



Values and Ethics Competencies Assessment Guide

Values and Ethics Competencies

ESDC Office of Values and Ethics

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Now and Tomorrow
Excellence in Everything We Do



*This guide serves as a resource including tools and references tailored specifically to the
in-depth assessment of values and ethics competencies.*



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SECTION 1 – Introduction

The Employment and Social Development Office of Values and Ethics (OVE) has developed this Guide to respond to the need for a standardized tool to assist hiring managers in assessing **values and ethics competencies** for staffing executives, managers' and employees' positions. This Guide can also be used as a tool to assess the core values and ethics competencies when conducting employee Performance Appraisals. This Guide elaborates on the effective and ineffective behaviours associated with each of the five public sector values to provide a more fulsome description of values and ethics competencies.

This Guide compliments one of the six Values and Ethics components of the Treasury Board's Key Leadership Competencies for Executives (Upholding Integrity and Respect), as well as the five public sector values as outlined by the [Values and Ethics Code for the Public Sector](#) and the [ESDC Code of Conduct](#). The remaining Values and Ethics components of the Treasury Board's Key Leadership Competencies for Executives are: Create Vision and Strategy, Mobilize People, Collaborate with Partners and Stakeholders, Promote Innovation and Guide Change, Achieve Results.

We would like to thank the Public Service Commission, Public Services and Procurement Canada, Treasury Board Secretariat, ESDC Corporate Staffing team and ESDC Manager Community Champions for their input for this guide.

What do we mean by Values and Ethics Competencies?

Values and Ethics competencies refer to any observable/measurable knowledge, skill, ability or behavior that demonstrates:

- The five public sector values as outlined in the [Values and Ethics Code for the Public Sector](#) and in the [ESDC Code of Conduct](#), which are: **Respect for Democracy, Respect for People, Integrity, Stewardship and Excellence.**
- The “Upholding Integrity and Respect” portion of the six values and ethics component of the [TBS Key Leadership Competencies](#)

The next section of this guide outlines the **expected, acceptable** and **unacceptable behaviors** associated with the values of the public sector.



Values and Ethics Effective and Ineffective Behaviors

In 2008, the Employee level of the Key Leadership Competencies profile was developed by the Treasury Board Secretariat (TBS) to establish values and ethics as a foundation of leadership, as well as outline [effective](#) and [ineffective behaviors](#) for all managers ([supervisors](#), [managers](#), [directors](#), [director-general](#), [assistant deputy minister](#), [deputy minister](#)) and for employees without supervisory or managerial responsibilities. These competencies were updated in June 2015.

Source: TBS Website: <http://publiservice.tbs-sct.gc.ca/tal/kcl/intro-eng.asp>

The following tables outline the effective and ineffective behaviors for all levels **as per TBS** 's Key Leadership Competency - ***“Uphold Integrity and Respect”***.

<u>Effective behaviors</u>
<ul style="list-style-type: none"> • Demonstrates Values and Ethics, as described by the Values and Ethics Code for the Public Service, through personal and professional behaviors. • Discusses ethical concerns with supervisors or colleagues and, when necessary, uses appropriate procedures to consult or disclose wrongdoing. • Reflects excellence in client service delivering individual tasks. • Actively contributes to workplace well-being and building a safe, healthy, respectful workplace. • Supports and encourages diversity and bilingualism, including maintaining linguistic proficiency levels in order to better serve Canadians. • Acts with transparency and fairness.

<u>Ineffective Behaviors</u>
<ul style="list-style-type: none"> • Places personal goals ahead of Government of Canada objectives. • Shows favoritism or bias. • Does not take action to address situations of wrongdoing. • Mistreats others and takes advantage of the authority vested in the position.

SECTION 2 – Putting it all together

In this section, we will link the values of the public sector to behaviors; provide some sample assessment questions, as well as illustrations of key proficiency levels for those behaviors.

