

Government of New- Brunswick

Behavioural Competency Dictionary

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HayGroup

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Introduction

Definition of Competency

A *competency* is any observable and/or measurable knowledge, skill, ability or behaviour that contributes to successful performance in a given role.

There are two major components to a competency -- the definition and the behavioural indicators. The *definition* explains what the competency means. This provides a common language that everyone in the organization can understand the same way. Each competency also has associated behavioural indicators grouped together into “levels”. These levels, albeit not exhaustive, describe various ways of demonstrating the competency.

Competency Profile

A job competency profile (or model) is a set of predefined “key” competencies and proficiency levels required to perform successfully in a specific job.

Using this Dictionary

Begin by reviewing the definition and the scale for each competency. It is important to read the entire definition, since the title may not fully explain what is meant by each competency. Make sure that the competency describes as accurately as possible the behaviour that you want to select. Competencies may share common elements, but place different emphases on how they are used. For example: communication is an important component of both Impact and Influence and Effective Interactive Communication, where the word “communication” appears in the title. But the emphasis given to communication is different in each competency. It is up to you to determine which competency best represents the behaviour that you want to identify.

Public Service Values

The core, shared values of the Public Service are affirmed in the *New Brunswick Public Service Values and Conduct Guide*, which sets out standards for a high level of public service conduct. A copy of the *Values and Guide* are available at <http://intranet> or <http://intranet.gnb.ca>. The competencies in this dictionary align with and support the Public Service values.

Analytical Thinking/Judgment (AT/J)

Analytical Thinking/Judgment is the ability to address or solve a problem, issue or situation by breaking it into smaller pieces and tracing the implications in a step-by-step way to identify appropriate solutions. It includes organizing the parts of a problem, situation, etc., in a systematic fashion; making systematic comparisons of different features or aspects; setting priorities on a rational basis; demonstrating sound judgment; and identifying time sequences, causal relationships or if–then relationships.

Progression: Complexity of the causal thinking: from identifying elements of a problem to evaluating and solving complex situations.

Core: Does the person understand cause-and-effect chains and relationships? Is he/she able to apply this to solve problems?

1. Breaks Down Problems into their Components

- Breaks problems into simple lists of tasks or activities
- Makes a list of items or issues
- Distils problems into their major components
- Solves problems by diligently following logical decision-making methodologies, standard operating procedures, policies and processes, etc.

2. Sees Causal Relationships

- Identifies the cause–and-effect relationship between two aspects of a situation
- Makes causal links (A causes B), pro-and-con lists or simple analysis and makes decisions
- Sorts out a list of tasks in order of importance
- Identifies the key relationships among elements of a situation or a problem
- Applies sound judgment when problem solving routine work issues or situations
- Addresses and or acts upon straightforward opportunities or problems

3. Sees Multiple Relationships on Mainly Concrete Issues

- Breaks down a task into manageable parts in a systematic way
- 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)
- Creates solutions that address problems and anticipates obstacles – i.e. thinking ahead about next steps in detail
- Analyzes relationships among several parts of a problem or situation (e.g., anticipates obstacles and thinks ahead about next steps, in detail, with multiple steps)
- Uses advanced deductive reasoning skills to solve a situation or address a problem

4. Makes Complex Plans or Analyzes (Mainly) Abstract Issues

- Identifies multiple elements of a problem and breaks down each of those elements in detail, showing causal relationships between them
- Creates opportunities and solutions that address abstract, hypothetical or future situations
- Peels back multiple layers of a problem (e.g. multiple strings of chains of events)

- Uses several analytical techniques to break complex problems into component parts and/or to identify several solutions, and weighs the value of each
- Develops comprehensive solutions to extremely complex problems

Change Leadership (CL)

Change Leadership is the ability to energize and alert groups to the need for specific changes in the way things are done and lead them forward in a manner that is consistent with Public Service values.

Progression: Completeness/thoroughness of actions taken to effect change.

Core: Is this person truly a change agent? Can this person lead change initiatives in a respectful and effective manner?

1. Fosters Understanding of Change

- Effectively manages own personal resistance or reaction to change
- Shares own understanding of change with others

2. Fosters Acceptance of and Commitment to Change

- Involves others in planning for and implementing change, and in so doing, gains buy-in for change
- Understands and respects others' feelings in times of change
- Helps others deal with their resistance to change
- Addresses conflict in an open and effective manner
- Communicates to colleagues, staff and/or clients why change is needed, the benefits of change, what is at stake, and how the change will impact employees and clients

3. Manages Change Projects

- Eases the change process for others: translates organizational change strategies into specific and practical goals, processes, and time frames
- Uses his or her authority fairly when managing change projects
- Develops and implements strategies to transition from the current to future situation consistent with values
- Develops contingency plans for major resistance and/or unforeseen issues in implementing change

4. Leads Change Initiatives

- Communicates a clear, compelling vision of what the change will accomplish and how it is aligned with values
- Ensures ongoing communication strategies are in place to facilitate understanding and commitment to change
- Generates momentum and genuine enthusiasm for change
- Spearheads the development and implementation of change strategies, develops or adjusts organizational systems to facilitate the change and employee or client transition

Client Service Orientation (CSO)

Client Service Orientation consists of focusing one's efforts on discovering and meeting the client's needs. It implies a genuine desire to help or serve others, to meet their needs, and to treat them with respect, impartiality and fairness. It also includes acting towards clients with honesty and honouring one's commitments. "Clients" include internal or external "customers", such as members of the public, other Public Service employees, partner businesses or organizations, employees of other organizations, etc.

