ONTARIO PUBLIC SERVICE

COMPETENCY REFRESH

DICTIONARY

Competencies @ Work for You

Ontario

INTRODUCTION

Welcome to the Ontario Public Service (OPS) Competency Refresh Dictionary

This dictionary lists 30 behavioural competencies and 3 technical competencies that can be applied throughout the Ontario Public Service (OPS).

The OPS Competency Refresh Dictionary is intended to help you understand and describe capabilities that are important to our changing public service.

➢ *What are competencies?*

Competencies are specific and observable knowledge, skills and behaviours that are associated with effective functioning in a job. Job descriptions specify the duties and responsibilities of the work and qualifications (or *technical competencies)* that the work requires. *Behavioural competencies* enrich this information by describing the "how" of the work, giving a clearer picture of the ways in which knowledge and skills can be applied to achieve results in a job.

Some competencies, such as Teamwork can be applied to many jobs in all parts of an organization. Other competencies, such as Change Management, may apply only to certain jobs or to jobs at a particular level of the organization. Most jobs involve combinations of competencies.

In most organization, competencies are used in human resource management activities such as employee learning and development, succession management and selection. Some incorporate competencies into performance management.
In the OPS, competencies for the workforce will be used as:
- A foundation for learning and development programs;
- A tool for succession management; and
- A support for some recruitment and selection activities.

More about competencies and their use can be found in *Guide to Competencies in the OPS: Developing Workforce Capabilities* on the HR OpenWeb.

➢ *What does a competency description look like?*

There are many different ways to describe competencies. Competencies in the *OPS Competency Refresh Dictionary* are presented in a format that includes a narrative definition of the competency followed by a set of *behavioural indicators*, or ways in which the competency is demonstrated thorough on-the-job behaviour. These indicators or levels are organized in a scale that represents dimensions of behaviour such as complexity or breadth of impact.

_____

➢ *How do I use this dictionary?*

The dictionary is intended to be used by skilled human resource practitioners or by managers who have an understanding of competencies. Refer to the *Guide to Competencies in the OPS* on the HR OpenWeb for suggestions about how to use competencies appropriately to plan development and to support recruitment and selection.

When using competency descriptions from the dictionary, please do not change the descriptions or reorder or move the behavioural indicators form one competency to another. Changing the competency descriptions reduces their meaning and value to individual employees and the organization.

Ontario Public Service
Competency Refresh Dictionary

Part 1
Behavioural Competencies   **Page**

Ontario Public Service
Competency Refresh Dictionary

Part 1
Behavioural Competencies Continued   **Page**

Ontario Public Service
Competency Refresh Dictionary

Part 2
Technical Competencies   **Page**

PART ONE

BEHAVIOURAL COMPETENCIES

BUSINESS AWARENESS (BA)

Business Awareness is a focus on understanding the business in today's context. In its simplest form it focuses at the job level, and at the most complex level it focuses on the OPS as a system. It is operational in its purpose. This implies that business awareness is concerned with understanding "what is happening now".

1. **Job Focus**: Works within the context of a job. Ensures a clear understanding of the job, what needs to be done, the impact of the job on direct partners and stakeholders and customer and others.

2. **Branch/Program/Regional Focus**: Considers the role and function of   the branch/program/region. Has a clear understanding of the deliverables, mandates, measures for the branch/program/region. Is aware of issues, processes and outcomes at the branch/program/regional level. Considers the impact of the branch/program/region on direct partners and stakeholders, customers and staff.

3. **Ministry/Occupation Cluster Focus**: Understands the business of the ministry, its mandate, vision, mission, goals and the role for the various branches/programs/regions within the ministry. Is aware of the issues, processes and outcomes at the ministry level. Considers the impact of the ministry on direct partners and stakeholders, customers and other ministries.

4. **OPS/Partnership Focus**: Understands the purpose, vision, mission, mandate and agenda of the OPS. Can make connections between ministries and central agencies. Is aware of issues, processes and outcomes at the system level. Considers the impact of the OPS on direct partners and stakeholders, customers and other jurisdictions.

CHANGE MANAGEMENT (CM)

Change Management is the ability to support a change initiative that has been mandated within the organization. It involves helping the organization's members understand what the change means to them, and providing the ongoing guidance and support that will maintain enthusiasm and commitment to the change process. People with this competency willingly embrace and champion change. They take advantage of every opportunity to explain the vision of the future to others and gain their buy-in.

1. **Speaks Out for Change**: Publicly supports the mandated change initiative either verbally or in writing. May repeat this message on a number of occasions to ensure members of the organization are clear on the purpose and direction of the change.

2. **Links Change to Work Processes**: Explains how change will affect work processes or structures in general. Draws theoretical connections, speaks about the change and desired outcomes in broad or abstract terms.

3. **Makes Change Real for Individuals**: Explains to individuals specifically how the change will affect their roles or positions. Integrates the change very clearly with existing work/projects. Builds on recent change initiatives to increase enthusiasm and commitment to the change process. Creates opportunities for individuals to provide feedback on the anticipated changes, and have input into how the change will be implemented.

4. **Follows Through on Change Initiative**: Takes specific and sustained action to ensure the successful implementation of the change program. Reinforces the change message with own actions and attitudes. Sets up a communication system that provides regular and sustained communication. Monitors and gives feedback on the progress of the change initiative, and ensures that there are opportunities for discussion at each stage and phase. Publicly recognizes individuals who are demonstrating behaviours consistent with the "new organization".

_____

COACHING (CCH)

Coaching involves the genuine intent to foster the learning or development of others through expressing a positive regard for an individual's capacity to learn. The goal of coaching is to encourage others, transfer knowledge, develop skill and/or develop the understanding of the individual being coached.   Coaching can be directed to members of the public, internal clients, colleagues, partners, co-workers, peers and staff.

1. **Takes Action to Increase Others' Effectiveness**: Provides routine exchange of knowledge with others to help them carry out assignments. Ensures the task or job information is clear. Gives detailed instructions and/or on-the-job demonstration.   Tells how to do the task, and makes specific helpful suggestions.

2. **Listens and Provides Feedback**: For development purposes, asks the individual being coached questions about their effectiveness. What did they do that works? What would they do differently? How would they do things next time? Listens for appropriate responses and provides encouragement and support for action. Reinforces behaviours that produce positive outputs. Resists the temptation to tell the person what to do.

3. **Coaches for Performance Improvement Consistently**: At every opportunity provides appropriate coaching to others for development purposes. Looks upon coaching as a regular and important part of the job. Analyses the potential of the individual being coached to begin to "self coach" (i.e. increase their own ability to consistently ask themselves what has gone well and what they could do differently.) As the coach looks for ways to adjusts their coaching approach to encourage this independence.

4. **Encourages Independence**: Arranges increasingly complex learning opportunities or other experiences for the purpose of fostering the internalization of all that the individual needs to know in order to be able to operate independently. Seeks to develop expertise, skills or knowledge in the individual being coached, to the point that the coach is no longer needed as a resource.