The **Table of Comparison** in the pages that follow is organized by Public Sector Values, and must be read from left to right. Please review the following descriptions for each column heading before you begin exploring the Table.

Expected Behaviour

As outlined in the ESDC Code of Conduct, for each of the five values, there are “expected behaviours”. These are still at a fairly high level in this column.

Acceptable /Unacceptable Behaviours

In this column, we have included more detailed examples of specific behaviors, both acceptable and unacceptable, taken from the ESDC Code of Conduct, as well as other sources referenced at the end of this Guide.

Sample Assessment Question

These are suggested questions that may be used to validate a candidate’s knowledge/experience and assess their level of proficiency for that specific Public Sector Value.

Proficiency Level Illustrations

Proficiency levels indicate different levels of expertise or mastery in a competency. The illustrations provide examples of **acceptable work behaviours** at various proficiency levels. In the Advanced/Mastery level, separate proficiency levels have been created for employees and managers, taking into account that managers have a greater responsibility to promote and model values and ethics.

Table of Values, Behaviors and Proficiency levels

Respect for Democracy

Public servants shall uphold the Canadian parliamentary democracy and its institutions by:

Expected Behaviour	Acceptable /Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
<p>1. Respecting the rule of law and carrying out their duties in accordance with legislation, policies and directives in a non-partisan and impartial manner.</p>	<p><u>Acceptable Behaviours</u></p> <ul style="list-style-type: none"> • Makes decisions based on sound reasoning and judgment in a lawful, fair, equitable, non-partisan and impartial way. • Upholds the merit system and ensures that all staffing actions (recruitment, hiring, promotions and terminations) are based on merit. <p><u>Unacceptable behaviours</u></p> <ul style="list-style-type: none"> • Makes decisions without adherence to legislation, policies and directives. • Makes official decisions that are influenced or tainted with personal bias. • Places personal beliefs ahead of the public interest and the will of the government when 	<p>Q1 (a) Please provide an example of a time when, given decision-making authority, the <i>candidate /you</i> respected the rule of law and acted in a politically neutral manner.</p> <p>AND/OR</p> <p>Q1 (b) Please recount a situation where <i>the candidate /you</i> identified unacceptable workplace behaviours and acted to improve or correct the situation.</p>	<p><u>Awareness/Basic</u> - (Given the opportunity, sometimes demonstrates this behaviour. Minimal and limited ability, awareness, requires close guidance).</p> <ul style="list-style-type: none"> • Shows basic awareness of policies, legislation, directives. • Seeks guidance on directives when faced with more complex situations. • Recognizes and avoids situations that may lead to difficult decisions. • Recognizes when actions are not within accepted ethical standards of conduct. • Discusses ethical concerns with superiors or colleagues and seeks guidance on workplace norms and standards for behavior. • Gets the information needed to correct the situation, and then lets others take the final steps to improve or correct the problem.

SECTION 2 – Putting it all together

Expected Behaviour	Acceptable /Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<p>developing policies and implementing departmental programs.</p> <ul style="list-style-type: none"> Engages in political patronage such as, but not limited to, supporting and/or implementing staffing actions (recruitment, hiring, promotions and terminations) that are based on political affiliations or contributions, and not on merit. 		<p>Good/Proficient - (Given the opportunity, usually demonstrates this behaviour. Solid understanding, consistent ability. Requires occasional guidance.)</p> <ul style="list-style-type: none"> Demonstrates an in-depth awareness and understanding of legislation, policies and directives Able to make decisions even when confronted with difficult or complex situations. Takes steps to make decisions in a politically neutral manner. Acts decisively to improve or correct situations where required information is incomplete and where issues may be complex. Resists pressure and maintains composure in the face of requests to take actions that may contravene ethics or compromise ethical standards. Recognizes workplace practices that diverge from desired norms; investigates issues and takes corrective action as appropriate. <p>Advanced/Mastery (Given the opportunity, always demonstrates this behaviour. Can apply ability in complex situations, serves as key resource, and advises others.)</p> <p>For employees:</p> <ul style="list-style-type: none"> Models and helps others understand the importance of respecting the rule of law and carrying out ones duties in a neutral manner.