Progression: The depth of understanding and response to the client's needs.

Core: Does the person have a genuine desire to help or serve others, or act on behalf of the person being served?

1. Responds Appropriately

- Follows through, when asked, on client inquiries, requests, complaints
- Provides clients with quality and timely service
- Keeps clients up-to-date about progress of projects
- Acts professionally and objectively towards others
- Deals with client information discretely, respecting appropriate policies and procedures
- Acts towards clients with integrity and in a way that withstands scrutiny
- Serves clients in a fair, respectful and honest manner
- Respects the legal and constitutional framework within which service to clients is provided
- Acts appropriately when the demand might not be aligned with Public Service values; asks for advice as appropriate
- Serves everyone impartially and equitably, regardless of political, social, demographic, geographic or technological circumstances

2. Maintains Clear Communication

- Establishes/maintains clear communication with clients regarding mutual expectations
- Is sensitive and responsive to the changing needs of the client
- Monitors client satisfaction
- Provides as much information as possible to clients, as appropriate
- Gives friendly, high quality service

3. Shows Personal Commitment When Providing Service

- Promotes and models the principle of client-centered service
- Encourages efficient and effective client service practices in self and others, within a framework of accountability and the law
- Takes personal responsibility for following through or correcting client-service problems
- Corrects problems promptly and non-defensively, by keeping the public interest in mind

4. Acts to Make Things Better for the Client

- Makes self fully available, especially when client is going through a critical period (e.g., spends extra time and effort with client when the client needs it)

- Makes concrete attempts to add value to the client by offering a better service or an extra service beyond the client's expectations
- Takes action beyond normal expectations

5. Addresses Underlying Client Needs

- Knows the client's business and/or seeks information about the real underlying needs of the client, beyond those expressed initially
- Matches underlying needs of client to available (or customized) products or services
- Establishes collaboration across work units, departments and even governmental boundaries in order to facilitate client service delivery

6. Uses a Long-Term Perspective/Acts as a Trusted Advisor

- Looks for long-term benefits to the client and adjusts approach accordingly even at a cost to own organization (may trade off immediate costs for the sake of the long-term relationship)
- Acts as a trusted advisor
- Becomes involved in client's decision-making process
- Builds an independent opinion on client needs, problems, opportunities and possibilities for implementation and may act on this opinion (e.g., recommends approaches which are new and different from those requested by the client)

Commitment to Learning (CtL)

Commitment to Learning consists of recognizing personal strengths, development needs and evolving circumstances in the surrounding environment, and taking the necessary steps to improve current and future job performance.

Progression: Degree of personal initiative in regards to learning and scope of learning.

Core: Is this person interested in learning new things and bettering oneself?

1. Participates in Learning Activities and Learns from One's Mistakes

- Is a willing participant in planned learning activities
- Learns from one's current mistakes

2. Reflects on Performance

- Demonstrates enthusiasm and motivation to learn
- Is committed to continuous learning and self-improvement
- Reflects, analyzes and learns from self and other's past performance, both successes and mistakes

3. Identifies New Ways of Doing Things and Learning Plans

- Invests time/energy/effort on the job to learn new approaches and new ways of doing things
- Creates plans for one's development, and executes them to the extent that he/she is able
- Demonstrates curiosity to further one's understanding beyond immediate requirements

4. Anticipates Future Needs

- Anticipates future needs of the organization and identifies opportunities to learn new things for current and future needs in one's job
- Proactively searches for new learning to enhance knowledge and skills

5. Pursues Learning Beyond the Current Job or Identified Need

- Goes beyond the context of one's current job and challenges and modifies assumptions / perceptions regarding how to optimize personal and organizational learning
- Uses intellectual capital to improve organizational learning and performance, and acts appropriately

Conceptual Thinking (CT)

Conceptual Thinking is the ability to solve problems by identifying patterns or connections between situations that are not obviously related, and identifying key or underlying issues in complex situations.

Progression: Insightfulness or innovation of the pattern recognition.

Core: Does the person match patterns and assemble many pieces into a coherent whole?

1. Applies Basic Rules When Solving Problems

- Applies simple rules, common sense, and past experiences to identify problems
- Recognizes when a current situation is exactly the same as a past situation

2. Sees Patterns Based on Life Experience

- When looking at information, sees patterns, trends, or missing pieces
- Modifies past solutions to address current problems
- Notices when a current situation is similar or dissimilar to a past situation, and identifies the similarities and/or differences

3. Applies Complex Concepts or Models

- Uses knowledge of theory or of different past trends or situations to look at current situations
- Applies and modifies complex learned concepts, solutions, or methods appropriately

4. Clarifies Complex Data or Situations

- Makes complex ideas or situations clear, simple, and/or understandable
- Assembles ideas, issues, and observations into a clear and useful explanation
- Restates existing observations or knowledge in a simpler fashion
- Takes intricate data and puts it into lay terms; “boils down” information
- Uses advanced inductive reasoning skills to explain a situation

5. Creates New Explanatory Models or Theories

- Creates new models that are not obvious to others and not learned from previous education or experience to explain situations or resolve problems
- Shifts the paradigm; starts a new line of thought

Concern for Order (CO)

Concern for Order reflects an underlying drive to reduce uncertainty in the surrounding environment. It is expressed in such forms as monitoring and checking work or information, insisting on clarity of roles and functions, etc.