_____

COMMITMENT TO ORGANIZATIONAL LEARNING (COL)

Commitment to Organizational Learning is driven by a desire to increase personal mastery of a subject, ability or of an environment in order to improve personal and/or professional effectiveness. It is driven by a desire to increase the value of, and access to, knowledge and at best, is intended to be of service to others in resolving issues or problems.

1. **Values Knowledge**: Values previously acquired knowledge as it applies to current situations. Answers questions when asked. Expresses confidence in knowledge and acts decisively in situations requiring existing knowledge. Is generally aware of the different kinds of knowledge that peers and others have. Overall, speaks positively of having and sharing knowledge in work situations.

2. **Seeks to Add/Share Knowledge:** Asks questions of available resources/ sources in response to new problems or situations. Shows curiosity and interest in new approaches, tools, methods in own areas of expertise by seeking out others, reading, researching or attending workshops, etc. Actively seeks out opportunities to add to others' knowledge and share new knowledge with others.

3. **Establishes and is Constantly Renewing Expert Level of Knowledge:** Is motivated by business/public service objectives to continuously increase the scope and depth of knowledge acquired and shared. Constantly monitors both external and internal sources. Participates in communities of practice. Seeks out opportunities to address complex and/or ambiguous situations in which to apply current knowledge as a means of constantly updating and expanding expertise. Demonstrates initiative in judiciously and generously sharing information across a wide network of peers, clients, and others for the benefit of the organization. Is perceived and sought out by others as an expert.

4. **Creates Systemic Processes for Constantly Improving Knowledge:** Seeks opportunities to expand the boundaries of accepted practices and ways of doing business. Works to get new approaches/knowledge accepted to benefit business. Establishes systematic systems for collecting and evaluating new information (whether research and/or experienced based.) Is disciplined and goal-oriented when sharing knowledge with others and uses a variety of means to do so (e.g. shared electronic folders, meetings/conferences, coaching, etc.)

_____

COMMUNICATING EFFECTIVELY (CE)

Communicating Effectively is the ability to send and recevie information effectively. As the sender, it means speaking and writing clearly and expressing yourself well in groups and in one-on-one conversations, so that information is understood by the receiver(s) the way it was intended. As the receiver, effective communicators demonstrate a respectful understanding of the other's position, listen actively and ask questions to seek comprehensive understanding. Using verbal and non-verbal techniques, effective communicators also seek to deliver clear messages, intending that their messages be understood and that they serve as the basis for any mutual agreement or action that is subsequently undertaken.

1. **Actively listens and Speaks Respectfully**: Listens in order to understand, and responds to things that appear important to others. Is receptive and pays attention to the emotion in body language, facial expression and tone of voice. Shows respect by giving attention to the speaker. Uses a respectful tone when speaking to others.

2. **Seeks to Send Clear Messages and to Better Understand**: Asks open ended questions and/or paraphrases to draw out the concern and thoughts of others in an effort to better understand them. Responds to questions by providing clear, concise and accurate information. Volunteers information that may not have been requested in order to provide listener with relevant information related to the topic/issue.

3. **Understands the Impact of Messages on Others**: Carefully crafts his/her message by taking the listener's perspective into consideration and by focusing on the goal of establishing a clear understanding/agreement. Responds to the speaker's ideas rather than the speaker's communication style. May pause briefly in order to plan an appropriate and effective response. Uses language as a tool for communication rather than a vehicle to display education, insider knowledge or status.

4. **Promotes Clear, Open Communication**: Communicates information which sets new corporate and political direction and has a large public impact, provincially, nationally and/or globally. Understands that communication (achieving understanding of your point) is the responsibility of the speaker. Is aware of how poor choice of time, place, environment or lack of privacy can inhibit communication. Recognizes that achieving understanding is not the same thing as agreement. Seeks confirmation that agreements are based on shared understanding of the points of views present, and clarity about what decisions are. Creates or develops complex documents synthesizing a variety of ideas, view and issues into a fluid and cohesive fashion and articles of thoughts, processes and information in a profound and persuasive way to provoke audience to thought or action.

CONCERN FOR IMAGE IMPACT (CII)

Concern for Image Impact is an awareness of how oneself, one's role and the organization are seen by others. The highest level of this competency involves an awareness of, and preference for, respect for the organization by the community. Concern for Image Impact is particularly appropriate for public servants who are seen as the face of government.

1. **Expresses Concern about Image of Role**: Expresses concern about how one is perceived within own role and acts to clarify duties, accountabilities and importance of role when role is misunderstood or discounted.

2. **Sets Boundaries of Role**: Explicitly defines what the role is, and how others may or may not interact with him or her. Describes behaviour that is and is not appropriate for that role and acts accordingly.

3. **Recognizes Impact of Own Role**: Demonstrates understanding of the way in which acting in own role has an effect on a broad audience. Considers implications for public image of role before acting. Also recognizes the impact of internal and external events on the perception of the role.

4. **Describes Public Impact of Organization**: Recognizes and articulates the role of the organization and the effects of this on the public in general. Considers the implications of this relationship when deciding on a course of action. Sees self as a representation of the organization, and acts in a way which maintains a positive public image for the organization. Also recognizes the impact of internal and external events on the perception of the organization.

5. **Works to Promote Organizational Image**: Acts to create a positive image for the organization, or a positive impact on the community, e.g., selects well-known high-profile individuals for publicly visible positions to improve image, credibility, and/or prestige of the organization. Ensures public processes are transparent and accountability is clear when dealing with controversial issues.

_____

CONCERN FOR QUALITY AND STANDARDS (CQS)

Concern for Quality and Standards reflects an underlying drive to reduce uncertainty and errors in your work and in the surrounding environment. It involves the ability to check and/or monitor work quality and processes, by insisting on standards and accountability for meeting performance measures.

1. **Seeks Clarity about Expectations**: Endeavours to have clear information that relates to role, performance expectations, tasks and accountability. Maintains current and thorough records.

2. **Concern for Accuracy/Quality**: Checks own work. Double-checks the accuracy of particular information of own work. Follows required internal control procedures and ensures own compliance with standards where they exist (e.g. Office Procedures Manual).

3. **Monitors Work**: Monitors the progress/quality and/or standards of work against key criteria. Adapts approach as needed and/or takes action to improve performance and to ensure the success of the project. Recommends and implements changes to procedures in order to ensure performance targets and meet expectations.

4. **Creates Quality Criteria and Standards**: Uses initiative to define quality criteria/standards for the performance of own, or others work where none exist or where there is a variety of inconsistent standards. Sets up new procedures and establishes a system for measuring and monitoring compliances.   Implements monitoring and routinely checks progress against own standards. Communicates and reinforces these standards with/to others.

CUSTOMER SERVICE (CS)

Customer Service implies a desire to identify and serve the organization's customers who may include the public, colleagues, partners, and peers. It means focusing one's efforts on discovering and meeting the needs of the customer/client.

1. **Follows Up**: Follows through on customer inquiries, requests and complaints. Keeps customer up-to-date about progress of projects.

2. **Maintains Clear Communication**: Maintains clear communication with customer regarding mutual expectations. Monitors client satisfaction. Distributes helpful information to clients. Ensures courteous and professional service.

3. **Takes Personal Responsibility**: Takes personal responsibility for correcting customer-service problems. Corrects problems promptly and undefensively.

