# [Image result for employment and social development canada logo](http://www.google.ca/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjq3-Lo-7HXAhVkyoMKHVPGA0UQjRwIBw&url=http://www.filmtraining.mb.ca/about/funding/&psig=AOvVaw33lzfW9_WjV--HCWIPrvI7&ust=1510333168529959) *DRAFT*

# *Note: content partially updated winter 2018 to include mapping of TBS competencies pending a more thorough review of ESDC`s competency-based approach.*

# Competency Dictionary

**Employment and Social Development Canada**

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**Version 9.0 2018**

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***History***

*Employment and Social Development Canada’s (ESDC) Competency-Based Management (CBM) framework has served as a respected competency model both within and outside the Public Service since 1998. ESDC’s work is the only Canadian Government competency initiative to be described in a professional peer-reviewed publication1 and to be referenced as an example competency framework in a university level textbook2.*

*ESDC’s CBM framework includes the department’s competency dictionary, the generic competency rating scale, the structure and format of competency profiles, and the CBM logo. It has been shared and adapted by other government departments to formulate their own CBM model.*

*Since 1998, there have been periodical updates to ESDC`s CBM. The current 2017-18 update is particularly apropos in light of the span of time since the last update (2010) as well as the department`s initiative to modernize service to Canadians through the ESDC Service Strategy3.*

*A significant change to how the department serves Canadians has a ripple effect on its organizational design; changes to service delivery alter job profiles and this necessitates a reformulation of the competencies on which jobs are based.*

*1. Public Personnel Management, Vol. 40, No.1, Spring 2011* [*http://www.ipmamc.org/assets/documents/IPMA.Spring.Publications.pdf*](http://www.ipmamc.org/assets/documents/IPMA.Spring.Publications.pdf)

*2. Recruitment and Selection in Canada, Nelson, 2009* [*http://esdc.prv/en/department/service-strategy/reports/2016-2017/index.shtmll*](http://esdc.prv/en/department/service-strategy/reports/2016-2017/index.shtmll)

*3. ESDC Service Strategy*

# Introduction

This dictionary provides a comprehensive description of the competencies necessary to deliver quality service to clients, both internally and externally, across the wide range of services provided by ESDC.

It is a key element of ESDC`s Competency-Based Management framework. It is intended to serve as a commonly understood set of “building block” competencies that can be used for the development of competency profiles across the department.

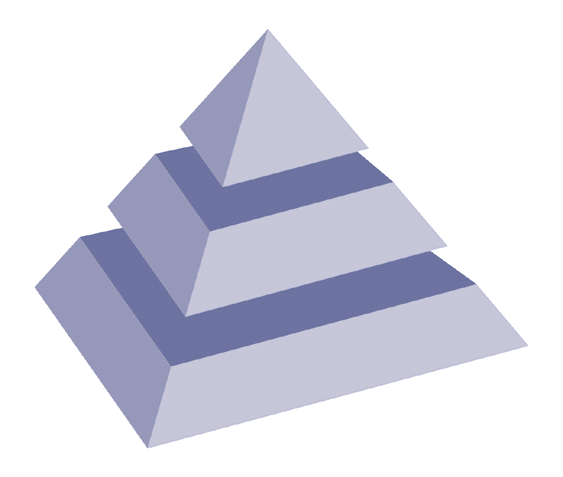
This version of the competency dictionary is based on ESDC`s 2010 version, the behavioural competency dictionary developed for the IT community by the Treasury Board Secretariat Chief Information Officer Branch, as well as a competency dictionary developed for Shared Services Canada in 2016. It is provided as a resource tool for all employees.

The dictionary incorporates the TBS employee core competencies introduced for performance management and the new Key Leadership Competencies for the Public Service, and provides a definition and accompanying behavioral descriptors for each competency listed.

The dictionary lists all competencies under two separate headings, “Core Competencies” and “Other Competencies”. Within each category, the competencies are listed alphabetically according to the type of competency they represent, which is either “Abilities”, “Personal Qualities” or “Knowledge.” This latter information has particular use when competencies are applied to Statements of Merit Criteria for resourcing purposes.

Any of the competencies in this dictionary can be used as “Group Competencies” to describe the competencies needed for broad job roles or job families. “Group Competencies” for management jobs, for example, would likely comprise the federal government’s new Key Leadership Competencies, which would apply to all jobs involving leading others, from the supervisory to executive levels. Appendix A provides a potential model for “Group Competencies”, competencies that are seen as common to most jobs within each of 2 job groups or families.

Competencies listed in the dictionary can also be used to describe the “Job- Specific Competencies” needed for particular jobs or groups of jobs. These are usually “Knowledge Competencies” pertaining to particular functions such as human resources, finance, information technology, communications, auditing and so on but they could also include “behavioural competencies”, i.e. abilities and/or personal qualities, that are not core or group competencies but which are judged important to the particular job. A separate portion of the dictionary lists job knowledge competencies grouped according to functional areas.