Progression: Level of effort invested in thinking about detail and order.

Core: Does the person pay attention to small details and organize them?

1. Shows General Concern for Order and Clarity

- Works for clarity
- Wants working space, roles, expectations, tasks and data to be crystal clear – and often in writing

2. Checks Own Work

- Double-checks the accuracy of information or work
- Works for quality

3. Monitors Own or Others' Work for Order

- Monitors quality of others' work
- Checks to see that procedures and appropriate policies are followed
- Keeps clear detailed records of own or others' activities

4. Monitors Data or Projects

- Monitors progress of a project against milestones or deadlines
- Manages data effectively
- Discovers weakness or missing data and seeks out information to keep order
- Shows general concern for increasing order in existing systems

5. Develops Systems

- Develops and uses systems to organize and keep track of information, e.g. working logs, assigning a person to monitor
- Puts new, detailed systems in place to increase order and improve quality of data, e.g. a new computerized procedure, new work paths

Creative Thinking / Innovation (CT/I)

Creative Thinking and Innovation is about being able to think outside the box, invent new ways of doing things, new solutions, new approaches and new perspectives. Although there is a cognitive component to this competency, it is also the demonstration of a personal perspective on things.

Progression: the degree of originality of the proposed solution and lack of precedents.

***Core:
Does the person
invent new ways
of doing things, or
introduce new
methods?***

1. Is Open to New Ideas

- Is open minded when presented with a new perspective
- Applies new information to work problems and situations

2. Questions Conventional Work Methods

- Uses new information to offer realistic alternatives
- Questions/challenges conventional approaches
- Is prepared to “try out” different solutions or take an unorthodox approach
- Actively contributes to brainstorming sessions in his/her work area

3. Proposes Innovative Ideas

- Shows a strong commitment to innovation
- Is creative and suggests/adopts new “best practices”
- When looking at information, generates new ideas and innovative practices, solutions to problems by importing ideas from outside the organization
- Modifies practices or methodologies that have been used elsewhere
- Seeks out and incorporates new suggestions and ideas

4. Thinks Laterally to Identify New Solutions

- Thinks laterally in order to develop creative solutions or options for which there are little or no precedents
- With no guidance, seeks out new information and brings forward innovative solutions and realistic alternatives

5. Uses New Ideas as an Opportunity to Change

- Creates new approaches or ways of thinking that are not obvious to others and that will lead to large changes in approaches, processes, directions, etc.
- Is highly innovative and agile in response to external change, adapting own thinking to meet changes or unexpected external constraints
- Does things that are totally unique

6. Fosters a Creative Environment

- Encourages new ideas from others
- Generates and maintains a creative environment amongst staff or colleagues which leads to the spawning of ideas that are so new and effective that they drive organizational change
- Fully explores creative ideas for their potential benefit to the organization

Developing Others (DEV)

Developing Others involves a genuine intent and passion to foster the long-term learning or professional development of others. Its focus is on the developmental intent and effect rather than on a formal training role.

Progression: Nature of the competencies to develop and the degree of effort invested in the development of others.

Core: Does the person genuinely care about and work to develop the long-term characteristics (not just skills) of others?

1. Expresses Positive Expectations/ Encourages Others to Develop Themselves

- Makes positive comments regarding others' abilities to acquire new skills
- Encourages others to develop to the best of their abilities, skills and dedication

2. Shares Task-Related Advice And Expertise With Others

- Gives within a developmental context, detailed instructions and/or on-the-job demonstrations e.g., volunteers to show how to do the task
- Willingly shares own task-related expertise with others
- Provides direction or advice on how to do the work

3. Creates Learning Opportunities For Others Relative To Technical Skill Acquisition

- Identifies or suggests activities that could help others develop new technical skills
- Gives directions or demonstrations with reasons or rationale as a training strategy
- Asks questions, gives tests, or uses other methods to verify that others have understood explanations or directions
- Has people work out answers to problems themselves, so they really know how, rather than simply giving them the answer

4. Coaches Others and Provides Advice Relative to Competency Acquisition

- Gives specific constructive feedback for developmental purposes
- Coaches others by providing feedback relative to learning new competencies and alignment to Public Service values
- Reassures and/or expresses positive expectations for future performance when giving corrective feedback and/or after a setback
- Gives individualized suggestions for improvement

5. Provides In-Depth Mentoring

- Invests significant amount of time to help foster the growth and development of others
- Delegates full authority and responsibility with the latitude to do a task in their own way in order to develop specific characteristics, including the opportunity to make and learn from mistakes in a non-critical setting
- Understands and identifies a training or developmental need and establishes new programs or materials to meet it
- Encourages others to assess their strengths and weaknesses, career goals, and strategies for achieving them
- Models values-based leadership

6. Creates a Supportive Learning Environment that Facilitates Employee Growth and Development

- Creates a continuous learning environment where mistakes are used as learning opportunities, feedback is freely offered and willingly received, and expertise is shared among employees
- Provides opportunities for employee development in light of current and future organizational needs
- Aligns organizational systems to support employee growth and development
- Implements structures, succession planning mechanisms, and processes that promote employee development in line with the organization's goals
- Structures work processes to facilitate employee development (e.g., cross-functional training, participative management, etc.)

Effective Interactive Communication (EIC)

Effective Interactive Communication implies the ability to transmit and receive information clearly and communicate effectively to others by considering their points of view in order to respond appropriately. It includes using tact, diplomacy, respect, openness and honesty in all communications as well as the ability to convey ideas and information in a way that brings understanding to the target audience.