4. **Takes Action for the Customer**: Makes self fully available, especially when customer is going through a critical period. For example, takes actions beyond normal expectations, or may change the process to ensure accessibility to information or assistance.

5. **Addresses Underlying Customer Needs**: Knows the customers' issues and/or seeks information about the real underlying needs of the customer beyond those expressed initially. Matches these to available (or customized) services.

6. **Uses a Long-Term Perspective**: Works with a long-term perspective in addressing a customer's problem. May trade off immediate costs for the sake of the long-term relationships. Looks for long-term benefits to the customer. Acts as a trusted advisor; becomes involved in customer's decision-making process. Builds an independent opinion on client's needs, problems, or opportunities and possibilities for implementation. Acts on this opinion (e.g., recommends approaches that are new and different from those requested by the client).

DRIVE TO DELIVER RESULTS (DDR)

Drive to Deliver Results is a commitment and drive to achieve deliverables and reach successful outcomes both at an individual and team level. It includes the demonstration of enthusiasm and pride in accomplishing tasks and achieving goals. Strives to continuously achieve higher levels of performance. Works to embed sustainability of quality results within the OPS.

1. **Works to Achieve Goals**: Accepts responsibility for meeting agreed upon goals and works to meet deliverables (e.g., manages a budget or plan, works towards achieving quality product(s) etc.). Expresses enthusiasm about reaching goals. Prioritizes work and makes decisions that are aligned with established objectives.

2. **Strives to Improve Results**: Takes personal responsibility to ensure required deliverables are met. Measures progress against deliverables and acts on opportunities for improvement. Regularly reviews activities and plans against objectives, and modifies plans as necessary to ensure actions support goal attainment. May make specific changes in a process to improve outcomes (e.g. do something better, faster, at a lower cost, and more efficiently). Establishes and uses methods to measure outcomes against high quality standards.

3. **Achieves Challenging Objectives**: Strives to deliver on challenging objectives which are a definite stretch but not unrealistic or impossible to attain. Scans internal and external environment and identifies opportunities with payoffs, which may result in significantly improved bottom-line performance. Perseveres in the face of obstacles to successfully deliver on accountabilities; makes sure the work is completed despite roadblocks.

4. **Seizes New Challenges and Opportunities**: Acts with a keen sense of urgency to capitalize on opportunities to set and achieve deliverables and enhanced accountability. Takes calculated risks and makes decisions to achieve a defined benefit for the OPS. Commits significant resources and time despite uncertainty or potentially adverse consequences to establish and deliver on initiatives, that will achieve significant long-term benefits for the OPS.

5. **Integrates Sustainability into Results Achieved**: Considers the broader outcome and works to ensure sustainability of process and programs over time. Implements complex sets of actions that encompass building coalitions, capacity, support and systems that will ensure sustainability once the initial results achieved. May require trade-offs between speed vs sustainability of result. Documents and communicates successes broadly.

_____

FLEXIBILITY (FLX)

Flexibility is the ability and willingness to adapt to and work effectively within a variety of situations, and with various individuals or groups to achieve results. Flexibility means understanding and appreciating different and opposing perspectives on an issue, adapting one's approach as situations change and accepting changes within the organization or in one's own job. It also means adapting to new, different or changing situations, requirements and priorities.

1. **Values Need for Flexibility**: Accepts that other people's points of view are reasonable or valid. Acknowledges that people are entitled to their opinions, and accepts that they are different. Steps in to co-workers' tasks when needed or required.

2. **Demonstrates Flexibility**: Works creatively within standard procedures to fit a specific situation. Understands policies and can work within them to meet the branch, work group, team or individual goals.

3. **Adapts Approach**: Changes one's approach as required to achieve intended outcomes. Prioritizes actions effectively, in order to respond to numerous and diverse challenges and demands.

4. **Adapts Strategy**: Recognizes when the basic business plan/business assumptions need to be fundamentally altered, and proceeds with making the case for change.   Is responsive and creative in the face of evidence that a fundamental change is required, or when an external/internal event indicates a review or direction change is necessary and/or desirable. Acts quickly in defining new approach and implementing new practices that will support overall goals.

HOLDING PEOPLE ACCOUNTABLE (HPA)

Holding People Accountable involves setting high standards of performance and holding team members, other Ministry/OPS contacts, outside contractors, service providers, etc., accountable for results and actions.

1. **Wants Expectations Clear**: States concern that performance expectations are made clear and are understood. Gives basic directions and requirements.

2. **Sets Clear, Consistent Goals**: Gives a detailed explanation of the goal: what it looks like for the individual and the group.

3. **Expects High Performance**: Working with staff, sets standards, demands high performance, quality or resources; insists on compliance with own directions or requests in a "clear and firm manner".

4. **Holds People Accountable for Performance**: Discusses openly and directly with relevant others about performance. Reviews performance against clear standards or expectations. Expects individuals to hold themselves accountable.

5. **Takes Effective Action on Performance**: Addresses performance problems in a timely way by assessing performance against standards and acting in a way to improve performance. Provides recognition and reward for work well done.

IMPACT AND INFLUENCE (IMP)

Impact and Influence is the ability to influence, persuade, or convince others to adopt a specific course of action. It involves the use of persuasive techniques, presentations or negotiation skills to achieve desired results in order to build support, agreement or commitment to a specific course of action.

1. **States Intention but Takes No Specific Action**: Intends to have a specific effect or impact. Expresses concern but does not take any specific actions.

2. **Takes a Single Action to Persuade**: Uses direct persuasion in a discussion or presentation (e.g., appeals to reason, data, others' self-interests; uses concrete examples, visual aids, demonstrations, etc.). Makes no apparent attempt to adapt presentation to the interest and level of the audience.

3. **Takes Multiple Actions to Persuade**: Takes two or more steps to persuade without trying to adapt specifically to level or interest of an audience. Includes careful preparation of data for presentation, OR making two or more different arguments or points in a presentation or a discussion.

4. **Assesses the Impact of One's Actions or Words**: Adapts a presentation or discussion to appeal to the interest and level of others. Anticipates the effect of an action or other detail on people's image of the speaker OR takes a well thought-out dramatic or unusual action in order to have a specific impact. Uses group process skills appropriately. Anticipates and prepares for others' reactions.

5. **Uses Indirect Influence**: Prior to implementing an initiative or seeking decision, where it will support a desired outcome, uses chains of indirect influence: "get A to show B so B will tell C such-and-such," OR takes multiple steps to influence, with each step adapted to the specific audience. Uses experts or other third parties to influence.   Identifies potential champions and takes action to secure support.

6. **Uses Complex Influence Strategies**: Anticipates and identifies the likely different points of view and uses complex indirect and direct strategies to build support and agreement with a course of action. Assembles internal and external stakeholder groups (may include customers, members of public, agencies, transfer payment organizations, other ministries/divisions, internal committees, other professional groups, peers, etc.) to test and build "informal" and formal support of ideas. Selects information to have specific effects and uses expert facilitation and knowledge of group process/individual preferences to lead discussions and overall processes.

