



IT Community
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Behavioural Competency Dictionary

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What are Competencies?

Competencies are *observable* abilities, skills, knowledge, motivations or traits *defined in terms of the behaviours* needed for *successful* job performance. Competencies are not new. What is new is their integrated use across human resource functions.

How Are the Competencies Structured?

For all competencies in the dictionary, a definition is provided. Each competency also includes a proficiency scale that indicates the full range of expression of the competency. Most proficiency scales have five levels. Each proficiency level is described in terms of behavioural indicators. The behaviours at each level of the scale are illustrative rather than definitive; that is other examples of behaviour are possible. Each competency scale is cumulative which means that, although behaviours from lower levels are not repeated at higher level, they nonetheless apply.

How to Use this Dictionary?

The contents of this dictionary represent the behavioural or non-technical competencies that apply to jobs in the federal Public Service. The dictionary can be used for a variety of purposes including recruitment and staffing, learning and career development and performance management. For each job, choose the competencies and proficiency learning that are most critical to performance excellence.

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Achievement Orientation

Focusing efforts on achieving high quality results consistent with the organization's standards				
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Strives to meet work expectations</i>	<i>Consistently meets established expectations</i>	<i>Surpasses established expectations</i>	<i>Seeks out significant challenges</i>	<i>Pursues excellence on an organizational level</i>
<ul style="list-style-type: none"> ▪ Strives to meet established expectations and maintain current performance. ▪ Considers ways of improving performance and outcomes to meet expectations. 	<ul style="list-style-type: none"> ▪ Consistently achieves established expectations through personal commitment. ▪ Defines own standard of excellence and measures outcomes of personal tasks against these standards. 	<ul style="list-style-type: none"> ▪ Strives to exceed current expectations and pushes for improved results in own performance. 	<ul style="list-style-type: none"> ▪ Seeks significant challenges outside of current job scope. ▪ Strives to work on new projects or assignments that add value, without compromising current accountabilities. 	<ul style="list-style-type: none"> ▪ Embodies model of excellence and motivates fellow organizational members to follow his/her example.

Note: "Achievement Orientation" links to the competency "Personality" identified as relevant for federal Public Service leaders.

Adaptability

Managing and adjusting own behaviours to work effectively in light of new information, changing situations and/or different environments				
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Recognizes that change will happen</i>	<i>Adapts one's work method to a situation</i>	<i>Adapts to a variety of changes</i>	<i>Adapts to large, complex and/or frequent changes</i>	<i>Adapts organizational strategies</i>
<ul style="list-style-type: none"> ▪ Understands, accepts and recognizes the value of other points of view. ▪ Accepts that things will change. ▪ Demonstrates willingness to try new approaches. 	<ul style="list-style-type: none"> ▪ Adapts one's personal approach to meet the needs of different or new situations. ▪ Seeks guidance in adapting one's behaviour to the needs of a new or different situation. 	<ul style="list-style-type: none"> ▪ Adapts to new ideas and initiatives across a wide variety of issues or situations. ▪ Adapts to changes in processes, procedures, methods, etc. 	<ul style="list-style-type: none"> ▪ Publicly supports and adapts to major/fundamental changes that show promise of improving established ways of operating. ▪ Seeks opportunities for change in order to achieve improvement in work processes, systems, etc. 	<ul style="list-style-type: none"> ▪ Makes large or long-term adaptations in organization in response to the needs of the situation. ▪ Performs effectively amidst continuous change, ambiguity and, at times, apparent chaos. ▪ Shifts readily between dealing with macro-strategic issues and critical details.

Note: "Adaptability" links to the competency "Behavioural Flexibility" identified as relevant for federal Public Service leaders.

Analytical Thinking

Understanding, linking, and analyzing information to understand issues, identify options and support sound decision making

Level 1 <i>Analyzes and synthesizes information</i>	Level 2 <i>Identifies critical relationships</i>	Level 3 <i>Analyzes complex relationships</i>	Level 4 <i>Applies broad analysis</i>	Level 5 <i>Applies a whole systems perspective</i>
<ul style="list-style-type: none"> ▪ Breaks down concrete problems into parts and synthesizes succinctly. ▪ Gathers inputs from appropriate sources of information. ▪ Identifies the links between situations and information. 	<ul style="list-style-type: none"> ▪ Sees connections, patterns or trends in the information available. ▪ Identifies the potential effect of trends or events. ▪ Draws logical conclusions, providing options and recommendations. 	<ul style="list-style-type: none"> ▪ Analyses complex situations, breaking each into its constituent parts. ▪ Recognizes and assesses several likely causal factors or ways of interpreting the information available. ▪ Identifies connections between situations that are not obviously related. 	<ul style="list-style-type: none"> ▪ Integrates information from diverse sources, often involving large amounts of information. ▪ Thinks several steps ahead in deciding on best course of action, anticipating likely outcomes. ▪ Develops and recommends policy framework based on analysis of emerging trends. 	<ul style="list-style-type: none"> ▪ Identifies multiple relationships and disconnects in processes in order to identify options and reach conclusions. ▪ Adopts a whole systems perspective, assessing and balancing vast amounts of diverse information on the varied systems and sub-systems that comprise and affect the working environment. ▪ Thinks beyond the organization and into the future, balancing multiple perspectives when setting direction or reaching conclusions (e.g., social, economic, partner, stakeholder interests, short- and long-term benefits, national and global implications).