**JOB COMPETENCIES**

**GROUP COMPETENCIES**

**CORE COMPETENCIES**

In order to assist in using competencies for staffing, learning, performance management and other human resources processes, a generic 5-point scale, which incorporates the scale used for performance management, is provided in Appendix B. A more detailed explanation of the scale values and their use (Appendix C) is also attached, as well as an example competency profile (Appendix D).

The scale can be used both to indicate at what level a particular competency is required on a job, and the level at which an individual is assessed upon for the competency (for staffing or performance management processes) or the level at which an individual assesses himself or herself on the competency (for self-assessment and learning purposes).



# CORE COMPETENCIES

## **Abilities**

### Communication (Oral)

The ability to orally express oneself clearly, concisely and openly, to effectively exchange information and ideas with others, and to demonstrate understanding, respect and appreciation of others' perspectives

* Conveys ideas and information clearly, logically and concisely
* Expresses oneself in a manner appropriate to the audience
* Actively listens and responds to the input of others
* Shares information appropriately
* Uses proper grammar
* Communicates expressively using appropriate body language

### Communication (Written)

The ability to prepare written material in aclear and concise mannerthat

appropriately addresses the needs of the particular audience

* Expresses ideas in a clear and succinct manner
* Organizes ideas in a logical manner
* Uses correct spelling, grammar and punctuation.
* Uses an appropriate business style
* Uses language, concepts and ideas appropriate to the intended audience
* Formats material in a manner that provides optimal impact

### Client Focus

An underlying concern for helping internal and /or external clients and for being responsive to their needs

* Demonstrates respect and concern for every client
* Provides quality service in a timely manner
* Works with clients to achieve results
* Consistently delivers on commitments

## Personal Qualities

### Thinking Things Through

The ability to actively and skillfully analyze problems and issues, organize

information, identify key factors, identify underlying causes and generate practical

solutions

* Planning and adjusting their work based on a thorough understanding of their unit's business priorities and their own work objectives, and seeking clarification and direction when uncertain or confused.
* Considering multiple sources of information before formulating a view or opinion.
* Exercising sound judgment and obtaining relevant facts before making decisions.
* Analyzing setbacks and seeking feedback to learn from mistakes.

### Demonstrating Integrity and Respect

The capacity to adhere to expected norms, values and goals, to relate to others openly and honestly and to consistently fulfill commitments in a timely and accurate manner.

* Behaving consistently with the [Values and Ethics Code for the Public Sector](http://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=25049).
* Discussing ethical concerns with their supervisor or colleagues and, when necessary, seeking out and using appropriate disclosure procedures.
* Working in a manner that reflects a commitment to client service excellence.
* Actively contributing to workplace well-being and a safe, healthy and respectful workplace.
* Supporting and valuing diversity and bilingualism.
* Acting with transparency and fairness.
* Demonstrating respect for government assets and resources, and using them responsibly, including by understanding and applying relevant government policies.

### Showing Initiative and Being Action Oriented

Identifying what needs to be done and doing it before being asked to or required by

the situation, openly addressing problems and concerns as they occur while

remaining focused, adjusting readily to change and seeking opportunities to

improve one’s effectiveness and that of the organization.

* Staying up to date on team goals, work processes and performance objectives.
* Translating direction into concrete work activities, making the most of available time and resources.
* Maintaining a constructive attitude in the face of change, setbacks or stressful situations, and remaining open to new solutions or approaches.
* Communicating ideas, views and concerns effectively and respectfully, and actively participating in exchanges of ideas with others.
* Identifying early warning signs of potential problems, and alerting the manager/supervisor and others, as needed.
* Embracing change and actively looking for opportunities to learn and develop professionally and personally.
* Contributing to and participating in process improvements and new approaches.
* Pursuing operational efficiencies, demonstrating an appreciation of the importance of value for money, including by willingly adopting new and more efficient ways of working.

### Working Effectively With Others

Openness to others from diverse backgrounds (i.e. cultural, educational, ethnic,

Professional, etc.) and a capacity to relate to others in a cooperative and respectful

manner.

* Sharing information with work colleagues.
* Listening actively to the views of others, and respecting, considering and incorporating them.
* Recognizing the contributions and celebrating the successes of others.
* Working collaboratively and relating effectively to others, and embracing and valuing diversity.
* Demonstrating an understanding of the roles, responsibilities and workloads of colleagues, and being willing to balance personal needs with those of other team members.
* Eliciting trust, particularly by following through on commitments.
* Dealing proactively with interpersonal or personal matters that could affect their performance.
* Managing their own work-life balance and respecting that of others.