_____

INFORMATION SEEKING (INF)

Information Seeking is driven by a desire to know more about things, people or issues. It implies going beyond the questions that are routine or required in the job. It may include "digging" or pressing for exact information; resolution of discrepancies by asking a series of questions; or less-focused environmental "scanning" for potential opportunities or miscellaneous information that may be of future use.

1. **Asks Questions**: Asks direct questions of the people who are there, or who are supposed to answer questions about the situation, such as people who are directly involved even if not physically present. Uses visible information, or consults other available resources.

2. **Personally Investigates**: Gets out to personally investigate the problem or situation, when normally would not do so. Finds and questions those closest to the problem. Asks "What happened?"

3. **Digs Deeper**: Asks a series of probing questions to get at the root of a situation or a problem, or potential opportunity below the surface issues presented. Calls on others who are not personally involved, to get their perspective, background information, experience, etc. Does not stop with the first answer, finds out why something happened.

4. **Does Research**: Makes a systematic effort over a limited period of time to obtain needed data or feedback, or in-depth investigation from unusual sources. OR does formal research through newspapers, magazines, computer search systems, or other resources. This may include legal, financial, community research.

5. **Uses Own Ongoing Systems**: Has personally established ongoing systems or habits to get information ("management by walking around," regular informal meetings, or the scanning of certain publications etc.), including setting up individuals to do regular information gathering for him or her.

_____

INITIATIVE (INT)

Initiative is taking action, proactively doing things and not simply thinking about future actions. The time frame of this scale moves from completing past or current projects to acting on future opportunities or problems. Formal strategic planning is not included in this competency.

1. **Show Persistence by Addressing Current Opportunities or Problems:** Recognizes and acts upon present opportunities or takes steps to overcome present problems. Plans and organizes work in an effective manner to address the current opportunity or problem.

2. **Acts Proactively:** Grasps opportunities or identifies potential problems, and takes the initiative to follow through rather than wait for the problem to arise.

3. **Plans Ahead:** Thinks ahead and plans for contingencies and effectively prepares and organizes resources and activities to deal with short-term concerns.

4. **Plans for the Future:** Anticipates longer-term situations and puts plan(s) in place and effectively implements them. Organizes resources and activities to deal with longer-term problems or opportunities.

5. **Implements Comprehensive Plan(s):** Develops and implements comprehensive plan(s) that bridge complex issues and span across time. Makes sophisticated use of resources to meet long-term or strategic goals. Almost always prepared for any contingency. Is well positioned to take advantage of opportunities as they arise.

INNOVATION (INN)

Innovation is being open to new ideas and taking new approaches, to go beyond the conventional, to find better ways of managing business processes and service delivery. Innovation involves a deliberate intention to seek creative ideas and then develop and implement these ideas so that they provide maximum value.

1. **Is Open to New Ideas:** Is open-minded when presented with a new perspective, and will not automatically dismiss new ideas. Will accept other solutions when conventional methods do not work.

2. **Is Curious About and Actively Explores New Possibilities:** Questions and challenges the quality of conventional work methods, including one's own assumptions. Is prepared to take unorthodox approaches and try different solutions. Builds observation skills to identify ideas that may already exist beyond the immediate group or situation, i.e. other ministries, agencies and organizations.

3. **Identifies How to Create More Value For Our Customers, Citizens and/or Stakeholders**: Is prepared to look beyond the data for solutions. Generates varied solutions to the situation at hand. Understands the strategic implications of new ideas. Looks to the future to explore evolving needs and new technology.

4. **Takes Action on Innovative Ideas:** Responds to change by seizing opportunity for achieving same goals differently. Seeks out new ideas and adapts methodology and ideas quickly. Develops business case for the proposed innovation, and considers all options for implementation that will accomplish goals. Understands risks involved, and manages risk associated with change. Consistently monitors during implementation; reviews and evaluates outcomes for future reference.

5. **Champions Innovation:** Actively contributes to and encourages others to build an environment for innovation. Understands the human implication of recommending new ideas, including resistance to change. Drives out fear by fostering an environment where other people's new ideas can be heard and supported. Honours ideas and innovation of others regardless of their origin. Takes action to implement and follow-up on innovative ideas.

_____

INTEGRITY (ING)

Integrity refers to actions that are consistent with what one says are important. Integrity is based on a willingness to hold oneself accountable for acting in ways, both privately and publicly that are consistent with stated values, principles, and/or professional standards.   People with integrity develop personal and/or professional credibility to the degree that their values, standards, etc. are also clearly communicated with others, i.e they are seen to "walk their talk" even when it might mean it is not easy to do so.

1. **Communicates Values/Principles to Others**: Is willing to be known and assessed against personal/professional codes of conduct. Is open and honest about situations in which it applies. Recognizes that others may not share the same standards/values. Values the ability to live with honesty and openness in relationship to others.

2. **Monitors Own Actions for Consistency with Values and Beliefs**: Operates consistently with value base, for example, takes pride in being trustworthy. Monitors own behaviour for consistency with stated values/codes of conduct. Voluntarily modifies behaviour in order to hold to standards.

3. **Acts on Values When It Is Not Easy to Do So**: Is not persuaded to change standards even when others are not adhering to them, including superiors. If makes a mistake, is willing to admit it and work towards restoring confidence and/or standard of behaviour. Is prepared to take a stand on issues based on values or belief of what is good for the public, business, or organization, even if it is not an accepted or appreciated stand.   Provides advice/feedback that is consistent with stated values/codes, even when it might be easier to refrain from being honest and or open in the situation.

4. **Takes Action Based on Values When Significant Cost or Risk is Associated with Doing So:** Makes sure there is full disclosure based on risk/benefit analysis. Challenges powerful others to act on espoused values. Will clearly articulate to higher authorities dissatisfaction with current situation, even at risk to personal career goals.

_____

LEADERSHIP (LEAD)

Leadership is the ability and desire to lead others including teams of people. It involves leading with a positive attitude, energy, resilience and stamina. It also includes taking action to provide adequate support and resources to others, and removing obstacles to success. Holding yourself and others accountable for results is an inherent attribute of leadership. At higher levels it includes championing new visions or initiatives, the courage to take risks, and taking the required actions to ensure that members of the organization accept and support the vision to accomplish goals.

1. **Keeps People Informed**: In a leadership role, lets people affected by a decision know what is happening, even if they are not required to share such information. Makes sure the group has all the necessary information and shares expectations towards achievement of goals.

2. **Models and Encourages Personal Accountability:** Encourages team members to take action and accept personal accountability. Demonstrates openness with others, sharing own values and beliefs in an effort to guide them. Provides constructive and supportive feedback, giving praise when appropriate and redirecting efforts when the work or behaviour is not appropriate.

3. **Uses Power and Authority Fairly**: Uses formal authority and power in a fair and equitable manner. Makes a personal effort to treat all group members fairly, respectfully and equally. Takes a stand on critical issues and acts with honesty and integrity. Treats others with respect and expects the same.