Note: “Analytical Thinking” links to the competency “Cognitive Capacity” identified as relevant for federal Public Service leaders.

Change Leadership

Managing and facilitating the process of change and transition while helping others deal with their effects				
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Makes others aware of change</i>	<i>Underscores the positive nature of change</i>	<i>Manages the process for change</i>	<i>Maintains alignment with organizational objectives</i>	<i>Champions change</i>
<ul style="list-style-type: none"> ▪ Identifies and accepts the need and processes for change. ▪ Explains the process, ramifications and rationale for change to those affected by it. ▪ Invites discussion of views on the change. 	<ul style="list-style-type: none"> ▪ Promotes the advantages of change. ▪ Clarifies the potential opportunities and consequences of proposed changes. 	<ul style="list-style-type: none"> ▪ Identifies important / effective past practices that should continue after change is implemented. ▪ Anticipates specific reasons underlying resistance to change and implements approaches that address resistance. 	<ul style="list-style-type: none"> ▪ Ensures that change does not derail progress toward identified objectives. ▪ Identifies future needs for change that will promote progress toward identified objectives. ▪ Builds commitment for new initiatives. 	<ul style="list-style-type: none"> ▪ Creates an environment that promotes and encourages change or innovation. ▪ Shares and promotes successful change efforts throughout the organization. ▪ Personally communicates a clear vision of the broad impact of change.

Client Focus

Providing service excellence to internal and external clients				
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Responds to client requests</i>	<i>Builds positive client relations</i>	<i>Evaluates and adapts to client needs</i>	<i>Fosters a client-focused culture</i>	<i>Considers the strategic direction of client focus</i>
<ul style="list-style-type: none"> ▪ Meets client needs by responding to requests efficiently and effectively. ▪ Meets client needs in a professional, helpful and responsive manner. ▪ Seeks clear understanding of client needs and outcomes. 	<ul style="list-style-type: none"> ▪ Contacts clients to follow up on services, solutions or products to ensure that their needs have been correctly and effectively met. ▪ Seeks to understand issues from the client's perspective. ▪ Keeps clients up-to-date with information and decisions that affect them. 	<ul style="list-style-type: none"> ▪ Maintains ongoing communications with clients to anticipate and prevent potential problems. ▪ Regularly, proactively and systematically contacts clients or prospective clients to determine their needs. ▪ Adapts services, products or solutions to meet client needs. 	<ul style="list-style-type: none"> ▪ Ensures the tracking of trends and developments that will affect own organization's ability to meet current and future client needs. ▪ Identifies benefits for clients, looks for ways to add value. ▪ Looks for opportunities to save money or resources for client. ▪ Seeks out and involves clients or prospective clients in assessing services, solutions or products to identify ways to improve. 	<ul style="list-style-type: none"> ▪ Strategically and systematically evaluates new opportunities to develop client relationships. ▪ Secures a comprehensive and in-depth understanding of clients' long-term needs and strategies. ▪ Recommends/determines strategic business direction to meet projected needs of clients and prospective clients.

Communication

Listening to others and communicating in an effective manner that fosters open communications				
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Listens & clearly presents information</i>	<i>Fosters two-way communication</i>	<i>Adapts communication to others</i>	<i>Communicates complex messages</i>	<i>Communicates strategically</i>
<ul style="list-style-type: none"> ▪ Makes self available and clearly encourages others to initiate communication. ▪ Listens actively and objectively without interrupting. 	<ul style="list-style-type: none"> ▪ Checks own understanding of others' communication (e.g., repeats or paraphrases, asks additional questions). ▪ Elicits comments or feedback on what has been said. ▪ Maintains continuous open and consistent communication with others. 	<ul style="list-style-type: none"> ▪ Adapts content, style, tone and medium of communication to suit the target audience's language and level of understanding. ▪ Takes others' perspectives into account when communicating, negotiating or presenting arguments (e.g., presents benefits from all perspectives). 	<ul style="list-style-type: none"> ▪ Handles complex on-the-spot questions (e.g., from senior public officials, special interest groups or the media). ▪ Communicates complex issues clearly and credibly with widely varied audiences. 	<ul style="list-style-type: none"> ▪ Communicates strategically to achieve specific objectives (e.g., considering such aspects as the optimal message to present, timing and forum of communication). ▪ Uses varied communication vehicles and opportunities to promote dialogue, shared understanding and consensus.