Progression: scope varies in terms of the sensitivity and complexity of the message.

Core: Can the person communicate effectively, openly and respectfully with others?

1. Communicates Well and Pays Attention to the Communication of Others

- Is open to others ideas: pays attention to the communication of others (individuals or groups)
- Actively listens to people and asks probing questions to gain a broader understanding of the issue or question at hand
- Listens attentively to others and encourages others to express their own views

2. Communicates Interactively: Checks and Clarifies Understanding and Invites Communication from Others

- Seeks to ensure that factual messages are clearly understood and useful
- Correctly interprets non-verbal clues
- Is open and receptive, and responds in ways that communicate clear understanding
- Clearly presents information or provides explanations so that it is easily understood
- Is careful to remain honest and factual in providing information to various sources to avoid negative repercussions (e.g., when taking on a representational role or when dealing with the media)
- Respects others' communication styles and approaches

3. Adapts Language to the Audience

- Clarifies complex concepts/proposals in terms that are appropriate for the audience
- Adapts style, mode and tone based on the audience/client reactions and the issues being addressed
- Understands the sensitivities surrounding different individuals and adapts language, tone, style and content of communications appropriately
- Responds appropriately to on-the-spot questions even when specific responses have not been crafted beforehand

4. Communicates for Maximum Results

- Understands the underlying needs, interests, issues and motivations of others
- Interprets complex and possibly contradictory or competing signals/messages
- Optimizes communications to achieve desired results (e.g., through the use of mediation, counselling, group facilitation, and/or media relations)

- Considers the purpose of communications (e.g., to build rapport, move a situation along, put people at ease) as well as other key factors (e.g., the needs and feelings of the target audience, the impact of the message on the audience, confidentiality) in deciding what to communicate and how to deliver the message

Flexibility (FLX)

Flexibility is the ability to adapt to and work effectively within a variety of situations, and with various individuals or groups. Flexibility entails being understanding, tolerant and accommodating to others, as well as appreciating diversity in others' styles and behaviours. It consists of being open minded to change or to different and opposing perspectives on an issue, adapting one's approach as the requirements of a situation evolve, and easily accepting changes in one's own organization or job requirements.

Progression: Size of change being made.

Core: Does the person change gears or drop the expected task when circumstances demand it?

1. Accepts Need for Flexibility

- Acknowledges that people are entitled to their opinions, and accepts that they are different
- Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence, when appropriate
- Understands other people's points of view can be as good and as reasonable as one's own
- Appreciates differences and diversity in others
- Realizes when a new approach is necessary

2. Applies Rules Flexibly

- Alters normal procedures, as appropriate, to fit a specific situation to get a job done and/or meet organizational goals, e.g., takes on co-workers' tasks when needed for an emergency
- Is responsive and sensitive to changing needs and adapts approach as relevant and appropriate

3. Adapts Tactics

- Decides *what* to do or *how* to do something based on the situation, as appropriate
- While maintaining the same overall plan or strategy, changes how to accomplish the plan
- Acts to fit the situation or the person involved

4. Adapts Strategy

- Changes the overall plan, goal, or project (i.e., *what* you're trying to accomplish) to fit the situation
- Makes organizational changes to meet the needs of a specific situation
- Offers a totally different approach or proposes a new direction for current or future projects

Impact and Influence (IMP)

Impact and Influence implies an intention to persuade, convince, influence or impress others (individuals or groups) in order to get them to go along with or to support the speaker's agenda. It is based on the desire to have a specific impact or effect on others to win them over or get them to pursue a course of action that the speaker wants the others to adopt. This competency is always demonstrated in a positive and respectful manner, consistent with Public Service values and organizational goals.

Progression: Complexity or customization of the attempt to influence.

Core: Does the person use deliberate influence strategies or tactics?

1. States Facts to Persuade

- Uses direct persuasion in a discussion or presentation
- May appeal to reason, data, others' self-interest
- May use concrete examples, visual aids, demonstrations, etc.
- Makes no apparent attempt to adapt presentation to the interest and level of the audience

2. Takes Multiple Actions to Persuade

- Takes two or more steps to persuade
- Includes careful preparation of multiple sets of data for presentation
- Makes two or more *different* arguments or points in a presentation or a discussion

3. Calculates Impact of Actions or Words

- Adapts a presentation or discussion to appeal to the interest and level of others
- Anticipates the effect of one's words or actions on others' perceptions of himself/herself
- Takes a well-thought-out dramatic or unusual action in order to have a specific impact
- Anticipates and prepares for others' reactions

4. Uses Indirect Influence

- Uses chains of indirect influence: "get A to show B so B will tell C such-and-such"
- Takes two or more steps to influence, with each step adapted to the specific audience
- Uses experts or other third parties to influence

5. Uses Complex Influence Strategies

- Assembles coalitions; uses complex manoeuvring to reach a goal or have an effect
- Appropriately builds "behind-the-scenes" support for ideas
- Uses an in-depth understanding of the interactions within a group to advance goals (e.g., may give or withhold information among individuals to have specific effects); uses "group process skills" to lead or direct a group

Information Seeking (INF)

Information Seeking is driven by an underlying curiosity and 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 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.

Progression: The amount of time and effort being expended on collecting information.

Core: Does the person go beyond the obvious and seek out information?