SECTION 2 – Putting it all together

Expected Behaviour	Acceptable /Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
			<ul style="list-style-type: none"> • Displays fortitude to support decisions based on sound reasoning and judgment. <p>For managers:</p> <ul style="list-style-type: none"> • Promotes dialogue on the relevance of values and ethics to daily issues. • Acts as a role model and coaches ethical judgment in others • Gives regular feedback to others on ethical conduct and seeks regular feedback on own conduct • Makes transparent decisions without favoritism or bias. • Displays fortitude to support ethical actions even if they negatively impact self or stakeholders.
<p>2. Loyally carrying out the lawful decisions of their leaders and supporting ministers in their accountability to Parliament and Canadians.</p>	<p>Acceptable Behaviours</p> <ul style="list-style-type: none"> • Ensures that any public statements and actions (including off-duty conduct) support the ability to carry out their duties; preserve impartiality and objectivity in the execution of duties; and reflect positively on the Department. • Refrains from publicly criticizing 	<p>Q2) Either....</p> <p>(a) Describe a time when, while off duty, candidate is / you are asked for opinion, (by a friend, relative, neighbor, etc.), about current political decisions, or dept., procedures. Describe the specifics of the interaction, and how they / you would respond in this situation.</p>	<p>For questions (a) and (b):</p> <p>Awareness/Basic (Given the opportunity, sometimes demonstrates this behaviour. Minimal and limited ability, awareness, requires close guidance.)</p> <ul style="list-style-type: none"> • Demonstrates minimal awareness of the correct course of action. • Is unaware of where they can find the correct information as to how to respond, in other words shows unfamiliarity with the correct process and behavior in the circumstances.

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Expected Behaviour	Acceptable /Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<p>the Government of Canada, its policies, priorities, programs or officials.</p> <ul style="list-style-type: none"> • When asked to make a public comment on behalf of the Department, promptly refers the requestor to the Department’s National Headquarters Media Relations Unit. • Maintains discretion and respects the confidentiality, privacy and security requirements of the information obtained through their position. • Conducts themselves in a manner that does not harm the reputation of the Department, the Government of Canada or the clients they serve. • Implements the lawful and ethical decisions of the minister, even if these decisions differ from the advice or recommendations provided by the public service. 	<p>b) Describe a situation where the candidate is / you are asked to make a public comment on behalf of the Department, and how the candidate / you dealt with the request.</p> <p>Q2 (c) Describe a situation where the candidate / you resisted pressure and maintained composure when requested to take actions that may contravene ethics/rules/regulations or compromise ethical standards.</p>	<p>Good/Proficient (Given the opportunity, usually demonstrates this behaviour. Solid understanding, consistent ability. Requires occasional guidance.)</p> <ul style="list-style-type: none"> • Very aware and has a solid understanding of what actions are required to deal with requests for comment, public or private, even if never faced with this before. • Uses the appropriate channels, acts in an impartial and objective manner, maintaining discretion, privacy confidentiality, etc. • Promptly refers the requestor to the Department’s National Headquarters Media Relations Unit <p>Advanced/Mastery (Given the opportunity, always demonstrates this behaviour. Can apply ability in complex situations, serves as key resource, and advises others.)</p> <ul style="list-style-type: none"> • Acts as a role model for others, demonstrates correct values through personal actions • Does not acquiesce to inappropriate personal requests for information, political pressure, or promise of gain. • Communicates, within their authority or if delegated to do so, sensitive information of broad organizational impact without precedence, in a manner that does not harm the reputation of the Department, with considerable effectiveness.