4. **Builds Strong Teams That Capitalize on Differences in Expertise, Competencies and Background**: Promotes team and individual effectiveness. Uses strategies to promote morale and productivity (work assignments, cross-training, and/or staffing decisions, etc.). Resolves team conflict and tries to create an atmosphere that encourages collaboration towards achievement of results. Empowers others and encourages them to express their point of view. Recognizes and rewards others who have performed well and makes a point of acknowledging their good performance to others. Makes sure the practical needs of the group are met by removing roadblocks and/or obtaining needed personnel, information, resources etc.   Publicly defines a specific area where change is needed

5. **Demonstrates Credible Leadership and Champions New Initiatives:** Actively promotes and stands by decisions that benefit the Ministry/OPS even if they are unpopular or controversial. Models leadership for others and takes ownership on important business and operational issues. Expects a high level of commitment and accountability from self and others. Is willing to take calculated risks, and champion new innovative approaches and initiatives that can lead to business success. Defines an explicit vision for change. May simplify, modify or redefine a previous vision in specific terms. Leads the change process and creates a sense of urgency to achieve desired change.

6. **Reinforces and Communicates a Compelling Vision for Change:** Sets and articulates a clear direction for the team or group. Inspires confidence in the vision and generates excitement, enthusiasm and commitment to the attainment of the mission. Has presence, energy and genuine passion about his/her vision and successfully instils that in others to align the organization with the change vision.

_____

LEARNING FROM EXPERIENCE (LEXP)

Learning From Experience is the ability to actively reflect on outcomes and one's own actions by drawing on knowledge and insight gained, in order to continuously improve both personally and organizationally. People who demonstrate this competency are willing to learn and grow by reflecting on negative and positive outcomes and learning from their experiences. They remain optimistic even when they have contributed to a negative outcome. Similarly, they display pride in their own judgement capabilities and actions when they have contributed to a positive outcome.

1. **Personal Reflection:** Reflects on outcomes. Asks self- What happened? What worked? What didn't work? What can I do differently?   When errors or expression of dissatisfaction are raised, begins a process of inquiry into the circumstances.

2. **Acknowledges Personal Responsibility for Outcomes:** even when all the elements of a situation are not within his/her direct control but could have been personally managed. Remains positive and open to learn even when things don't go well. Demonstrates the motivation to learn by being open to reflect and analyze all possibilities of a situation and his/her contribution to the outcome. Re-energizes after loss/failure or after encountering a significant hurdle to readdress the situation to overcome it.

3. **Seeks Additional Information and Feedback for Performance Enhancement:** Proactively searches for input from others about what contributed to the outcome of a situation, and considers own involvement and integrates the results into personal development efforts. Conducts a reality check – tests own perception of a negative or positive situation in the eyes of others. Looks for the new learning in things and events, and maintains a positive outlook in the face of disappointments or failures and moves on. Copes with disappointments positively. Learns from others by carefully observing their behaviours and ways of doing things.

4. **Takes Responsibility for Personal Career Development and Applies Learning:** Looks for ways to apply learning by doing things differently. Takes the time to think about what is working and what is not working and why. Considers new ways of doing things, and openly questions self and others about traditional or accepted ways of doing things that don't add value. Invests time/energy/effort on the job to learn and apply new ways of doing things, when past experience shows that improvement is necessary. Takes action to improve own abilities in line with career goals, including volunteering for "stretch" assignment and taking on increased responsibilities.

5. **Leverages Opportunities to Learn New Things and Broaden Learning Experiences:** Proactively searches and recognizes new learning opportunities that can enhance broader organizational learning and understanding. Improves performance by analyzing failures and successes and applying 'learning' to new circumstances. Goes beyond the context of one's current learning opportunities and challenges and modifies assumptions regarding how to optimize learning. Own insight is often sought out by others, is seen as a credible advisor.

_____

NETWORKING (NET)

Networking is working to build or maintain effective and trusting relationships or networks of contacts with people who are, or may be potentially, helpful in achieving work-related goals and establishing advantages. It involves actively seeking opportunities to work horizontally across traditional branch, division, ministry boundaries and with external partners.

1. **Builds Rapport**: Makes a conscious effort to establish and build rapport with partners/customers/counterparts including discussion about common interests. Identifies and refers to areas of mutual interest as a means of establishing a working relationship.

2. **Develops Longer-Term Relationships**: Regularly meets/speaks with the partners/customers/counterparts without specific objectives in order to maintain a network. May initiate business gatherings designed to improve the longer-term working relationship with partners/customers/counterparts.

3. **Build a Broad Network Internal to the OPS:** Builds and maintains a large network across the OPS. Identifies key contacts, both within and external to your ministry and finds way to make connections. Takes full advantage of membership(s) in occupational groups, cross-ministry committees and communities of practice to build networks. Nurtures the relationship over time to build rapport and trust and develop a basis for future interactions.

4. **Builds a Broad Network External to the OPS:** Builds and maintains a large network across the broader public sector (municipal, federal, regional) and private sectors and geographic boundaries. Identifies key contacts both within and external to the organization and finds ways to make connections. Takes full advantage of membership(s) in business/professional associations to build networks. Nurtures the relationship over time to build rapport and trust and develop a basis for future interactions.

5. **Strategic Networking**: Uses the network to identify opportunities that will influence the OPS strategic directions. Calls upon established relationships to gain entry to higher levels/decision-makers or to achieve an important goal. Maintains relationships on an ongoing basis to ensure alignment and efficiency of effort and approach. Uses the network to identify opportunities, gather information and seek input to problems, with a view to sustaining Public Service excellence.

PARTNERSHIP BUILDING (PB)

Partnership Building is the desire to work co-operatively with all partners to meet mutual goals; anticipating and addressing potential obstacles and/or conflicts using an extensive network to solidify new partnerships and build stronger and better relationships with existing partners. It involves an awareness that changes are more effectively made together, and that a mutual interests-based relationship that operates on trust forms the foundation for success in delivering results.

1. **Maintains Contact**: Meets regularly with partners to keep them informed of new developments or continuing progress. Expresses positive expectations of the partners groups and their individual members. Is optimistic about the relationship and its predicted accomplishments.

2. **Identifies Partners' True Interests and Opportunities for Collaboration**: Works to uncover the real underlying needs or concerns of the partners' groups and individual members. Recognizes that the original information received does not "tell the whole story" and seeks additional information to clarify. Makes minor modifications to existing work plan to accommodate newly surfaced requirements.

3. **Initiates Partnership Arrangements:** Initiates or responds to proposals to establish more formal collaboration and/or co-operation in initiatives. Seeks win/win in partnership arrangement. Works with a long-term perspective and may trade off immediate costs for the sake of the partnership.

4. **Effectively Maintains Partnership Relationships**: Builds an independent opinion of partners' needs, problems or opportunities and possibilities for implementation. Monitors the effectiveness of the working relationship. Deals with conflict and/or lack of performance on either part quickly and decisively.

_____

PLANNING, ORGANIZING AND COORDINATING (POC)

Planning, Organizing and Coordinating involves proactively planning, establishing priorities and allocating resources. It is expressed by developing and implementing increasingly complex plans. It also involves monitoring and adjusting work to accomplish goals and deliver to the Ministry/OPS mandate.

1. **Prioritizes Own Work**: Efficiently uses time and completes tasks/projects on time through the routine planning of own work and organization of resources. Develops workplans considering the departments' objectives, responsibilities, accountabilities, timelines and resources. Keeps appropriate people informed on progress of task/projects.