# OTHER COMPETENCIES

## Abilities

\*Achieving Results (New Key Leadership Competency)

Mobilizing and managing resources to deliver on priorities, improve outcomes and add

value in a timely and cost-effective manner

* Clearly defines roles and accountabilities
* Holds self and others accountable for commitments
* Is focussed on maximizing the use of available resources
* Proactively seeks efficiencies in operations, programs or services
* Focuses employees, stakeholders and partners on achieving the best practical results
* Makes difficult and timely decisions that address and deal with risks to the organization
* Effectively manages workloads and gets things done well, on time and within budget

\*Note: competency behaviours for this and other new KLCs drawn from TBS

consultation presentation to ADM’s of central agencies, June, 2013

.Applying Principles and Procedures

The ability to understand a set of rules, guidelines or procedures, to recognize how

they apply to a particular case, and to apply them in a logical way to make consistent

decisions and/or recommendations

* Identifies and understands the critical issues of a case or situation
* Applies relevant information (e.g. policies or practices) to the case at hand
* Formulates decisions/recommendations in a consistent and logical manner
* Recognizes issues that require an additional level of intervention
* Seeks out knowledgeable people to obtain information or clarify a problem

### Attention to Detail

The ability to ensure that information is complete and accurate and that errors are

corrected and to follow through on the details of task completion

* Ensures that proper documentation and appropriate procedures are used
* Quickly locates errors in the display or transcription of information and takes action to correct them
* Carefully attends to details
* Is thorough and persistent in completing tasks

### Client Service Excellence (For Leadership Positions)

Serves clients through excellence in program and service delivery

* Is sensitive and attentive to the needs of clients and their diverse cultures
* Anticipates and responds to the emerging needs of clients
* Is creative in enhancing efficiencies and improving programs and delivery to clients
* Creates and supports a culture of service excellence
* Focuses stakeholders, partners and employees on achieving the best practical results for clients

### Coaching The ability to foster the learning or development of others, appropriately assess needs, and provide relevant learning opportunities and constructive feedback

* Accurately assesses needs
* Arranges and/or proposes practical learning opportunities
* Provides constructive, timely feedback
* Promotes a long-term, strategic approach to learning
* Commits time and energy to the process

### Collaborating with Partners and Stakeholders (New Key Leadership Competency) Seeking the widest possible spectrum of perspectives through collaboration with partners and stakeholders while demonstrating openness and flexibility

* Seeks out and builds effective relationships with internal and external partners or stakeholders
* Solicits and actively listens to the input of others
* Shares information on a regular basis
* Works at understanding others’ positions
* Identifies outcomes that benefit all parties
* Treats others as equals regardless of status
* Shares resources readily whenever possible
* Views resources as instruments of action, not possessions
* Credits the contribution of partners
* Encourages shared ownership of tasks and accomplishments

Conflict Management

The ability to anticipate and deal with conflicts and to resolve them in a manner that addresses the needs of all parties

* Recognizes situations that have potential for conflict
* Suspends judgment while seeking differing points of view about the situation
* Listens respectfully to all parties
* Identifies the shared interests of parties
* Focuses parties on the work and end-goals as opposed to dwelling on personality

### Consulting

The ability to work with internal and/or external clients or stakeholders to

determine their needs, to identify possible solutions, and make recommendations in order to help clients decide on a solution that meets their needs

* Quickly identifies the needs of clients
* Recognizes relationships between pertinent information and the circumstances of individual cases
* Draws on diverse sources of information and personal contacts in order to generate ideas
* Involves the client in decision making
* Effectively assists the client in assessing needs and options, and recommends courses of action
* Is accessible and responsive to clients

### Creating Vision and Strategy (New Key Leadership Competency)

Envisioning possibilities for ensuring the success of the organization, building on

diverse perspectives, and translating ideas into concrete actions and directions that

can be effectively executed.

* Readily assesses and synthesizes a broad range of complex information
* Translates complex situations into simple, meaningful explanations that others can grasp
* Communicates a clear and compelling vision for the organization
* Seeks broad perspectives and expertise in order to find innovative solutions
* Recognizes strategic opportunities for enhancing the success of a venture
* Effectively evaluates the risks and benefits of different courses of action
* Takes a long term perspective on problems, situations and events
* Effectively translates vision/priorities into actions and results

### Diagnostic Information Gathering

The ability to identify the information needed to clarify a situation, seek that

information from appropriate sources, and use skilled questioning to draw out the

information needed

* Identifies optimal information sources
* Quickly identifies the specific information needed to clarify a situation or to make a decision
* Gets more complete and accurate information, by checking multiple sources
* Probes with tact and diplomacy to get the facts, when others are reluctant to provide full, detailed information
* Makes effective use of time when gathering information
* Knows when to seek expertise to obtain information or to clarify a problem

### Evaluating and Improving Services

The ability to ensure a high standard of quality in programs and services, by regularly

reviewing performance against goals and standards and taking corrective action as

needed

* Establishes and implements effective systems and procedures to monitor operations
* Ensures that activities are carried out in a timely and effective manner
* Identifies performance and/or systems problems, and takes corrective action when required
* Makes recommendations with respect to improving the delivery of programs and services
* Helps people to develop a clear understanding of any changes that are required

Facilitation

The ability to lead or guide a group discussion or activity, to help a group reach

consensus, solve a problem, or achieve some other objective

* Ensures that necessary resource material is available
* Ensures that everyone has the opportunity to participate and to be heard
* Promotes information sharing and keeps people informed about concerns relevant to the group
* Prepares and uses a repertoire of group facilitation techniques to help groups focus, generate ideas, analyze problems, and reach consensus
* Channels the discussion in order to avoid sidetracking
* Facilitates the resolution of conflicts or differences of opinion among group members
* Creates an open and respectful environment
* Is sensitive to individual and group needs