Note: "Communication" was identified as a competency relevant for federal Public Service leaders.

Conflict Management

Facilitating the prevention, management and/or resolution of conflicts				
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Notices conflict</i>	<i>Addresses existing conflict</i>	<i>Addresses potential conflict</i>	<i>Introduces strategies for resolving conflict</i>	<i>Creates an environment where conflict is resolved positively</i>
<ul style="list-style-type: none"> ▪ Recognizes that there is a conflict between two or more parties. ▪ Brings conflict to the attention of the appropriate individual(s) while respecting their points of view. 	<ul style="list-style-type: none"> ▪ Listens to differing points of view and promotes mutual understanding. ▪ Openly identifies shared areas of interest in a respectful and timely manner. 	<ul style="list-style-type: none"> ▪ Anticipates and takes action to avoid/reduce potential conflict (e.g., by encouraging and supporting the various parties to get together and attempt to address the issues themselves). ▪ Refocuses teams on the work and end-goals, and away from personality issues. 	<ul style="list-style-type: none"> ▪ Provides consultation to or obtains consultation / mediation for others who share little common interests. ▪ Introduces innovative strategies for effectively dealing with conflict (e.g., mediation, collaborative and “mutual gains” strategies). 	<ul style="list-style-type: none"> ▪ Creates a conflict-resolving environment by anticipating and addressing areas where potential misunderstanding and disruptive conflict could emerge. ▪ Models constructive approaches to deal with opposing views when personally challenging the status quo and when encouraging others to do so as well.

Continuous Learning

Identifying and addressing personal strengths, developmental needs and changing circumstances to enhance performance and career growth				
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Assesses and monitors oneself to maintain personal effectiveness</i>	<i>Seeks to improve personal effectiveness in current situation</i>	<i>Seeks learning opportunities beyond current requirements</i>	<i>Aligns personal development with objectives of organization</i>	<i>Aligns personal learning with anticipated change in organizational strategy</i>
<ul style="list-style-type: none"> ▪ Continually self-assesses and seeks feedback from others to identify strengths and weaknesses and ways of improving. 	<ul style="list-style-type: none"> ▪ Tries new approaches to maximize learning in current situation. ▪ Takes advantage of learning opportunities (e.g., courses, observation of others, assignments, etc.). ▪ Integrates new learning into work methods. 	<ul style="list-style-type: none"> ▪ Sets challenging goals and standards of excellence for self in view of growth beyond current job. ▪ Actively pursues self-development on an ongoing basis (technically and personally). ▪ Pursues assignments designed to challenge abilities. 	<ul style="list-style-type: none"> ▪ Designs personal learning objectives based on evolving needs of the portfolio or business unit. ▪ Uses organizational change as an opportunity to develop new skills and knowledge. 	<ul style="list-style-type: none"> ▪ Identifies future competencies and expertise required by the organization and develops and pursues learning plans accordingly. ▪ Continuously scans the environment to keep abreast of emerging developments in the broader work context.

Note: “Continuous Learning” links to the competency “Creativity” identified as relevant for federal Public Service leaders.

Creative Thinking

Questioning conventional approaches and responding to challenges with innovative solutions or services, using intuition, experimentation and fresh perspectives				
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Acknowledges the need for new approaches</i>	<i>Modifies current approaches</i>	<i>Introduces new approaches</i>	<i>Creates new concepts</i>	<i>Nurtures creativity</i>
<ul style="list-style-type: none"> ▪ Is open to new ideas. ▪ Questions the conventional approach and seeks alternatives. ▪ Recognizes when a new approach is needed for a particular situation. 	<ul style="list-style-type: none"> ▪ Analyzes strengths and weaknesses of current approaches. ▪ Modifies and adapts current methods and approaches to better meet needs. 	<ul style="list-style-type: none"> ▪ Searches for ideas or solutions that have worked in other environments and applies them to the organization. 	<ul style="list-style-type: none"> ▪ Integrates and synthesizes relevant concepts into a new solution for which there is no previous experience. ▪ Creates new models and methods for the organization. 	<ul style="list-style-type: none"> ▪ Develops an environment that nurtures creative thinking, questioning and experimentation. ▪ Encourages challenges to conventional approaches. ▪ Sponsors experimentation to maximize potential for innovation.

Note: “Creative Thinking” links to the competency “Creativity” identified as relevant for federal Public Service leaders.