2. **Develops and Implements Plans for Projects:** Develops operational plans and provides contingencies. Establishes measures to assess progress against the plan. Adjusts the plan appropriately and takes initiative to follow through rather than wait for problems to arise. Recognizes problems, takes corrective/preventative action and keeps people informed of plans, progress, and decisions. Obtains ongoing information and feedback about resource utilization to make timely, effective decisions.

3. **Prioritizes and Develops Plans for Others Work**: Plans the allocation of staff, funds, technology, process and facilities. Interprets departmental goals and develops supporting objectives. Monitors and evaluates the impact of the project on others and effectively communicates at appropriate stages and/or while maintaining or improving quality of programs, processes or services.

4. **Helps Groups Plan, Organize and Co-ordinate their Work Effectively:** Develops and implements efficient work plans for complex projects. Demonstrates a strong understanding of the relationships among various components of large-scale programs that cut across groups, organizing them such that resources are used most effectively. Is prepared for, anticipates, and effectively deals with problems and roadblocks. Demonstrates an in-depth understanding of the relationships between organizations, and takes timely strategic actions in facilitating groups and departments working together effectively.

5. **Builds Group Capacity for Effective Planning and Executing of Work:** Builds group capacity for planning, organizing and co-ordinating work through coaching, reinforcement (rewards, consequences) and effective design of planning systems. Reduces level of oversight and monitoring gradually and systematically.   Routinely builds in contingency and back up plans to address sudden changes in resources, direction or priorities without delaying deliverables.

_____

POLITICAL ACUITY (PA)

Political Acuity is the ability to appreciate, understand and utilize the power of relationships, both formal and informal, with organizations one is working with or as it relates to the formal political structure of government(s).   This includes the ability to identify the real decision-makers and the individuals who can influence them; and to predict how new events or situations will affect individuals and groups. Uses political acuity to act appropriately in relationship to formal power and authority (the Government, hierarchy) and informal power and authority ("how things really get done around here.")

1. **Understands Formal Structure**: Recognizes and/or uses the formal structure or hierarchy of an organization, "chain of command," positional power, rules and regulations, Standard Operating Procedure, etc. Understands the stated political objectives of the Government and other leadership sources.

2. **Understands Informal Structures**: Understands and uses informal structures (identifies key actors, decision-influencers, etc.). Applies this knowledge when formal structure does not work as well as desired.

3. **Understands Climate and Culture**: Recognizes unspoken organizational limitations— what is and is not possible at certain times or in certain positions. Recognizes and uses the corporate culture and the language, etc., that will produce the best response. Scans the environment to be aware of other forces which are acting on the Government/Minister, senior leaders, partners and clients, and anticipates which forces need to be explicitly addressed in planning and implementation. .

4. **Understands Organizational Politics**: Understands, describes (or uses) ongoing power relationships within and between organizations/governments (alliances, rivalries), with a clear sense of impact. Works towards achieving established goals through aligning actions and resources in a way that achieves the optimum set of alliances.

5. **Understands Underlying Big P and Small P-political Issues:** Understands (and addresses) the reasons for ongoing organizational behaviour, or the underlying problems, opportunities or political forces affecting the organization, (e.g., current social trends, demographic changes, union policies, national or historical issues that affect opportunities, etc.). Proceeds with taking actions that take a long-range view in building relationships and support for current and future endeavours.

PROBLEM SOLVING (PS)

Problem Solving is understanding a situation by breaking it apart into smaller pieces, or tracing the implications in a step-by-step way. Problem solving includes the ability to identify patterns or connections between situations that are not obviously related, and to identify key or underlying issues in complex situations. It also involves translating complex or creative plans into workable solutions.

1. **Recognizes a Problem:** Monitors environment to identify gaps between what should be and what is. Able to recognize and describe the characteristics of a problem. Doesn't take any action to address or further understand problem.

2. **Breaks Down Problems:** Breaks problems into simple lists of tasks or activities, without assigning values or priorities. Uses common sense and past experiences to identify and approach problems or issues. Recognizes and acts upon opportunities, overcomes minor obstacles to address present problems.

3. **Sees Patterns or Basic Relationships or Connections:** Makes single links between pieces of a problem; A leads to B; defines pros and cons. Prioritizes tasks in order of importance. Identifies potential alternative approaches or actions. Takes routine or usual actions quickly and decisively in a crisis.

4. **Sees Multiple Relationships:** Makes multiple causal links: several potential causes of events, several consequences of actions, or multiple-part chains of events (A leads to B leads to C leads to D). Analyses relationships among several parts of a problem or situation. Anticipates obstacles and thinks about next steps. Recommends an appropriate course of action.

5. **Makes Complex Plans or Analyses:** Uses several analytic or creative techniques to break apart complex problems into component problems or issues. Makes plans/solutions in which there are multiple-part relationships within sections.

6. **Creates New Concepts to Explain Situations:** Invents a new way to explain a multi-dimensional problem, situation or opportunity. Creates and communicates a single picture that explains many parts. OR Creates multiple new concepts to describe a given situation.

PROFESSIONAL JUDGEMENT (PJ)

Professional Judgement combines the ability to draw on one's own experience, knowledge and expertise to demonstrate good judgement. It involves relating professional knowledge (technical, theoretical and/or experiential) to specific problems. Professional judgement is based on critical thinking, assessment of implications and recognition of patterns, connections of underlying issues, and ownership of the outcome.   Professional judgement leads to workable recommendations and decisions. At higher levels, professional judgement is called upon to address increasingly complex and ambiguous situations.

1. **Sees Patterns or Basic Relationships or Connections when Exercising Judgment:** Uses professional knowledge to relate to a particular situation by piecing together a single link – if A, then B applies. Can identify pro and con and prioritize actions in order of importance. Is able to make a decision and take action when there is enough information to predict the consequences with relative certainty.

2. **Identifies Alternative Approaches or Action Options:** Uses more than one source of information/experience to determine possible interpretations, and potential courses of action. Makes recommendations/decisions based on evaluation of risk and understanding of the business context of the decision. Is able to make a decision and take decisive action in circumstances where there are gaps in the information or it's difficult to predict the consequences with certainty.

3. **Sees Multiple Relationships and Can Make Effective Decisions with Limited Information:** Makes multiple causal links: several potential causes of events, several consequences of actions, or multiple part chains of events (A leads to B leads to C leads to D). Analyses relationships among several parts of a problem or situation. Anticipates obstacles and thinks ahead about next steps. Recommends an appropriate course of action and provides as much focus as possible for self and others in dynamic situations in order to reach the right decision.

4. **Makes Complex Plans or Analyses and Reaches Effective Decisions in Ambiguous Situations:** Uses several analytical, conceptual and creative techniques to break apart complex problems into component problems or issues. Draws on complex learned concepts when examining patterns or trends and recognizes underlying issues/implications of decisions or courses of action. Makes decisions in which there are multiple-part relationships within sections. Consistently makes the right decision when there are competing and ambiguous priorities.