### Interviewing

The ability to use effective questioning to elicit information from others

needed for further decision-making

* Creates a comfortable rapport with individuals
* Employs a logical and organized interview strategy
* Attends to verbal and non-verbal cues
* Directs the interview to achieve the goals intended

### Mobilizing People (New Key Leadership Competency)

Inspiring and motivating people and effectively managing performance by providing

constructive feedback and encouraging and enabling performance

excellence

* Builds effective relationships that value people
* Solicits and actively listens to the input of others
* Shares information on a regular basis
* Promotes an environment where people influence decisions through teamwork, discussion and debate
* Recognizes the contribution of others
* Encourages learning by providing feedback, coaching and opportunities for growth.
* Empowers others and avoids micro-managing
* Creates an environment where people want to work

### 

### Negotiating

The ability to find mutually acceptable solutions with others, both in conflict and non-

conflict situations, when the parties have different interests or different perspectives

on what should be done

* Effectively questions other parties to understand interests underlying positions
* Identifies the needs of other parties and acknowledges interdependencies
* Focuses the discussion on common interests
* Deals constructively with conflict situations
* Generates and proposes ideas that address the interests of different parties

### Organizational Awareness

The ability to understand the workings, structure and culture of the organization

* Understands how one’s work contributes to the business success of the department and the government
* Can identify key decision-makers and influencers
* Keeps aware of current issues, priorities and trends
* Effectively uses both formal and informal channels or networks for acquiring information, assistance and accomplishing work
* Is able to anticipate issues and challenges in order to achieve positive results

### Planning and Organizing

The ability to develop well-thought-out plans to guide the accomplishment of business

objectives

* Sets realistic goals and objectives
* Integrates a wide range of factors into the planning process
* Makes effective use of time and resources
* Tracks progress and adjusts course as required
* Maintains commitment to goals in the face of obstacles and frustrations
* Finds or creates ways to measure performance against goals
* Is proactive in identifying alternative strategies as required

### Policy Analysis

The capacity to identify the key issues and factors associated with policy questions, to pull together and assess the information needed to guide decision-making and to propose and/or implement solutions that balance practical and political considerations

* Can quickly identify the key issues and considerations associated with policy questions
* Demonstrates a keen understanding of environmental factors (including stakeholders involved) impacting on policy issues
* Recognizes strategic opportunities and potential problems associated with policy questions
* Selects optimal research or consultative approaches (that balance costs with effectiveness) to address policy issues
* Can pull together diverse information, including research findings, into a coherent picture as a basis for decision making
* Proposes and/or implements solutions to policy issues that balance practical and political considerations

### Presentation Ability

The ability to prepare and deliver presentations that are clear, engaging, and effective

* Develops a clear, logical flow for the presentation
* Selects language and examples tailored to the level and experience of the audience
* Prepares and uses visual aids that are clear and have high impact
* Quickly gains and holds the audience’s attention
* Is relaxed and poised when presenting
* Uses time effectively
* Ensures participants’ involvement and understanding
* Use effective non-verbal communication skills

### Promoting Innovation and Guiding Change (New Key Leadership Competency)

Creating an environment that supports bold thinking, experimentation and intelligent risk taking.

* Communicates the need for change and keeps employees informed about the change process
* Effectively supports individuals through times of change
* Addresses change and obstacles with a positive outlook, sound judgement and composure
* Promotes experimentation and provides a safe environment for responsible risk-taking
* Explores new ways of doing things
* Celebrates lessons learned whether things go right or wrong
* Accepts responsibility when things don’t go as planned

### Relationship Building

The ability to proactively develop mutually beneficial working relationships with colleagues, clients, and others

* Seeks out and builds relationships with individuals who can provide information, career support, potential business, or other forms of help
* Provides assistance, appropriate information, or other support to others, to build or maintain relationships with them
* Takes an interest in others
* Maintains important relationships by periodically initiating contact.
* Makes others feel comfortable by responding in ways that convey interest in what they have to say
* Communicates and shares information with contacts as required.
* Interacts effectively with people of diverse backgrounds

### Research Ability

The ability to design research or evaluation studies, collect and analyze data using

appropriate tools and methodologies and to prepare meaningful and concise reports

that summarize the information provided by the data

* Effectively extracts, synthesizes and interprets data from existing documents, studies or reports
* Critically evaluates data sources for reliability
* Designs research and data collection processes best suited to the question(s) being addressed
* Applies qualitative and/or quantitative (statistical) methodologies appropriate to the particular research objective(s)
* Can identify the most useful and appropriate tools and technologies (including computer applications) to meet the requirements of the task
* Critically assesses research results to ensure their credibility, consistency and validity
* Can interpret statistical and qualitative information to reach logical conclusions and/or identify significant trends or patterns
* Identifies optimal means to display and report data and results in a meaningful manner
* Demonstrates critical awareness of issues (e.g. privacy, security, political sensitivity) related to the release and use of information

### Risk Management

The ability to identify, assess and manage risks while striving to attain objectives

* Can proactively identify underlying issues, potential problems and risks
* Plans for contingencies
* Makes decisions in the absence of complete information
* Conducts on-going risk analysis to anticipate both liabilities and opportunities