1. Asks Questions

- Asks direct questions of the people who are supposed to answer questions about the situation, such as people who are directly involved
- Uses available/visible information, or consults other resources

2. Investigates

- Investigates the problem or situation beyond routine questioning
- Finds those closest to the problem and investigates further, such as asking, "What happened?" (may include personally going to look at the problem when normally would not do so)

3. Digs Deeper

- Actively asks a series of probing questions to get at the root of a situation or a problem, or a potential opportunity below the surface
- 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 and may ask a series of specific, detailed questions that are not routine

4. Does Research

- Makes a systematic effort over a limited period of time to obtain needed data or feedback
- Conducts in-depth investigation from unusual sources
- Does formal research, or may commission others to do formal research through newspapers, magazines, computer search systems, or other resources (may include market, financial, competitor research)

5. Uses Own Ongoing Systems

- Establishes ongoing systems or habits to get information; for example, managers can walk around, hold regular informal meetings, or scan certain publications
- Sets up individuals to do regular, ongoing information gathering for him or for her
- Involves others who would not normally be involved and gets them to seek out information

Initiative (INT)

Initiative refers to the identification of a problem, obstacle or opportunity *and* depicts a strong bias for taking action in light of this identification to address current or future problems or opportunities. Being a self-starter, an autonomous and pro-active individual, and demonstrating a “can-do” approach to work are evidence of this competency in action.

Progression: The distance into the future that one is looking for problems and opportunities on which to take action. The scale also progress based on the scope of impact of the action.

Core: Is this person a self-starter? Does the person think ahead of the present to act on future needs and opportunities without being told to?

1. Is Autonomous: a Self-Starter

- Recognizes and reacts immediately upon current opportunities without being told to do so
- Shows energy and a bias for action: proposes new projects or solutions with enthusiasm
- Maintains a positive outlook and attitude towards his or her work

2. Is Decisive in a Time-Sensitive Situation

- Acts quickly and decisively in a crisis or other time-sensitive situations
- Acts independently and with a sense of urgency when time is of the essence

3. Proactively Starts New Projects/Initiatives

- Anticipates and takes action to create an opportunity or avoid future crisis
- Minimizes potential problems through unique extra efforts
- Appropriately implements new ideas or projects of his or her own doing

4. Anticipates and Prepares for Future Possibilities (Tactical/Operational Changes)

- Prepares for a specific future opportunity or problem that is not obvious to others
- Anticipates obstacles not obvious to others and plans for ways to remove them
- Anticipates or delays potential problems when planning work and adjusts plans accordingly

5. Takes a Long Term Strategic Focus

- Takes a long-term perspective on the business of the organization
- Plans for changes in the political, legal, demographic, technological (etc.) landscape that could impact the future functioning of the organization
- Anticipates and takes action to create strategic opportunities for his or her organization

Integrity (ING)

Integrity is about acting in a way that is consistent with what one says (he or she “walks the talk”); that is, one’s behaviour is consistent with one’s values (values may come from the organization, society, code of conduct, or personal moral codes). It includes behaving openly, fairly and impartially, honouring one’s commitment and words, and working to uphold the organization’s integrity and values.

Note: While supporting the Public Service values, this competency goes beyond aligning one’s behaviours and is meant for roles and positions where ethical challenges are frequent occurrences.

Progression: Amount of risk involved in “walking the talk”.

Core: Does the person act with integrity, in line with beliefs and values even when it is difficult to do so?

1. Acts Ethically in the Workplace, According to Values of Integrity, Respect Impartiality, Service and Competence

- Is open in his or her dealings with others
- Acts in ways to avoid conflict of interest, perceived or otherwise - discloses potential issues
- Honestly expresses what he or she is thinking and feeling
- Works diligently to fulfil his or her official duties and upholds the letter and spirit of the law
- Is discrete when dealing with personal information entrusted to him or her, respecting appropriate policies and procedures
- Behaves in a non-partisan and impartial manner
- Brings up odd or irregular requests or demands when not sure about the appropriate course of action

2. Models the Public Service Values

- Works to address and resolve conflict in favour of public interest
- Explains to others the importance to act in ways consistent with Public Service values; takes pride in being trustworthy and acting in an accountable manner
- Is honest in client relations: clearly explains to others what can and cannot be done
- Coaches employees, clients, peers and others on the importance to act in accordance with values
- Serves and or interacts with others impartially and equitably, regardless of political, social, demographic, geographic or technological circumstances

3. Acts on Values When it is Not Easy to Do So

- Publicly admits having made a mistake or need to change course
- Speaks out (diplomatically) about breaches in values, even when it may hurt a trusted relationship or be seen as inconvenient
- Provides honest and frank advice to others, even when to do so may be unpopular

4. Acts on Values When Significant Cost or Risk is Associated with Doing So

- Makes sure there is full disclosure, mentioning the costs or drawbacks as well as the advantages of a deal
- Challenges powerful persons to act on values
- Makes public or brings up (as appropriate) challenges to the integrity of the organization when doing so could have negative consequences or risks
- Stands firm on proactively applying the Public Service values when dealing with unreasonable requests and demands

Organizational Awareness (OA)

Organizational Awareness is the ability to understand and learn the power relationships in one's own organization or in other organizations (clients, partners, etc.). This includes the ability to identify who the real decision-makers are; the individuals who can influence them; and to predict how new events or situations will affect individuals and groups within the organization.

Progression: Thoroughness of understanding of one's own or another's organization.

Core: Is the person sensitive to the realities of organizational behaviour and structure?

