</p> <p>Listens openly to the opinions of others.</p> <p>Expresses oneself in a way that considers the right of others to have opposing views.</p> <p>Shares complete and accurate information as appropriate.</p> <p>Follows established guidelines in the release of protected information.</p> <p>Maintains personal confidences and does not contribute to gossip or rumours.</p> | <p>Recognizes own responsibility as a role model.</p> <p>Consistently monitors own behaviour and align personal actions with organizational values.</p> <p>Appreciates the concerns and perspectives of others and demonstrates interest in their opinions.</p> <p>Seeks feedback on how others perceive your behaviour and modifies actions as necessary to be more respectful.</p> <p>Addresses disrespectful behaviour promptly and appropriately.</p> <p>Gives / shares appropriate credit.</p> <p>Practices openness by keeping people informed, and explaining your decisions.</p> <p>Anticipates and communicates why, if one cannot follow through on an agreement.</p> <p>Exercises good judgement in the release of discretionary information.</p> <p>Takes action to stop rumours by communicating appropriate facts.</p> | <p>Considers and responds to the needs, feelings, and capabilities of others.</p> <p>Takes the initiative at their site to work with others to establish and maintain a respectful workplace.</p> <p>Participates in the development of respectful workplace policies, standards and initiatives.</p> <p>Reinforces positive work behaviours.</p> <p>Coaches and mentors others to develop higher standards of conduct.</p> <p>Coaches others in aligning behaviours with values.</p> <p>Holds others accountable for behaviours.</p> <p>Empower others by involving them in decisions that affect them.</p> <p>Advocates on behalf of employee concerns.</p> <p>Provides opportunities for uninterrupted, private consultation.</p> <p>Demonstrates loyalty and support to individuals and the organization through words and actions.</p> | <p>Establishes organizational values, guiding behaviours and standards.</p> <p>Ensures organization’s strategic actions, structures and systems are aligned with values.</p> <p>Ensures that respectful workplaces are created and maintained throughout the organization by developing and implementing appropriate strategies.</p> <p>Defines management’s responsibilities in building and promoting respect in the workplace.</p> <p>Displays personal diligence in putting own and organization’s values into action and ensuring all interactions are respectful.</p> |

Solves Problems

Definition: Breaks down a problem, situation or process into its component parts, understands the nature of those parts and their relation to one another. Generates timely and well-developed solutions by examining alternatives, risks and consequences.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|--|---|--|---|
| Uses basic problem analysis to recognize and define the nature of the problem. | Evaluates the nature of the problem, its probable causes, and proposes solutions. | Applies more rigorous forms of problem solving, examining both what the problem is and what it is not to more effectively narrow the field of probable causes. | Leads or participates in complex problem solving activities, where problems may have multiple causes or the impact has wide repercussions. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| Identifies situations where what is happening is not what is expected. | Assigns priority to problems. | Monitors the identification and development of multiple problems. | Ensures appropriate stakeholder participation in the problem-solving process to improve understanding of the problem and to build support for the resolution. |
| Determines if the cause of something unexpected is known and if there is a need to find cause. | Defines the nature of the problem by analyzing patterns and trends. | Encourages open minded responses to problems that discourage people from jumping to conclusions. | Appropriately resources, or provides leadership for, group problem-solving processes that affect the organization. |
| Describes the problem thoroughly and completely. | Evaluates possible causes of the problem and confirms the most probable cause(s). | Ensures staff are well-trained in problem solving methods. | Ensures when the organization problem-solves that resources, constraints, organizational values and changing environments are taken into consideration. |
| Asks appropriate questions to define the problem. | Evaluate alternative solutions using, pertinent facts, common sense, past experience and/or established criteria. | Encourages collaborative problem solving. | Goes beyond resolving the immediate problem and takes initiative to identify like situations where the problem has not occurred, but could, and implements preventative measures. |
| Gathers information that completes the understanding of the problem. | Looks at problems from different angles and proposes creative solutions. | Builds an organizational climate where problems are described factually and practices of laying blame are discouraged. | Keeps the 'big picture' in mind when evaluating the potential consequences / implications of proposed solutions. |
| Identifies possible causes of problem using own knowledge, experience, reasoning and / or intuition. | Selects and proposes the optimum solution based on an analysis of the alternatives. | Commits organization to a solution having the fewest, simplest and most reasonable assumptions to support it. | Confirms for similar situations in the organization that expectations are clear and understood. |
| Suggests most probable cause(s) and ways these causes could be tested for confirmation. | Involves others, where appropriate, in problem solving that affects them. | | |
| Solves routine work-related problems independently. | | | |