### Strategic Thinking

The ability to assess and synthesize a broad range of information related to complex tasks or situations, recognize opportunities and obstacles and to conceptualize approaches or strategies that maximize opportunities for the successful achievement of objectives

* Readily assesses and synthesizes a broad range of complex information
* Identifies trends, patterns and connections that are not immediately obvious
* Recognizes strategic opportunities for enhancing the success of a venture or activity
* Thoroughly evaluates the risks and benefits of different courses of action
* Develops contingency plans for dealing with problems or obstacles
* Can take a long range perspective on problems, situations and events
* Conceptualizes approaches or strategies that maximize opportunities for the successful achievement of objectives

### Training Design

The ability to match the learning or developmental needs of individuals or groups with

appropriate learning methodologies or interventions

* Effectively assesses needs and learning styles of individuals or groups
* Accurately identifies the level of client support for a given initiative
* Clearly articulates objectives
* Identifies methodologies or approaches best suited to clients and the task
* Designs relevant exercises or learning events
* Provides approaches to ensure the transfer of skills to the workplace

### Upholding Integrity and Respect (New Key Leadership Competency)

Exemplifying ethical practices, professionalism and personal integrity and creating

respectful and trusting work environments where sound advice is valued.

* Consistently upholds values and standards
* Acts with transparency and fairness in all transactions
* Keeps promises and commitments made to others
* Respects and maintains the confidentiality of information
* Makes decisions in an impartial manner
* Creates a climate of trust
* Demonstrates respect for others
* Promotes diversity and inclusiveness
* Doesn’t let unethical behaviour go unchallenged
* Takes responsibility for decisions and actions
* Effectively translates vision/priorities into actions and result

## Personal Qualities

### Adaptability

Receptivity to change and an openness to continually developing and improving one’s

effectiveness

* Adjusts readily to change
* Engages in continuous learning
* Willingly uses available technologies to work and learn
* Accepts and uses feedback to improve oneself

### Creativity

The capacity to use the imagination and skill to create original products and ideas that

have value to the organization

* Perceives things in original and innovative ways
* Generates or finds new ideas or possibilities
* Effectively applies existing technology and processes to creative tasks
* Persists in refining creative ideas into effective solutions
* Is willing to experiment and take appropriate risks to achieve creative results
* Develops creative products that take into consideration practical realities

### Decisiveness

Willingness to make difficult decisions in a timely, unbiased and objective manner

* Is willing to make decisions in difficult or ambiguous situations, when time is critical
* Knows when there is sufficient information to act, given the opportunities and requirements of the situation and the risks of a bad decision
* Makes tough decisions when those decisions are necessary
* Consistently makes good business decisions in a timely manner
* Makes decisions in an impartial manner

### 

### Dependability

The capacity to consistently fulfill commitments in a timely and accurate manner and

to adhere to expected norms, values and goals

* Consistently produces work products that meet established expectations
* Keeps promises and commitments made to others
* Respects and maintains the confidentiality of information
* Can be relied upon to meet work deadlines
* Works with minimal supervision
* Adheres to organizational norms, values and goals
* Addresses problems in a timely manner, taking personal responsibility where appropriate

### Influence

The ability to gain others’ support for ideas, proposals and solutions and to get others

to take particular actions in order to advancea set ofobjectives

* Identifies and presents information or data that will have a strong effect on others
* Assembles and presents multiple arguments in order to support a position
* Involves and supports others in decision-making processes in order to ensure the favorable resolution of problems
* Identifies and proposes solutions that address the concerns of all parties involved in a situation
* Structures situations (e.g., the setting, individuals present, sequence of events) to create a desired impact and to maximize the chances of a favorable outcome
* Identifies and influences decision makers and those who can influence them

### Innovation

The capacity to create new and improved, products, procedures, or technologies

* Can perceive things in original and novel ways
* Generates or finds new ideas or possibilities
* Persists in refining innovative ideas into effective solutions
* Takes into consideration practical realities
* Develops better, faster, or less expensive ways of doing things
* Finds ways to effectively sustain new ideas or products

### Interpersonal Awareness

The ability to notice, interpret, and anticipate the feelings and concerns of others in

order to develop mutually beneficial working relationships

* Acknowledges the interests and underlying concerns of others
* Identifies and accurately interprets what others are feeling, based on their choice of words, tone of voice, expressions, and other non-verbal behaviour
* Anticipates how others will react to a situation and responds appropriately
* Is attentive to the ideas and concerns of others
* Does things to address the concerns of others
* Finds non-threatening ways to approach others about sensitive issues

### Judgement

The capacity to identify the underlying or subtle issues in interpersonal or other

problem situations for which no clear answers exist and to arrive at practical and

common sense solutions to the situations

* Can identify the key issues, both interpersonal and/or non-interpersonal, in a problem or situation
* Recognizes and carefully weighs the risks and benefits of prospective actions, taking into consideration personal and organizational constraints.
* Accurately perceives and interprets the feelings, thoughts or behaviours of others
* Takes the appropriate time needed to understand all the dimensions of a situation before acting, rather than reacting impulsively and/or emotionally
* Takes into consideration the perspectives and needs of others in evaluating a situation
* Understands what information to share with others, with whom and when.
* Makes clear and reasonable decisions or recommendations that successfully address the unique demands of a situation or problem