1. Understands Formal Structure

- Recognizes and/or uses the formal structure or hierarchy of an organization
- Understands chain of command, positional power, rules and regulations, policies and procedures, standard operating procedures, etc.

2. Understands Informal Structure

- Recognizes and/or uses the informal structures of an organization
- Recognizes 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/or uses the corporate culture (language, etc.) that will produce the best response

4. Understands Organizational Behaviour

- Recognizes, describes and uses ongoing power and relationships within the organization (alliances, rivalries) with a clear sense of organizational impact

5. Understands Underlying Issues

- Recognizes and/or addresses the reasons for ongoing organizational behaviour
- Recognizes underlying problems, opportunities, or external political forces affecting the organization, such as current market trends, demographic changes, trade union policies, national or historical issues that affect market opportunities, etc.

Organizational Commitment (OC)

Organizational Commitment consists of showing a genuine desire to align one's own behaviour with the values, needs, priorities and goals of the organization. It may appear as putting an organizational mission before one's own preferences and forcefully defending its integrity.

Progression: Degree of commitment being exhibited in support of the organization.

Core: Does the person choose to act in accordance with organizational values, standards and goals?

1. Respects the Organization and its Integrity

- Respects the ways things are done in the organization, and does what is expected
- Respects the norms, values and mandate of the organization

2. Supports the Organization

- Helps others get their job done
- Respects and accepts what authorities see as important
- Expresses pride, pleasure, and/or dedication about being part of the organization
- Stands up for the organization when its integrity is challenged
- Promotes and/or defends the organization's reputation with outsiders

3. Models Loyalty When Difficult to Do So

- Acts as an advocate for the organization
- Publicly supports the organization's mission, values and goals
- Makes choices and sets priorities to meet the organization's needs and fit with the organizational mission even when it is difficult to do so
- Cooperates with others to achieve objectives in the larger organization
- Publicly acts to fit the mission

4. Makes Sacrifices for the Good of the Organization

- Puts organizational needs before one's own needs, as appropriate
- Stands by decisions that benefit the larger organization even if they are unpopular or controversial or undercut the work unit's short-term good
- Sacrifices own unit's or department's short-term good for the long-term good of the organization. Asks others to share in these sacrifices in order to meet the larger organization's needs

Relationship / Network Building (RNB)

Relationship/Network Building is the ability to build and maintain effective and constructive working relationships, partnerships or networks of contacts with people who are, or might someday be, instrumental in achieving work-related goals. It includes demonstrating strong interpersonal relations where one interacts with others in ways that advance the work of the organization by developing respect, trusted and close mutual understanding, and productive working relationships.

Progression: Closeness of potential useful relationships.

Core: Does the person take effort to proactively build a personal relationship?

1. Maintains Current Relationships

- Maintains constructive working relationships with others through established structures and mechanisms (e.g., meetings, status reports, etc.)
- Makes a conscious effort to maintain rapport with identified stakeholders
- Pursues friendly relationships and maintains contact with individuals and groups to ensure a positive working environment
- Is fair and transparent in his or her interactions with others

2. Solidifies Current Working Relationships

- Proactively solidifies relationships through systematically building a solid foundation of mutual understanding and trust
- Works in collaboration with colleagues in other departments or organizations as a mean to further grow mutual understanding

3. Creates New Working Relationships

- Initiates, beyond established structures/mechanisms, constructive working relationships with others (e.g., colleagues, clients, etc.) to address an immediate need

4. Proactively Establishes Planned Networks to Address Specific Issues

- Proactively develops and maintains a planned network of beneficial and senior working relationships with clients, internal colleagues, or colleagues in other departments or outside the Public Service to support the achievement of immediate and future business needs or objectives
- Creates a network of contacts to influence public policy with a view to sustaining organizational excellence
- Promotes collaboration across departments and government boundaries and with other partner organizations

5. “Explorative”, Strategic Data-Gathering Networking

- Uses one’s network of contacts to gather information, identify strategic opportunities and seek input to problems with a view to sustaining organizational service excellence
- Uses one’s network to identify opportunities, gather intelligence, seek input to strategic problems and/or to develop a reputation in the community

Results Orientation (RO)

Results Orientation is a genuine drive, focus and dedication for working towards obtaining results. It is about knowing what results are important and focusing efforts and/or resources to achieve them, in alignment with the objectives of the team, work unit, branch, department and/or organization. Goal attainment activities are accomplished with a deep understanding of and respect for the values of the Public Service, the people involved, and for using resources in an efficient, effective and ethical manner.

Progression: *Sophistication and persistence with which one strives to achieve objectives and deliver desired results.*

Core: *Is the person resourceful, tenacious and persistent when faced with obstacles? Is the person focused on and dedicated to achieving results?*

1. Focuses on Results

- Works to attain objectives established in individual work plan
- Promptly and efficiently completes work assignments and duties
- Honours commitments to others; follows through on commitments and reports on progress
- Works to the best of his or her abilities with skill and dedication
- Meets established standards to deliver timely, consistent and quality results
- Uses resources efficiently, effectively and ethically in his or her duties
- Takes pride in his or her work
- Adopts good work practices

2. Strives to Improve Own Performance to Obtain Better Results

- Accepts ownership and responsibility, takes accountability for own performance, and regularly conducts self-evaluation to improve
- Seeks feedback from others to improve performance and accordingly makes adjustments to activities and/or processes
- Sets and acts to reach challenging but realistic objectives that have an impact beyond personal performance
- Works around typical problems and obstacles to obtain results