Decision Making

Making decisions involving varied levels of risk and ambiguity				
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Makes decisions based solely on rules</i>	<i>Makes decisions by interpreting rules</i>	<i>Makes decisions in vague situations</i>	<i>Makes complex decisions in the face of ambiguity</i>	<i>Makes high-risk decisions in the face of ambiguity</i>
<ul style="list-style-type: none"> • Applies explicit guidelines and procedures in making decisions. • Makes straightforward decisions based on adequate information. • Deals with exceptions using clearly specified rules. • Makes decisions involving little or no consequence of error. 	<ul style="list-style-type: none"> • Applies guidelines and procedures that require some interpretation in dealing with exceptions. • Makes straightforward decisions based on information that is generally adequate. • Makes decisions involving minor consequence of error. • Seeks guidance as needed when the situation is unclear. 	<ul style="list-style-type: none"> • Applies guidelines and procedures that leave considerable room for discretion and interpretation. • Makes decisions by weighing several factors, some of which are partially defined and entail missing pieces of critical information. • As needed, involves the right people in the decision making process. 	<ul style="list-style-type: none"> • Makes complex decisions for which there is no set procedure. • Considers a multiplicity of interrelated factors for which there is incomplete and contradictory information. • Balances competing priorities in reaching decisions. 	<ul style="list-style-type: none"> • Makes high-risk strategic decisions that have significant consequences. • Uses principles, values and sound business sense to make decisions. • Makes decisions in a volatile environment in which the weight given to any factor can change rapidly. • Reaches decisions assuredly in an environment of public scrutiny.

Developing Others

Fostering the development of others by providing a supportive environment for professional growth				
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Shares expertise with others</i>	<i>Supports individual development and improvement</i>	<i>Promotes ongoing learning and development</i>	<i>Provides the means for team development</i>	<i>Creates a continuous learning and development environment</i>
<ul style="list-style-type: none"> ▪ Regularly shares expertise with team members to support continuous learning and improvement. ▪ Advises, guides and coaches others by sharing experiences and discussing how to handle current or anticipated concerns. 	<ul style="list-style-type: none"> ▪ Provides performance feedback and support, reinforcing strengths and identifying areas for improvement. ▪ Encourages staff to develop and apply their skills. ▪ Suggests to individuals ways of improving performance and competence. 	<ul style="list-style-type: none"> ▪ Engages in development and career planning dialogues with employees. ▪ Works with employees and teams to define realistic yet challenging work goals. ▪ Encourages team members to develop learning and career plans and follows-up to guide development and measure progress. 	<ul style="list-style-type: none"> ▪ Ensures that resources and time are available for development activities. ▪ Ensures that all employees have equitable access to development opportunities. ▪ Provides opportunities for development through tools, assignments, etc. ▪ Provides mentorship to others and oversight to the achievement of goals. 	<ul style="list-style-type: none"> ▪ Provides long-term direction regarding learning needs for staff and how to pursue the attainment of this learning. ▪ Institutes organization-wide mechanisms and processes to promote and support continuous learning and improvement.

Note: “Developing Others” links to the competency “Creativity” identified as relevant for federal Public Service leaders.

Impact and Influence

Gaining support from and motivating others to advance the objectives of the organization				
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Uses facts and available information to persuade</i>	<i>Adapts arguments to others needs</i>	<i>Demonstrates the benefit of ideas</i>	<i>Builds coalitions</i>	<i>Uses complex influence strategies</i>
<ul style="list-style-type: none"> ▪ Appeals to reason. ▪ Uses available data to persuade. ▪ Uses concrete examples to make a point. 	<ul style="list-style-type: none"> ▪ Anticipates the effect of one's approach or chosen arguments on the emotions and sensitivities of others. ▪ Adapts arguments to appeal to the needs or interests of others. ▪ Uses the process of give-and-take to gain support. 	<ul style="list-style-type: none"> ▪ Builds on successful initiatives and best practices internal and external to the organization to gain acceptance for ideas. ▪ Presents cost-benefit analyses to emphasize the value of an idea. 	<ul style="list-style-type: none"> ▪ Builds 'behind the scenes' support for initiatives. ▪ Builds coalitions of partners to support proposals. 	<ul style="list-style-type: none"> ▪ Designs strategies that position and promote ideas and concepts to stakeholder. ▪ Uses chains of indirect influence (e.g., get A to do B, which in turn will influence C). ▪ Gains support by capitalizing on understanding of political forces affecting the organization.