5. **Creates New Concepts to Explain Situations and Reach Decisions:** Invents a new way to look at a problem, situation or opportunity. Creates and communicates a picture that explains the situation, problem or opportunity OR creates multiple new concepts to describe a given situation. Recognizes new and unique opportunities inherent in extremely ambiguous and volatile situations and reconciles pieces of information that seem contradictory in order for and others to make the best decision.

PUBLIC SERVICE VALUES (PSV)

Public Service Values competency is based on the ability and willingness to commit to OPS values and to align one's own behaviour with the needs, priorities and goals of public service. It also includes acting in accordance with organizational or Government decisions and behaving with integrity.

1. **Behaves in a Professional Manner**: Behaves in a professional manner and respects the OPS business agenda; does what is expected of a public servant. Acts consistently with conflict of interest policies.

2. **Actively Supports OPS Values**: Actively supports the OPS organization's missions, values and goals. Makes choices and sets priorities to fit with the organizational mission. Co-operates with others to achieve organizational objectives. Public and private acts are consistent with values and promote a positive image of the OPS organization.

3. **Takes Tough Stands**: Speaks up and confronts authority when organizational values are being compromised. Stands by decisions that benefit the public and are consistent with values even if they are unpopular or controversial. Acts in accordance with OPS organizational values, even when challenged or in stressful situations.

SELF-CONFIDENCE (SCF)

Self-Confidence is a belief in one's own capability to accomplish a task and select an effective approach to a task or problem. This includes confidence in one's ability as expressed in increasingly challenging circumstances and confidence in one's decision or opinions.

1. **Presents Self Confidently**: Works without needing supervision, appears confident in person, presents self strongly.

2. **Demonstrates Autonomy**: Solves problems as they arise and takes appropriate action without having to consult with others. Makes decisions and takes appropriate action.

3. **Has Confidence in Own Ability**: Willing to voice an opinion and take a stand on critical issues. Explicitly states confidence in own judgement and ability. Stands up and defends decisions if challenged. Willingness to admit mistakes.

4. **Chooses Challenges**: Likes challenging assignments and is excited by a challenge. Looks for and gets new responsibilities. Speaks up when disagrees with management or others in power, but disagrees politely, stating own view clearly and confidently, even in a conflict.

5. **Remains Confident in Difficult Situations**: Deals positively with situations that could be seen as stressful or threatening. Can maintain confidence and self-image in the face of stress or difficulty. Seldom gives up before finishing, especially in the face of resistance or setbacks.

SELF-CONTROL (SCT)

Self-Control is the ability to keep one's emotions under control and restrain negative actions when provoked, faced with opposition or hostility from others, or when working under stress. It also includes the ability to maintain stamina under continuing stress and the ability to put people at ease.

1. **Restrains Emotional Impulses**: Feels an impulse to do something inappropriate and resists it. Resists temptation to act immediately without thinking but does not take positive action. OR feels strong emotions (such as anger, extreme frustration, or high stress) and holds them back. Does not do anything but restrain feelings (does not act to make things better). May leave room or otherwise remove self from the source of the emotions.

2. **Responds Calmly**: Feels strong emotions in the course of a conversation or other task, such as anger, extreme frustration, or high stress, holds the emotions back, and continues to talk or act calmly. Ignores angering actions and continues a conversation or task. May leave temporarily to withhold emotions, then return immediately to continue.

3. **Calms Others**: Not only controls own emotions, but also acts to defuse the situation and calm others. May remove others from a stressful situation to allow them to regain their composure.

4. **Manages Stress Effectively**: Withholds effects of strong emotions or stress over time; keeps functioning or responds constructively despite ongoing stress. Applies special techniques or plan activities ahead of time to manage emotions or stress.

_____

STEADY FOCUS (SF)

Steady Focus combines reasoned and realistic judgement and commitment to key outcomes. It demands a blending of visionary thought and drive with pragmatism and perseverance, and has been described as "steering a steady course through uncharted or difficult waters". Individuals with this competency have the ability to maintain the commitment of others, and rely upon self-confidence and insight to meet individual, situational or organizational challenges.

1. **Bases Decisions on Facts**: Recognizes both the constraints and opportunities of a situation before making a decision. Relies on facts and relevant information, rather than personal biases or stereotypes to make management decisions.

2. **Makes Thoughtful Judgements**: Checks initial assessment of a situation to ensure accuracy, relevance and lack of bias. Makes judgements based on a dispassionate and realistic assessment of both sides of a situation, allowing for circumstances and predicted changes in environment or focus.

3. **Maintains Focus**: "Stays the course" on proposed or established means of reaching outcomes, even in the face of uncertainty or upheaval amongst colleagues. Communicates own evaluation of the situation including the long-term vision, as well as the obstacles or enhancers faced in order to develop or maintain others' buy-in to proposed course of action. Demonstrates resilience through developing personal tactics/techniques to deal with stress and change.

4. **Acts for the "Long Haul"**: Maintains focus on long-term vision. Communicates this long-term focus to others, acknowledging the business realities which will impact strategies. Actively works to guide and support others' efforts at dealing with stress and change in order to maintain a peak level of performance.

STRATEGIC THINKING (ST)

Strategic Thinking is the ability to link long-range visions and concepts to daily work, ranging from a simple understanding to a sophisticated awareness of the impact of the world at large on strategies and on choices.

1. **Understands Strategies**: Able to analyze and comprehend organizational goals and strategies developed by others.

2. **Aligns Current Actions with External Strategic Goals**: Prioritizes work in alignment with business goals, acts in accordance with externally set strategies, objectives, or goals.

3. **Thinks in Strategic (Future-Oriented) Terms**: Thinks longer term than day-to-day; determines long-term issues, problems or opportunities. Develops long-term objectives, strategies, and goals. Develops and establishes broad scale, longer-term objectives, goals, or projects (e.g., affecting a business, department, several departments or a large organization).

4. **Links Current Action or Daily Tasks to Strategies (Own or External), or a Long-Term Perspective**: Assesses and links short-term, day-to-day tasks in the context of long-term business strategies or a long-term perspective; considers whether short-term goals will meet long-term objectives. Reviews own actions against the organization's strategic plan; considers the big picture (e.g., quality assurance initiative) when considering possible opportunities or projects, or thinks about long-term applications of current activities. Anticipates all possible responses to different initiatives.

5. **Understands External Impact on Internal Strategy**: Is aware of the projected directions of trends (e.g., social, technological, etc.) and how changes might impact the organization; considers how present policies, processes, and methods (not current actions, but ongoing issues) might be affected by future developments and trends.

6. **Plans Actions to Fit Strategy (Own and Outside) and Meet External Events**: Ensures contingency plans exist for problems and situations that might occur; redesigns the department and/or organization to better meet long-term objectives; establishes a course of action to accomplish a long-term goal or vision; and/or shares own view of the desirable future state of the business, department or organization.

TEAMWORK (TW)

Teamwork is the desire and ability to work co-operatively and collaboratively as opposed to competitively within the team/work group. It includes contributing fully and actively to team activities, projects and client initiatives to achieve group and organizational goals. As part of a team these individuals must rely on one another more than ever before and share their experiences, knowledge and best practices. Team/workgroups that are geographically dispersed must work harder to overcome the distance/physical barriers in order to work effectively.