### Resiliency

Confidence in one’s ability to be successful, even under challenging circumstances,

and a willingness to take personal responsibility for the results of one’s efforts

* Maintains a positive attitude in difficult circumstances
* Expresses belief in own ideas and decisions
* Takes personal responsibility
* Remains focused under pressure
* Openly addresses problems and concerns as they occur
* Is able to recover easily from setbacks

### Results Orientation

Focusing on the desired end result of one’s work or that of a group; setting challenging objectives, focusing effort on them and meeting or exceeding them

* Sets and achieves challenging goals
* Sets clear goals and objectives for meetings and projects
* Maintains commitment to goals in the face of obstacles and frustrations
* Finds or creates ways to measure performance against goals
* Exerts sustained effort to accomplish something
* Demonstrates a strong sense of urgency about solving problems and completing tasks

### Stress Management

Capacity to maintain effectiveness in the face of stress

* Maintains composure in a variety of stressful situations
* Continues to exercise good judgment in spite of stress
* Takes action to respond constructively to the source of stress
* Finds ways to mitigate the effects of on-going stressful situations

### 

**Knowledge (by Functional Areas)**

### **Management**

Knowledge of the department’s business planning, accountability and budgetary process

Knowledge of legislation, practices and tools related to financial management in the Federal Public Service

* Knowledge of expenditure and cost accounting in the Public Service
* Knowledge of financial and statutory reporting
* Knowledge of internal control processes
* Knowledge of revenue management in the Public Service
* Knowledge of the Financial Administration Act and other legislation related to financial management
* Knowledge of on-line systems

Knowledge of material life-cycle management in the Federal Public Service

* Knowledge of legislation, regulations, policies and procedures and guidelines related to material life-cycle management
* Knowledge of the four phases of material life-cycle management (planning, acquisition, maintenance and disposal of assets)
* Knowledge of on-line systems and applications related to material life-cycle management
* Knowledge of roles and responsibilities of the Treasury Board Secretariat and Public Works and Government Services Canada related to material life-cycle management in the Federal Public Service

Knowledge of Modern Comptrollership concepts and tools

* Knowledge of performance measurement concepts and tools
* Knowledge of risk management concepts and applications
* Knowledge of control systems that support delegated authorities
* Knowledge of shared values and ethics in the Federal Public Service

Knowledge of negotiation and conflict resolution techniques and procedures

Knowledge of policies and practices related to workplace health, safety, security and well-being in the Federal Public Service

* Knowledge of central agencies and external partners as they relate to security and workplace well-being
* Knowledge of security policies and guidelines
* Knowledge of emergency preparedness
* Knowledge of Treasury Board EAP policies and guidelines, Part II of the Canadian Labour Code, the Mental Health Act and other legislation, policies and guidelines related to workplace well-being in the department

Knowledge of principles, policies and practices related to Human Resources Management in the Federal Public Service

Knowledge of principles, policies and practices related to the management of human resources, finance, procurement and government information in the Federal Public Service

* Knowledge of the practices and tools related to the various HR functions
* Knowledge of legislative and administrative requirements governing human resources management
* Knowledge of financial management governance, tools and processes
* Knowledge of procurement tools and processes
* Knowledge of legislation and tools and practices related to records management, privacy and access to information
* Knowledge of the roles and responsibilities of stakeholders including the central agencies in relation to HR management, finance, procurement and government information

Knowledge of program evaluation concepts and tools

* Knowledge of theories, issues and practices related to program evaluation
* Knowledge of program evaluation tools
* Knowledge of the application of logic models

Knowledge of project management principles, practices and tools

* Knowledge of project management concept and techniques
* Knowledge of the phases of project management
* Knowledge of project management integration practices
* Knowledge of common project management tools and templates
* Knowledge of project initiation, planning, implementation, monitoring, control and closure.

Knowledge of quality management and quality assurance methodologies and tools

Knowledge of the Government of Canada’s governance administrative processes

Knowledge of the Government of Canada’s machinery of government and parliamentary procedures

Knowledge of trends and developments related to leadership and management

**Policy Research and Development**

Knowledge of database development, manipulation, and analysis

Knowledge of economic analysis theory and methods

Knowledge of the Government of Canada decision-making process

Knowledge of research methods and quantitative and qualitative analysis, principles, tools and techniques

Knowledge of statistical modeling principles, tools and techniques

### **Program and Administrative Services**

**Access to Information and Privacy**

Knowledge of the federal Access to Information Act and the Privacy Act, their regulations and related court decisions as well as emerging trends and current issues

Knowledge of the roles and responsibilities of central agencies and of the Offices of the Information and Privacy Commissioners of Canada

Knowledge of the TBS ATIP policy instruments and the related reporting requirements

Knowledge of the TBS information management and security policy instruments as they relate to ATIP