Initiative

Identifying and dealings with issues proactively and persistently, seizing opportunities that arise				
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Addresses current issues</i>	<i>Addresses imminent issues</i>	<i>Acts promptly in a crisis situation</i>	<i>Looks to the future</i>	<i>Encourages initiative in others</i>
<ul style="list-style-type: none"> ▪ Recognizes and acts on present issues. ▪ Identifies problems and seeks assistance or asks questions. ▪ Offers ideas to address current situations or issues. 	<ul style="list-style-type: none"> ▪ Takes action to avoid imminent problem or to capitalize on imminent opportunity. ▪ Looks for ways to achieve greater results or add value. 	<ul style="list-style-type: none"> ▪ Acts quickly to address a crisis situation drawing on appropriate resources and experience with similar situations. ▪ Implements contingency plans when crises arise. 	<ul style="list-style-type: none"> ▪ Takes action to avoid or minimize potential problems or maximize potential opportunities in the future by drawing on extensive personal experience. ▪ Defines and addresses high-level challenges that have the potential to advance the state-of-the art in an area. 	<ul style="list-style-type: none"> ▪ Fosters an environment that anticipates and acts upon potential threats and/or opportunities (e.g., by getting groups to do advance planning). ▪ Coaches others and stimulates them to think about how to identify and act upon current or future problems or opportunities.

Networking / Relationship Building

Seeking and maintaining working relationships and/or networks of contacts to further the organization's goals				
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Accesses known sources of information</i>	<i>Builds personal contacts</i>	<i>Seeks new networking opportunities for self and others.</i>	<i>Strategically expands networks</i>	<i>Creates networking opportunities</i>
<ul style="list-style-type: none"> ▪ Seeks information from others (e.g., colleagues, customers). ▪ Maintains personal list of contacts in other parts of the organization who can provide work-related information. 	<ul style="list-style-type: none"> ▪ Seeks out the expertise of others and develops links with experts and information sources. ▪ Develops and nurtures key contacts as a source of information. ▪ Participates in networking and social events internal and external to the organization. 	<ul style="list-style-type: none"> ▪ Seeks opportunities to partner and transfer knowledge (e.g., by actively participating in trade shows, conferences, meetings, committees, multi-stakeholder groups and/or seminars). ▪ Cultivates personal networks in different parts of the organization and effectively uses contacts to achieve results. 	<ul style="list-style-type: none"> • Builds networks with parties that can enable the achievement of the organization's strategy. • Brings informal teams of experts together to address issues/needs, share information and resolve differences, as required. 	<ul style="list-style-type: none"> ▪ Creates and facilitates forums to develop new alliances and formal networks. ▪ Identifies areas to build strategic relationships. ▪ Contacts senior officials to identify potential areas of mutual, long-term interest.

Organizational and Environmental Awareness

Understanding the workings, structure and culture of the organization as well as the political, social and economic issues, to achieve results				
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Understands formal structure</i>	<i>Understands informal structure and culture</i>	<i>Effectively operates in external environments</i>	<i>Understands organizational politics, issues and external influences</i>	<i>Operates effectively in a broad spectrum of political, cultural and social milieu</i>
<ul style="list-style-type: none"> ▪ Understands the basic accountabilities of the organization. ▪ Recognizes and uses formal structure, rules, processes, methods or operations to accomplish work. ▪ Understands the Public Service context. 	<ul style="list-style-type: none"> ▪ Has a good understanding of the unwritten, informal structure, culture and rules. ▪ Effectively uses both formal and informal channels or networks for acquiring information, assistance and accomplishing work goals. 	<ul style="list-style-type: none"> ▪ Achieves solutions acceptable to varied parties based on understanding of issues, climates and cultures in own and other organizations. ▪ Understands issues and cultures external to the organization. 	<ul style="list-style-type: none"> ▪ Anticipates issues, challenges and outcomes and effectively operates to best position the organization. ▪ Supports the changing culture and methods of operating, if necessary for the success of the organization. ▪ Ensures due diligence by keeping informed of business and operational plans and practices. 	<ul style="list-style-type: none"> ▪ Demonstrates broad understanding of social and economic context within which the organization operates. ▪ Understands and anticipates the potential trends of the political environment and the impact these might have on the organization. ▪ Operates successfully in a variety of social, political and cultural environments.

Note: “Organizational and Environmental Awareness” links to the competency “Organizational Awareness” identified as relevant for federal Public Service leaders.

Partnering

Seeking and building strategic alliances and collaborative arrangements to advance the objectives of the organization

Level 1	Level 2	Level 3	Level 4	Level 5
<i>Operates effectively within partnerships</i>	<i>Manages existing partnerships</i>	<i>Seeks out partnership opportunities</i>	<i>Facilitates partnerships</i>	<i>Sets strategic direction for partnering</i>
<ul style="list-style-type: none"> ▪ Communicates openly, builds trust and treats partners fairly, ethically and as valued allies. ▪ Meets partner needs by responding to requests efficiently and effectively. 	<ul style="list-style-type: none"> ▪ Manages existing partner relations within established agreements/ contracts. ▪ Monitors partnership arrangements to ensure that the objectives of the partnership remain on target. ▪ Identifies benefits for partner and looks for ways to add value for partner. 	<ul style="list-style-type: none"> ▪ Initiates partnership arrangements that promote organizational objectives. ▪ Assesses the value of entering into partner relationships in terms of both short- and long-term return on investment. ▪ Negotiates new and mutually beneficial partnerships that also serve the interests of the broader community. 	<ul style="list-style-type: none"> ▪ Provides advice and direction on the types of partner relationships to pursue, as well as ground rules for effective partner relationships. ▪ Supports staff in taking calculated risks in partner relationships. ▪ Intervenes, as necessary, to assist others to address issues or resolve problems surrounding partner relationships. 	<ul style="list-style-type: none"> ▪ Provides strategic direction on the value and types of partner/ customer arrangements that the organization should be pursuing. ▪ Sets up an infrastructure that supports effective partner arrangements (e.g., principles and frameworks for assessing the value of partnerships; expert assistance in aspects of partnering). ▪ Profiles excellent examples of partner arrangements throughout the organization.