1. **Expresses Positive Expectations:** Expresses positive expectations of team members in positive term, demonstrates "team spirit". Shows respect for other individual/group's capabilities and opinions.

2. **Shares Information**: Strives to keep people informed and up-to-date. Makes an effort to share experiences, knowledge and best practices with the team. Ensures others have a knowledge and understanding of relevant information.

3. **Co-operates**: Demonstrates co-operation within and beyond own team and branch. Participates willingly and is actively involved and fully contributes. Accepts personal accountability, does his/her share of the work, meets deadlines, offers services and asks questions. Supports team decisions, even when different from one's own stated point of view. Shares responsibility for the overall success or failure of the group.

4. **Collaborates with Others:** Understands group dynamics and is able to solicit varying points of view, ideas, and opinions from team members to help form specific decision, plans, and build consensus.   Values others' input and expertise. Is willing to learn from others. Actively pursues and considers the perspectives of other groups.

5. **Develops processes to improve the efficiency of the team:** Supports team success and resolves conflicts by facilitating the expression of diverse points of view to enhance teamwork and attain a beneficial resolution. Takes steps to help others resolve the conflict and maintain trusting relationships. Defends team's reputation, stands up for the team. Promotes co-operation between work teams**.**

_____

PART TWO

TECHNICAL COMPETENCIES

COMMUNICATIONS PLANNING AND MANAGEMENT (CPM)

Communications Planning and Management is the ability to plan and execute communications activities including the intent, content, audience, timeframes, milestones, media (e.g. print, intranet/internet, video etc.), and resources (e.g. time, people and money). This includes effectively managing issues, and preparing and managing briefing materials for the deputy/minister.

1. **Demonstrates Knowledge and Ability:** in communicating messages, both orally and in writing for straightforward and routine information. Awareness of the type of information which can be released to employees and the public (e.g. FIPPA) and the conditions around releasing information.

2. **Plans the Communication of Complex and/or Politically Sensitive Information:** which is routine to the business of the ministry/OPS and may occur on a predetermined and/or predictable cycle. Establishes effective working relationships with communications branches, local media as needed.

3. **Communicates Information that is Difficult to Convey:** controversial, politically and/or emotionally charged and for which there is little precedent upon which to draw upon for models or direction. Requires political acuity in crafting appropriate message, managing communications and projecting the desired image. Maintains effective working relationships with communications partners.

4. **Communicates Information that Sets New Corporate and Political Direction:** and has a large public impact, provincially, nationally and/or globally. This includes information which may be politically charged.

_____

FINANCIAL MANAGEMENT (FM)

Financial Management is the effective management of moneys to meet business goals. It has two broad dimensions. One is operational and concerns the day-to-day process of: forecasting, negotiating financial requirements and revenue expectations. This also includes managing and allocating budgets and targets, accurately processing transactions, tracking and reporting financial accounts, and preparing quarterly and year-end financial statements and reports. The other dimension is more organizational and is about ensuring there is a good financial management system in place. Such a system must be responsive to the needs of program delivery in the ministry, but must also promote the need for cost-efficiency and provide assurance of proper controls and accountability. The overall focus of financial management is about ensuring predictability of results and confidence in the ministry's financial management practices.

1. **Knows About the Basic Policy and Procedures**: associated with financial administration and accountability. Understands the procedures that are important to carrying out job responsibilities in what is designated as a 'non-financial' position. This level includes the knowledge required for managing small projects without a capital/investment focus.

2. **Familiar With the Overall Financial Management Process**: from planning through transaction processing to accounting and reporting, for both expenditures and revenue. Has working knowledge and skills required to support financial administration activities, and to carry out responsibilities that are mainly transaction-related in what is designated as a 'financial' position. Has the knowledge required to provide guidance to ministry management and staff about transaction-related matters.

3. **Demonstrates the Working Knowledge and Skills**: required for estimating and forecasting associated with both operating and capital expenditures, and revenue. Develops business cases to support investment proposals. Develops plans/budgets, assesses risks, manages operational activities and ensures proper controls are in place to achieve the financial targets associated with a line function or a major project.

4. **Has Advanced Knowledge**: analytical skills and experience needed to provide decision support for program and corporate-level fiscal strategies. Reviews investment proposals. Evaluates financial plans/budgets and performance. Assesses the benefit/cost of programs, projects against expectations. Is familiar with cost and accrual accounting practices and assesses the cost efficiency of ministry operational activities. Identifies significant potential for risk associated with plans and financial management systems, and recommends mitigation strategies. Provides advice to program and project managers about complex fiscal matters.

5. **Has the Knowledge, Experience and Skills**: needed to lead the development and manage the implementation of comprehensive fiscal strategies at the program or corporate level. Has broad, comprehensive understanding of financial management theory and practice. Demonstrates the values and ethics that are important to providing leadership for developing and ensuring that good financial management systems are in place. Has the experience and skill to communicate about complex fiscal issues to staff within the ministry as well as external stakeholders and central agencies, and ensure confidence in the ministry's financial management practices.

HUMAN RESOURCES MANAGEMENT (HRM)

Human Resources Management is the effective use of people to achieve business goals. It has two broad dimensions. One is operational, and is concerned with the day-to-day processes of recruitment and selection, classification, salary, performance management, labour relations, and collective agreements. The other is more organizational, and is about ensuring there is a good HR management system in place. Such a system must be responsive to the needs of program delivery in the ministry, but must also promote the need for ensuring that the ministry has the right people with the right competencies in the right jobs. The overall focus of human resources management is about ensuring predictability of results and confidence in the ministry's human resources management practices.

1. **Knows About the Basic Policy and Procedures**: associated with human resources management. Understands the procedures that are important to carrying out job responsibilities. This level includes the knowledge required for managing human resource transactions (e.g. tracking attendance, performance plans, etc).

2. **Familiar With the Overall Human Resources Management Process**: from planning through transaction processing. Has working knowledge and skills required to support human resources administration activities, and carry out responsibilities that are mainly transaction related. Has the knowledge required to provide guidance to ministry management and staff about transaction-related matters.

3. **Demonstrates the Working Knowledge and Skills**: required for managing HR processes. Develops HR plans, manages recruitment and selection. Conducts performance development plans, learning plans and reviews. Can apply collective agreements appropriately.

4. **Has Advanced Knowledge**: analytical skills and experience needed to provide decision support for managers. Classifies positions, manages FTE's, builds competency models. Provides advice and input to the ministry HR plan. Identifies significant potential for risk associated with succession management, recruitment and downsizing plans, and recommends mitigation strategies. Provides advice to program and project managers about complex human resources matters.

5. **Has the Knowledge, Experience and Skills**: needed to lead the development and manage the implementation of comprehensive human resources strategies at the program or corporate level. Has broad, comprehensive understanding of human resources management theory and practice. Demonstrates the values and ethics that are important to providing leadership for developing and ensuring that good human resources management systems are in place. Has the experience and skills to communicate about complex human resources issues to ministry staff, external stakeholders and central agencies, and ensure confidence in the ministry's human resources management practices.