Team Player

Definition: Facilitates team effectiveness by participating actively and in ways that respect the needs and contributions of others.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|---|---|--|---|
| Participates co-operatively and makes a constructive contribution to team efforts. | Actively contributes to team processes and effectiveness. | Proactively works to build teams and enhance team cohesiveness and goal achievement. Functions as a team builder and/or leader. | Fosters an organizational environment that enables and supports the development of teams, partnerships and alliances. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| Is punctual, dependable and reliable. | Is aware of the impact of own behaviour on others. | Facilitates the development of team goals and terms of reference. | Develops guidelines for effective teams. |
| Co-operates with others in sharing information and assuming responsibility for day to day work. | Works co-operatively with others by willingly stepping forward to assist co-workers, contribute to team efforts and group projects. | Provides opportunities for team members to participate in team activities. (e.g. brainstorming, decision-making, problem-solving.) | Ensures teamwork goals are in line with corporate strategies. |
| Attends team meetings, as requested. | Fulfils a variety of team roles as required. | Encourages others to use their strengths and go beyond their comfort zone. | Identifies appropriate terms of reference or boundaries for partnerships and alliances. |
| Allows others to talk without interruption. | Co-ordinates own activities with team activities and objectives. | Anticipates potential team problems and takes steps to resolve conflict and reach consensus. | Builds effective inter-departmental or multi-organizational teams/committees. |
| Proactively and respectfully shares own thoughts and ideas. | Openly explores others' ideas. | Takes action to remove obstacles and provide necessary resources. | Aligns corporate recognition with teamwork concepts. |
| Completes tasks as agreed/informs others when tasks cannot be completed as agreed. | Shares own thoughts and feelings in response to ideas presented. | Cross-trains others to ensure depth in team capabilities. | Identifies and makes strategic use of exceptional team leaders for particular assignments. |
| Shares pertinent information and resources, and maintains confidentiality. | Responds appropriately to constructive feedback regarding own contribution to team. | Inspires, motivates and guides others toward goal accomplishment. | Models the attributes and skills of an exceptional team leader/member. |
| Speaks in support of group decisions. | Provides constructive and respectful feedback on ideas, team activities and what is/is not working well. | Fosters commitment, team spirit, pride, trust and group identity and initiates ways to celebrate team successes. | |
| Displays a positive attitude towards work and colleagues. | Recognizes own and others' strengths and what they contribute to the team. | Promotes, as appropriate, participation in inter-branch, inter-departmental or multi-agency teams. | |
| | Participates in inter-branch, inter-departmental or multi-agency teams. | | |

Values Diversity

Definition: Understands, supports and promotes the worth of individual and group differences for the benefit of individual employees, the organization and the community as a whole.

| SKILL LEVEL 1 <i>Description</i> | SKILL LEVEL 2 <i>Description</i> | SKILL LEVEL 3 <i>Description</i> | SKILL LEVEL 4 <i>Description</i> |
|---|---|--|---|
| Shows respect for all people regardless of age, ethnic background, gender, religion, sexual orientation, abilities, etc. | Promotes fairness and good judgement in the application of diversity principles and policies. | Encourages and maintains a climate that supports diversity. | Shapes workplace cultures and values to create a foundation for diversity. |
| Key Behaviours | Key Behaviours | Key Behaviours | Key Behaviours |
| <p>Uses language that respects diversity.</p> <p>Listens to understand the diverse perspectives, needs and concerns of others.</p> <p>Acts fairly and respectfully when dealing with diverse individuals or groups of people.</p> <p>Monitors own behaviour with respect to diversity.</p> <p>Is respectful of co-workers differences and feelings.</p> | <p>Understands and promotes the inclusion and acceptance of diversity in the workplace.</p> <p>Takes initiative to gain an appreciation of various cultures.</p> <p>Takes initiative to understand diversity issues.</p> <p>Identifies inappropriate behaviour in the workplace.</p> <p>Intervenes immediately to address inappropriate behaviour or discriminatory practices in the workplace.</p> | <p>Promotes the benefits of a diverse workforce.</p> <p>Advocates for, and maintains a workplace that ensures reasonable accommodation and accessibility.</p> <p>Assesses management practices to remove systemic barriers.</p> <p>Works toward establishing a diverse workforce that is representative of the population served.</p> <p>Promotes cross-cultural understanding.</p> <p>Promotes opportunities to deliver diversity or culturally appropriate programs.</p> <p>Provides opportunities for others to participate in diversity or cultural activities.</p> <p>Integrates equity and diversity principles in all management practices.</p> | <p>Introduces strategies to advance the principles of diversity throughout the organization.</p> <p>Establishes criteria and strategies that support diversity, such as employment equity programs and proportional representation in the workplace.</p> <p>Facilitates organization and community involvement in the development of diversity strategies.</p> <p>Defines organizational policies to ensure diversity is operationalized.</p> <p>Ensures organizational policies and practices are consistent with Constitutional and Human Rights Legislation.</p> <p>Links the Civil Service principles of merit, fairness, diversity and equity with other organizational policies and initiatives.</p> <p>Keeps current in trends, developments and environmental factors that have an impact on diversity.</p> |