Note: “Partnering” was identified as a competency relevant for federal Public Service leaders.

Planning and Organizing

Defining tasks and milestones to achieve objectives, while ensuring the optimal use of resources to meet those objectives

Level 1	Level 2	Level 3	Level 4	Level 5
<i>Uses formal and informal systems to achieve business/work objective.</i>	<i>Successfully completes activities and delivers programs in a timely manner</i>	<i>Develops plans for the business unit</i>	<i>Effectively organizes others</i>	<i>Plans and organizes at a strategic level.</i>
<ul style="list-style-type: none"> ▪ Identifies requirements and uses available resources to meet own objectives in optimal fashion. ▪ Plans and organizes one's own work. ▪ Monitors the attainment of own objectives and/or quality of the work completed. 	<ul style="list-style-type: none"> ▪ Establishes goals and organizes work by bringing together the necessary resources. ▪ Makes needed adjustments to timelines, steps and resource allocation. 	<ul style="list-style-type: none"> ▪ Considers a range of factors in the planning process (e.g., costs, timing, customer needs, resources available, etc.). ▪ Identifies and plans activities that will result in overall improvement to services. 	<ul style="list-style-type: none"> ▪ Establishes alternative courses of action, organizes people and prioritizes activities of the team to achieve results more effectively. ▪ Evaluates processes and results and makes appropriate adjustments to the plan. ▪ Sets, communicates and monitors priorities for activities. ▪ Ensures that systems are in place to effectively monitor and evaluate progress. 	<ul style="list-style-type: none"> ▪ Plans work and deploys resources to deliver organization wide results. ▪ Secures and allocates program or project resources in line with strategic direction. ▪ Sets and communicates priorities within the broad organization. ▪ Ensures sufficient resources are available to achieve set objectives.

Note: "Planning and Organizing" links to the competency "Action Management" identified as relevant for federal Public Service leaders.

Risk Management

Identifying, assessing and managing risk while striving to attain objectives				
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Supports risk taking by others</i>	<i>Personally takes risks</i>	<i>Personally takes significant risks</i>	<i>Leads high-risk initiatives</i>	<i>Provides organizational guidance on risk</i>
<ul style="list-style-type: none"> ▪ Publicly supports responsible risk taking by others. ▪ Anticipates, identifies and effectively deals with problems or risks. ▪ Plans for contingencies. 	<ul style="list-style-type: none"> ▪ Takes calculated risks with minor, but non-trivial, consequences of error (e.g., risks involving potential loss of some time or money but which can be rectified). ▪ Makes decisions based on cost-benefit analysis. ▪ Makes decisions in the absence of complete information. 	<ul style="list-style-type: none"> ▪ Personally takes calculated risks with significant consequences (e.g., significant loss of time or money but can be rectified). ▪ Conducts ongoing risk analysis, looking ahead for contingent liabilities and opportunities and astutely identifying the risks involved. 	<ul style="list-style-type: none"> ▪ Implements initiatives with high potential for pay-off to the organization, where errors cannot be rectified, or only rectified at significant cost. ▪ Conducts risk assessment when identifying or recommending strategic and tactical options. ▪ Encourages responsible risk taking, recognizing that every risk will not pay off. 	<ul style="list-style-type: none"> ▪ Provides an environment that supports responsible risk taking (e.g., by supporting decisions of others). ▪ Oversees the development of guidelines, principles and approaches to assist decision-making when risk is a factor. ▪ Provides guidance on the organizational tolerance for risk. ▪ Develops broad strategies that reflect in-depth understanding and assessment of operational, organizational, and political realities and risks.

Stewardship of Resources

Ensures the wise use of Public Service resources, whether human, financial, material, or informational.