**Accommodation and Facilities**

Knowledge of facility and accommodation management guidelines and practices

**Event and Conference Planning**

Knowledge of event and conference planning

* Knowledge of contracting processes for speakers or facilitators
* Knowledge of event and conference planning approval processes
* Knowledge of procedures for facilities rentals
* Knowledge related to arranging for supplies
* Knowledge related to the acquisition of translation services
* Knowledge related to the acquisition of audio-visual/video equipment
* Knowledge related to after event documentation

**Finance**

Knowledge of policies and procedures related to the budgetary process

* Knowledge of financial record keeping including on-line systems
* Knowledge of the chart of accounts and financial coding
* Knowledge of the processing of financial documents, including invoices, journal vouchers, travel claims, requisitions, acquisition cards, etc.
* Knowledge of expenditure and commitment monitoring
* Knowledge of the preparation of financial status reports

Knowledge of sections 32, 33 and 34 of the Financial Administration Act

Knowledge of routine operations in the financial system (SAP) including commitments, revenue management, and credit card reconciliation

**General**

Knowledge of administrative processes related to the federal Access to Information and Privacy Acts

Knowledge of general administrative policies, tools and practices related to human resources, finance, procurement, accommodation and information management in the federal public service

Knowledge of the mandate, organizational structure and key challenges of Employment and Social Development Canada

Knowledge of Values and Ethics

**Hospitality and Travel**

Knowledge of policies and procedure related to travel and hospitality

* Knowledge of the National Joint Council travel directives (Part III – Modules 1-2-3)

**Human Resources Management**

Knowledge of policies and procedures related to human resources management

* Knowledge of basic staffing practices and tools
* Knowledge of basic compensation practices and tools
* Knowledge of Official Languages requirements in the workplace

**Information Management**

Knowledge of directives, guideline and practices for records management

Knowledge of procedures for classifying documents and tracking correspondence

Knowledge of government security policies related to the handling of documents

**Procurement**

Knowledge of procurement policies and procedures

* Knowledge of acts, regulations, policies and agreements that affect contracting for services
* Understanding of procurement strategy considerations
* Knowledge of the RAS application
* Knowledge of tendering, directed and sole source procedures

**Telephone Services**

Knowledge of call centre operations and technology

* Knowledge of forecasting and scheduling applications
* Knowledge of call queuing theory
* Knowledge of Interactive Voice functions and applications

Knowledge of the design engineering and support of automated delivery of telephone services

* Knowledge of desktop applications and systems related to automated telephony services
* Knowledge of call centre technology and tools

**APPENDIX A**

## Job Family “Group” Competencies

### **Program and Administrative Services Family**

Applying Principles and Procedures

Attention to Detail

Diagnostic Information Gathering

Organizational Awareness

Planning and Organizing

Relationship Building

Dependability

Judgement

Stress Management

### **Supervisory/Management Family**

Achieving Results

Collaborating With Partners and Stakeholders

Creating Vision and Strategy

Mobilizing People

Promoting Innovation and Guiding Change

Upholding Integrity and Respect

# 

# APPENDIX B

**Competency-Based Management (CBM) Rating Scale**

**0 - Cannot Rate - Insufficient information to rate.**

**1 - Introductory - Little or no knowledge or proficiency. *\*Rarely or never demonstrates*. Need for extensive development**

**2 – Basic - Basic knowledge/proficiency. *Sometimes* *demonstrates*. Needs for significant development.**

**3 - Proficient - Knowledgeable/proficient. *Frequently* *demonstrates.* Little development required.**

**4 - Very Proficient - In-depth knowledge/significant proficiency. *Very often demonstrates*. No development required.**

**5 - Mastery - Expert knowledge/proficiency. *Almost always* *or always demonstrates.***

*\* Items in italics drawn from the rating scale used for employee performance management*

**Explanation of Competency Levels for the Competency-Based Management Rating Scale**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Competency Level*** | | | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** |
|  | |  |  |  |  |  |  |
| ***I Level possessed by***  ***the individual*** | |  | ***Introductory*** | ***Basic*** | ***Proficient*** | ***Very Proficient*** | ***Mastery*** |
|  | **Degree to which competency is possessed** |  | Little or no knowledge/ proficiency | Basic knowledge/ proficiency | Knowledge/able/ proficient | In-depth knowledge/ significant proficiency | Expert knowledge/  proficiency |
|  | **Degree of autonomy in applying the competency** |  | Need for significant assistance | Need for some assistance | Little or no assistance required | No assistance required | Can assist others |
| \***Factors considered in determining competency levels** | **Training and Development required on the competency** |  | Need for significant development | Need for some development | Little/ development required | No development required | Can develop others |
|  | **How frequently competency is demonstrated** |  | Rarely or never demonstrates | Sometimes  demonstrates | Frequently  demonstrates | Very often  demonstrates | Almost always or always demonstrates |
|  |  |  | 0-39%  of the time | 40-59%  of the time | 60-79%  of the time | 80-89%  of the time | 90-100%  of the time |
|  | |  |  |  |  |  |  |
| ***II Level required by the job*** | |  | The competency is of little importance to successful job performance | The competency is of some importance to successful job performance | The competency is important to successful job performance | The competency is critical to successful job performance. | The competency is required at an expert or specialized level in order to guide others on this competency |