3. Is Tenacious: Applies Efforts and/or Resources over Time to Improve Results

- Shows a significant level of effort to achieve objectives and maintains commitment even in the face of adversity
- Embraces change and uses it as an opportunity to strive for results
- Engages others in working toward business improvements and identifying solutions that are not obvious
- Rethinks and aligns processes, practices and programs to improve outcomes and optimize resources
- Readily volunteers for challenging new assignments

4. Is Resourceful: Plans and Strategizes to Achieve Broad Results

- Anticipates delays and potential problems, plans for contingencies when scheduling work and adjusts time frames accordingly
- Consistently realigns, reassesses and strategizes on ways to manage and resource complex projects
- Identifies opportunities, challenges, risks and roadblocks and deals with them so that objectives can be accomplished
- Effectively manages and aligns resources under shifting priorities to meet expected results within time, budget and quality standards
- Establishes compelling rationales for people in other parts of the organization to work together toward achieving cross-organization key results

5. Applies a System-View of Work to Achieve Impactful Long Term Results

- Challenges inefficient/ineffective work processes and/or models and offers innovative alternatives
- Recommends new policy and/or program directions that focus on enhancing their outcomes
- Develops a view and establishes a course of action to accomplish long-term objectives related to enhancing effectiveness
- Promotes a mindset of focusing on excellence and achievement of results

Self-Confidence (SCF)

Self-Confidence is about depicting 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 decisions or opinions.

Progression: Degree of challenge taken on in a situation.

Core: Does the person truly trust in his or her abilities and take on risky tasks/challenges?

1. Addresses Without Hesitation all Typical and Routine Problems that Occur in Current Role

- Works without needing direct supervision, as appropriate
- Is confident in addressing routine problems and issues
- Presents self with assurance
- Works to the best of his or her abilities and skills, with dedication

2. Acts Confidently in Vague Situations

- Appropriately makes decisions even when others are hesitating to do so
- Faces with confidence non-routine issues at work
- Acts with assurance in situations where the standard operating procedures are non-existent or incomplete
- Acts in uncertain, vague circumstances
- Does not get discouraged by set-backs

3. Maintains Confidence When Challenged by Experts

- Appropriately stays confident in his or her opinions when challenged by experts
- Describes self as a competent person, someone who makes things happen, a prime mover
- Likes to get involved in a good debate
- Speaks with aplomb and authority during debates and brains-storming
- Explicitly states confidence in own judgment or abilities

4. Takes On With Assurance Challenging and High Visibility or Ambiguous Projects

- Deals effectively with ambiguous situations
- Volunteers to lead high visibility projects: looks for and gets responsibilities
- Is not phased by challenging projects
- Likes challenging assignments, and is excited by a challenge

5. Chooses Extremely Challenging Situations

- Willingly takes on with confidence extremely challenging tasks (i.e., very profoundly or personally risky)
- Enjoys getting involved in high risk projects and states confidence in their outcomes

Self-Control / Stamina (SCT/ S)

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

Progression: The extent to which the provocation is targeted directly at the individual and the intensity of stressors.

Core: Does the person feel very strong emotion, especially negative emotions such as anger, and keep from expressing it or acting on it?

1. Restrains Emotional Impulses

- Resists temptation to act immediately that is inappropriate
- Feels strong emotions (such as anger, extreme frustration, or high stress) and holds them back

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 act calmly and respectfully towards others
- Ignores angering actions or stressful situation, and continues a conversation or task. May leave temporarily to withhold emotions, then return immediately to continue

3. Manages Stress Effectively

- Withholds effects of strong emotions or stress over time
- Keeps functioning or responding constructively and openly despite stress
- May apply special techniques or plan activities ahead of time to manage emotions or stress

4. Calms Others During Periods of High Stress or Adversity

- Not only controls own emotions, but calms others as well, in profoundly stressful situations that affect everyone involved.
- Withstands the effects of strong emotions or stress over time; keeps functioning and maintains stamina and effectiveness in the long term despite ongoing stress

Strategic Thinking (ST)

Strategic Thinking is the ability to think in a broad sense about organizational issues, and identify key or underlying factors in complex organizational situations. It includes the ability to identify priorities and opportunities for the organization, develop necessary business plans and align daily work with the mandate, values, and long-range visions or directions of the Government.

Progression: From using basic reasoning to developing new, long-range models, or strategic visions and directions for the organization.

Core: Does the person look at the big picture and examine long term and broad issues which affect the Department?

1. Considers Organizational Needs when Setting Current Priorities

- Understands how changes in the environment may impact the Department's operations
- Conducts an environmental scan (e.g., organizational readiness, external factors, trends, etc.) when determining current organizational priorities

2. Identifies Misalignments and Gaps, and Targets Actions to Current Organizational Strategies

- Links current programs to longer-term perspectives and strategic plans
- Understands the organization's strategic goals and reviews own (and work unit's actions) against these goals

3. Anticipates Emerging Organizational Needs and Establishes Short to Medium Term Priorities

- Understands what future factors (e.g., technological breakthroughs, government policy, demographics, lifestyle, etc.) could affect the future direction of the department
- Integrates organizational needs into a short to medium term business plan that articulates and executes the strategies

4. Shapes Long Term Direction and Vision by Creating New Models or Organizational Possibilities

- Works to ensure that current and future government policies and priorities are compatible with Public Service values
- Provides input to the general long term directions of the organization and identifies new opportunities and models for service delivery, process improvement, etc.
- Develops long term business plans that supports the vision of the organization
- Promotes commitment in others for alignment with organizational values and vision

5. Shapes Organizational Vision in Context of Global Environment

- Identifies, analyzes, and interprets complex, emerging international or global issues and provides direction on how the organization will address such issues over the long run

- Fosters proactive thinking across the organization, and with partners and governments, to address anticipated issues
- Recognizes opportunities and risks associated with different long term organizational and inter-organizational approaches and issues

Team Leadership (TL)

Team Leadership is the ability to step in and take a role as leader of a team or other group. It implies a desire to lead others and to instil in others a passion for their work, the mission and values of the organization, and the importance for acting with integrity, respect, impartiality, service orientation and competence.