Level 1	Level 2	Level 3	Level 4	Level 5
<i>Uses resources effectively</i>	<i>Ensures effective resource utilization</i>	<i>Controls resource use</i>	<i>Implements systems to ensure stewardship of resources</i>	<i>Ensures strategic stewardship of resources</i>
<ul style="list-style-type: none"> ▪ Uses resources in a conscientious and effective manner. ▪ Identifies wasteful practices and opportunities for optimizing resource use. 	<ul style="list-style-type: none"> ▪ Monitors and ensures the efficient and appropriate use of resources. ▪ Explores ways of leveraging funds to expand program effectiveness. ▪ Ensures that information and knowledge sharing is integrated into all programs and processes. 	<ul style="list-style-type: none"> ▪ Allocates and controls resources within own area. ▪ Implements ways of more effectively utilizing resources. ▪ Assigns and communicates roles and accountabilities to maximize team effectiveness. 	<ul style="list-style-type: none"> ▪ Identifies gaps in resources that impact on the organization's effectiveness. ▪ Develops strategies to address resource gaps/issues. ▪ Ensures alignment of authority, responsibility and accountability with organizational objectives. 	<ul style="list-style-type: none"> ▪ Directs resources to those areas where they will most effectively contribute to long-term goals. ▪ Sets overall direction for how resources are to be used in order to achieve the vision and values. ▪ Institutes organization-wide mechanisms and processes to promote and support resource management.

Note: "Resource Stewardship" links to the competency "Action Management" identified as relevant for federal Public Service leaders.

Stress Management

Maintaining concentration and effectiveness in the face of stress				
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Works in low level stress situations</i>	<i>Adjusts to temporary peaks in stress levels</i>	<i>Adapts to prolonged stress</i>	<i>Employs stress management strategies</i>	<i>Assists others to deal with stress</i>
<ul style="list-style-type: none"> ▪ Keeps functioning effectively during periods of on-going low intensity stress. ▪ Maintains focus during situations involving limited stress. ▪ Seeks to balance work responsibilities and personal life responsibilities. 	<ul style="list-style-type: none"> ▪ Maintains composure when dealing with short but intense stressful situations. ▪ Understands personal stressors and takes steps to limit their impact. ▪ Keeps issues and situations in perspective and reacts appropriately (e.g., does not overreact to situations, what others say, etc.). 	<ul style="list-style-type: none"> ▪ Effectively withstands the effects of prolonged exposure to one or few stressors by modifying work methods. ▪ Maintains sound judgment and decision making despite on-going stressful situations. 	<ul style="list-style-type: none"> ▪ Develops and applies stress reduction strategies to cope with long exposure to numerous stressors or stressful situations (e.g., physical exercise, massage therapy, stress management course). ▪ Recognizes personal limits for workload and negotiates adjustments to minimize the effects of stress, while still ensuring appropriate levels of productivity. 	<ul style="list-style-type: none"> ▪ Demonstrates behaviours that help others remain calm, yet focused and energized during periods of stress. ▪ Uses personal experience to help others recognize stressful situations and how to cope with them. ▪ Identifies ways of releasing or limiting the stress places on others.

Note: “Stamina/Stress Resistance” was identified as a competency relevant for federal Public Service leaders.

Teamwork

Working collaboratively with others to achieve common goals and positive results				
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Participates as a team member</i>	<i>Fosters teamwork</i>	<i>Demonstrates informal leadership in teams</i>	<i>Capitalizes on teamwork opportunities</i>	<i>Builds bridges between teams</i>
<ul style="list-style-type: none"> ▪ Assumes personal responsibility and follows up on commitments. ▪ Deals honestly and fairly with others, showing consideration and respect. 	<ul style="list-style-type: none"> ▪ Promotes team goals. ▪ Seeks others' input and involvement and listens to their viewpoints. ▪ Recognizes when a compromise is required for the greater good of the team. ▪ Suggests or develops methods and means for maximizing the input and involvement of team members. ▪ Models behaviours that maximize group participation. 	<ul style="list-style-type: none"> ▪ Discusses problems/ issues with team members that could impact on results. ▪ Communicates expectations for teamwork and collaboration. ▪ Gives credit and acknowledges contributions and efforts of individuals to team effectiveness. 	<ul style="list-style-type: none"> ▪ Initiates collaboration on with other groups/ organizations on projects or methods of operating. ▪ Capitalizes on opportunities and addresses challenges presented by the diversity of team talents. ▪ Supports and encourages other team members to achieve objectives. 	<ul style="list-style-type: none"> ▪ Facilitates collaboration across teams to achieve a common goal. ▪ Breaks down barriers (structural, functional, cultural) between teams, facilitating the sharing of expertise and resources.

Note: "Teamwork" and "Interpersonal Relations" were identified as competencies relevant for federal Public Service leaders.