# APPENDIX C

Detailed Explanation of Competency Levels

|  |  |
| --- | --- |
| **(0) Cannot rate** | |
| Insufficient information available to assess | |
| **  Abilities:** | Unable to assess the ability. |
| **  Personal Quality:** | Unable to assess the personal quality. |
| **  Knowledge:** | Unable to assess this knowledge. |

|  |  |
| --- | --- |
| **(1) Introductory** | |
| Little or no knowledge/proficiency. Given the opportunity, rarely demonstrates this behaviour. Needs significant assistance and/or extensive training and development. | |
| **  Abilities:** | Has demonstrated little or no capacity in the use of the ability. There is a need for significant development. |
| **  Personal Quality:** | Has demonstrated little or none of this personal quality. There is a need for significant development. |
| **  Knowledge:** | Has demonstrated little or no knowledge in this area. There is a need for significant development. |

|  |  |
| --- | --- |
| **(2) Basic** | |
| Basic knowledge/proficiency. Given the opportunity, sometimes demonstrates this behaviour. May need some assistance and/or some training and development. | |
| ** Abilities:** | Has a clear understanding of what is involved in the application of the ability, at different levels of proficiency. Can apply the ability with some guidance or assistance. More training and experience is required to acquire a greater depth and breadth in the use of the ability. |
| **  Personal Quality:** | Understands the significance of this personal quality as it relates to the job, and how its presence and application positively affects business results. Has the personal quality but not to the degree required to meet all the requirements of the position. |
| **  Knowledge:** | Understands the knowledge element but has little experience or has had little opportunity to apply it. Knows where to go to find answers for more in depth questions. May be at a sufficient level of proficiency to meet job requirements |

|  |  |
| --- | --- |
| **(3) Proficient** | |
| Knowledgeable/proficient. Given the opportunity, usually demonstrates this behaviour. Little or no assistance and/or training and development required. | |
| **  Abilities:** | Demonstrates the ability in a manner that meets all the requirements of the position. Use of the ability at the proficient level results in the work being performed in a manner that is fully satisfactory. Rarely does one's work need adjustment. |
| **  Personal Quality:** | The personal quality is clearly understood, present and observable in one's work behaviors. Its presence clearly affects the outcome in business results. |
| **  Knowledge:** | Has a comprehensive knowledge of this area and has considerable experience in applying this knowledge. |

|  |  |
| --- | --- |
| **(4) Very Proficient** | |
| In depth knowledge/significant proficiency. Given the opportunity, demonstrates this behaviour most of the time. No assistance and/or training and development required. | |
| **  Abilities:** | Demonstrates great depth and breadth in applying the ability, usually demonstrated through the use of new approaches or strategies, insightful thinking, and a clear vision of how to resolve new problems and providing service excellence. Can use the ability to deal effectively with new situations or new problems never before seen. Is able to train or guide new employees in the use of the ability. |
| **  Personal Quality:** | The personal quality is present and clearly observable in a manner that is exemplary. |
| **  Knowledge:** | Has a great depth and breadth in the use of the knowledge element. Has considerable insight in applying the knowledge element and is empowered to deal with situations never seen before. |

|  |  |
| --- | --- |
| **(5) Mastery** | |
| Expert knowledge/proficiency. Given the opportunity, always demonstrates this behaviour. Can assist and/or develop others. | |
| **  Abilities:** | Is very innovative and creative in the use of the ability and is likely to bring the discipline to a new level of excellence. |
| **  Personal Quality:** | The personal quality is present and observable is a manner that is ideal. |
| **  Knowledge:** | Brings new knowledge to the field and moves the discipline to a higher level. |

|  |  |
| --- | --- |
| Appendix D **Example of a Competency Profile** |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | CBM Logo | **Competency Profile**  **http://cbm-gac.prv/img/arrow3d_red.gif (AS-1) Administrative Assistant - (NOC 1241)** |  |  |  |  | | --- | --- | --- | | **Core Competencies** | **Group Competencies  (Program and Administrative Services)** | | | * Oral Communication (3) * Written Communication (3) * Client Focus (3) * Demonstrating Integrity and Respect (3) * Showing Initiative and Being Action-Oriented (4) * Thinking Things Through (3) * Working with Others (3) | * Applying Principles and Procedures (3) * Attention to Detail (4) * Diagnostic Information Gathering (3) * Organizational Awareness (3) * Planning and Organizing (3) * Relationship Building (3) * Dependability (3) * Judgement (3) * Stress Management (3) | | | **Job-Specific Competencies** | | | * Adaptability (3) * Knowledge of general administrative policies, tools and practices related to human resources, finance, procurement, accommodation and information management in the federal public service (3) * Knowledge of policies and procedure related to travel and hospitality (3) * Knowledge of event and conference planning (3) | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | [CBM Scale](http://cbm-gac.prv/pls/cbm/ui_ltk_lplan_step1.ViewInstructions) | **(1)** Introductory | **(2)** Basic | **(3)** Proficient | **(4)** Very Proficient | **(5)** Mastery | |

Profile Last Updated: 17.05.2016 ***DRAFT***