Note: Team Leadership is generally, but certainly not always, shown from a position of formal authority. The “team” here should be understood broadly as any group in which the person takes on a leadership role.

Progression: Strength and completeness of assumption of the role of leader.

Core: Does the person lead groups of people to work effectively together? Is this person a true people leader?

1. Manages Team Processes Well

- Manages team well: delegates well, states meeting agendas and team objectives; monitors progress; makes assignments [gives assignments to employees], etc.
- Supports, encourages and upholds the implementation of the merit principle in staffing
- Works to create a climate that is free of harassment and discrimination and that values wellness and work-life balance
- Applies HR processes and practices, including the delegation and organization of work, equitably and impartially

2. Values Openness and Sharing of Information in the Team: Keeps Team Members 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; communicates a direction
- Is transparent, frank, fair and shares information openly: explains the reasons for a decision, action, etc.
- Encourages communication, openness and consultation in own team

3. Promotes Team Effectiveness

- Takes specific actions with the intent of enabling the team to function optimally
- Creates the conditions that enable the team to perform at its best (e.g., setting clear direction, providing appropriate structure, getting the right people)
- Uses complex strategies, such as dealing with poor performers, team assignments and cross-training to promote team morale and productivity (informal recognition, decisions related to assignments)
- Uses authority and power in a fair, impartial and equitable manner
- Ensures that team members provide frank, honest and impartial advice and services
- Values and leverages diversity in the team to enhance effectiveness and service delivery
- Gets others' input for purposes of promoting the effectiveness of the group or process. Resolves conflicts in the team, gives fair feedback (individual or collective), etc.

- Acts to build team spirit for purposes of promoting the effectiveness of the group or process
- Holds self and others accountable for their promises and actions

4. Obtains Resources/Takes Care of the Team

- Protects the group and its reputation vis-à-vis the larger organization or the community at large
- Makes sure the practical needs of the group are met. Obtains needed personnel, resources, information for the group
- Provides or secures needed support and development for both the individuals and the leadership team as a group

5. Has presence: Is an Engaging Leader

- Takes action to ensure that others buy into leader's mission, goals, agenda, climate, tone, policy, and creates the proper climate for their achievement
- Establishes norms for group behaviour ("rules of engagement") and imposes sanctions on people who violate these norms; is a credible leader
- Sets a good example by personally modelling desired behaviour

6. Develops and Communicates a Compelling Long-Term Vision of Excellence for the Organization

- Inspires confidence in the mission
- Generates excitement, enthusiasm and commitment to the group mission
- Communicates a long-term vision that goes beyond the team and generates excitement
- Identifies long-range problems that could impact the integrity of the organization
- Promotes collaboration across teams and across boundaries

Teamwork and Cooperation (TW)

Teamwork and Cooperation implies the intention to work cooperatively with others, to be part of a team, to work together, as opposed to working separately or competitively. Teamwork and Cooperation may only be considered when the subject is a member of a group of people functioning as a team, generally where he or she is not the leader (e.g., functional work groups, etc.). “Team” is broadly defined as any task or process-oriented group of individuals.

Progression: Degree and/or depth of support given to team efforts.

Core: Does the person act to facilitate the operation of a team of which he or she is a part?

1. Cooperates with Others

- Supports team decisions, is a good team player, does his or her share of the work
- Deals with colleagues and others in a fair, equitable, and impartial manner
- Is responsive to the needs of others
- Respects others’ opinions and ideas
- Shares information, as appropriate; keeps other team members informed and up-to-date about what is happening in the group, i.e. individual actions, or influencing events
- Appropriately shares all relevant or useful information which might help the group to work effectively, even if one is not required to share such information

2. Expresses Positive Expectations of Team or Team Members

- Expresses positive attitudes and expectations of others in terms of their abilities, expected contributions, etc.
- Speaks of team members in positive terms, either to the team member directly or to a third party
- Promotes development and continuous learning in the team

3. Solicits Inputs

- Genuinely values others’ input and expertise. Wants all members of a group to contribute to a process
- Displays willingness to learn from others, including subordinates and peers
- Solicits ideas and opinions to help form specific decisions or plans

4. Encourages Others

- Encourages others to work to the best of their abilities, with pride, skill and dedication
- Publicly credits others who have performed well
- Encourages and empowers others, making them feel strong and important

5. Works to Build Team Commitment and Spirit

- Acts to promote a friendly climate and a good working relationship regardless of personal likes or dislikes
- Promotes a climate that encourages innovation and creativity
- Builds good morale or cooperation within the team, including creating symbols of group identity or other actions to build cohesiveness
- Encourages or facilitates a beneficial resolution to conflict