Team Leadership

Leading and supporting a team to achieve results				
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Keeps the team informed</i>	<i>Ensures the needs of the team and of members are met</i>	<i>Ensures team member input</i>	<i>Empowers the team</i>	<i>Inspires team members</i>
<ul style="list-style-type: none"> ▪ Ensures that team members have the necessary information to operate effectively. ▪ Establishes the direction/goal(s) for the team. ▪ Lets team members affected by a decision know exactly what is happening and gives a clear rationale for the decision. ▪ Sets an example for team members (e.g., respect of others' views, team loyalty, cooperating with others). 	<ul style="list-style-type: none"> ▪ Makes sure the practical needs of the team and team members are met. ▪ Makes decisions by taking into account the differences across team members, and overall team requirements and objectives. ▪ Ensures that the team's tasks are completed; accepts accountability for the team's actions and results 	<ul style="list-style-type: none"> ▪ Values and encourages others' input and suggestions. ▪ Builds cooperation, loyalty and helps achieve consensus. ▪ Provides constructive feedback and recognizes all contributions. ▪ Ensures the respective strengths of team members are used in order to achieve the team's overall objectives. 	<ul style="list-style-type: none"> ▪ Communicates team successes and organization-wide contribution to other organizational members. ▪ Encourages the team to promote their work throughout the organization. ▪ Establishes the team's credibility with internal and external stakeholders. 	<ul style="list-style-type: none"> ▪ Builds the commitment of the team to the organization's mission, goals and values. ▪ Aligns team objectives and priorities with the broader objectives of the organization. ▪ Ensures that appropriate linkages/partnerships between teams are maintained. ▪ Creates an environment where team members consistently push to improve team performance and productivity.

Values and Ethics

Creating and supporting the principles and values of the organization and the Public Service as a whole			
Level 1	Level 2	Level 3	Level 4
<i>Demonstrates behaviours consistent with the organization's values</i>	<i>Identifies ethical implications</i>	<i>Promotes the organization's values and ethics</i>	<i>Sets the standards</i>
<ul style="list-style-type: none"> ▪ Demonstrates understanding of the organization's ethics and values (e.g. treats others fairly and with respect). ▪ Takes responsibility for own work, including ownership of problems and issues. ▪ Avoids and prevents situations that could give rise to conflict of interest. 	<ul style="list-style-type: none"> ▪ Seeks to identify and consider different ethical aspects of a situation when making decisions. ▪ Identifies and seeks to balance competing values when selecting approaches or recommendations for dealing with a situation. 	<ul style="list-style-type: none"> ▪ Advises others in maintaining fair and consistent dealings with others and in dealing with ethical dilemmas. ▪ Deals directly and constructively with lapses of integrity (e.g., intervenes to remind others of the need to respect the dignity of others). 	<ul style="list-style-type: none"> ▪ Defines, communicates and consistently exemplifies the organization's values and ethics. ▪ Ensures that standards and safeguards are in place to protect the organization's integrity (e.g., professional standards for financial reporting, integrity/ security of information systems). ▪ Identifies underlying issues that impact negatively on people and takes appropriate action to rectify the issues (e.g., systemic discrimination).

Note: "Ethics and Values" was identified as a competency relevant for federal Public Service leaders.

Visioning and Strategic Thinking

Developing and inspiring commitment to a vision of success; supporting, promoting and ensuring alignment with organization's vision and values				
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Demonstrates personal work alignment</i>	<i>Promotes team alignment</i>	<i>Aligns program/operational goals and plans</i>	<i>Influences strategic direction</i>	<i>Develops vision</i>
<ul style="list-style-type: none"> ▪ Sets personal work goals in line with operational goals of work area. ▪ Continually evaluates personal progress and behaviour to ensure alignment with organizational values and operational goals. ▪ Liaises with others to ensure alignment with the business goals and values of the organization. 	<ul style="list-style-type: none"> ▪ Effectively communicates and interprets the strategic vision to employees within area of responsibility. ▪ Clearly articulates and promotes the significance and impact of employee contributions to promoting and achieving organizational goals. ▪ Monitors work of team to ensure alignment with strategic direction, vision and values for the organization. ▪ Identifies potential future directions for work area in line with vision. 	<ul style="list-style-type: none"> ▪ Works with teams to set program/operational goals and plans in keeping with the strategic direction. ▪ Regularly promotes the organization, its vision and values to clients, stakeholders and partners. ▪ Works with staff to set strategic goals for own sector of the organization. ▪ Assesses the gap between the current state and desired future direction and establishes effective ways for closing the gap in own sector. 	<ul style="list-style-type: none"> ▪ Foresees obstacles and opportunities for the organization and acts accordingly. ▪ Scans, seeks out and assesses information on potential future directions. ▪ Provides direction and communicates the vision to encourage alignment within the organization. 	<ul style="list-style-type: none"> ▪ Leads the development of the vision for the organization. ▪ Describes the vision and values in compelling terms to develop understanding and promote acceptance/commitment among staff and stakeholders. ▪ Identifies trends or connections between organizational issues and translates into priorities for the organization.

Note: "Visioning" was identified as a competency relevant for federal Public Service leaders.