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Expected Behaviour	Acceptable /Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<p><u>Unacceptable behaviours</u></p> <ul style="list-style-type: none"> Publicly criticizes ministerial decisions, government and departmental policies and procedures. Shares their personal opinion about departmental procedure inappropriately. Inappropriately shares confidential and protected information. Acts in a manner that is detrimental to the Department or Government of Canada’s reputation or legitimate business interests. Deliberately causes harm to the Department or the Government of Canada. 		<p>For question (c):</p> <p><u>Awareness/Basic</u> (Given the opportunity, sometimes demonstrates this behaviour. Minimal and limited ability, awareness, requires close guidance)</p> <ul style="list-style-type: none"> Recognizes when actions are not within accepted ethical standards. Demonstrates a limited understanding of ethics rules and regulations and how to apply them. Makes and implements decisions in situations that are routine and straightforward. Consults with supervisor or experts for guidance before making a decision when faced with a situation that is not routine or straightforward. <p><u>Good/Proficient</u> (Given the opportunity, usually demonstrates this behaviour. Solid understanding, consistent ability. Requires occasional guidance.)</p> <ul style="list-style-type: none"> Able to maintain composure when confronted with difficult situations Makes clearly reasoned decisions even when the information presented is incomplete or ambiguous Possesses a solid understanding of ethics, rules, regulations and guidelines, requires very little guidance to take the right course of action.

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Expected Behaviour	Acceptable /Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
			<p>Advanced/Mastery (Given the opportunity, always demonstrates this behaviour. Can apply ability in complex situations, serves as key resource, and advises others.)</p> <ul style="list-style-type: none"> • Acts as a role model and coaches ethical judgment in others. • Does not acquiesce to inappropriate personal requests for information, political pressure, or promise of gain. • Makes sound decisions based on analysis of information presented, in the face of ambiguous or conflicting situations, with associated risk.
<p>3. Providing decision makers with all the information, analysis and advice they need, always striving to be open, candid and impartial.</p>	<p>Acceptable Behaviours</p> <ul style="list-style-type: none"> • Provides information/advice that is complete, accurate, honest and unbiased based on thorough, detailed analysis. • Provides evidence-based advice to decision makers which, in turn, can be used to establish policies and programs for Canadians. • Responsive to Departmental need for information and provides the information the Department needs to fulfill their accountability role to Parliament and Canadians. 	<p>Q3) Please describe a situation in which <i>the candidate / you</i> provided advice and guidance to management, and describe the process of analysis and research prior to giving the advice.</p> <p>(Emphasis on methods, thoroughness, impartiality and honesty.)</p>	<p>Awareness/Basic (Given the opportunity, sometimes demonstrates this behaviour. Minimal and limited ability, awareness, requires close guidance)</p> <ul style="list-style-type: none"> • Breaks problems into simple tasks or activities. • Organizes information in order to have an understanding of the situation. • Gets the information needed to make effective decisions. • Requires assistance for more in-depth analysis and information gathering. <p>Good/Proficient (Given the opportunity, usually demonstrates this behaviour. Solid understanding, consistent ability. Requires occasional guidance.)</p> <ul style="list-style-type: none"> • Gets more complete and accurate information, by checking multiple sources • Identifies optimal information sources.

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Expected Behaviour	Acceptable /Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<p><u>Unacceptable behaviours</u></p> <ul style="list-style-type: none"> • Provides analysis and advice based on emotion, personal bias, and/or with erroneous reasoning (for example: advice that is based on assumptions, prejudice, hearsay, and speculation, misinterpreted or incorrect facts). • Deceives and misleads decision makers or colleagues by presenting partial information, or by withholding information. • Knowingly or intentionally failing to inform decision makers of risks and adverse consequences of potential or pending decisions and actions. 		<ul style="list-style-type: none"> • Knows when to seek expertise to obtain information or to clarify a problem. • Makes effective use of time when gathering information. • Probes with tact and diplomacy to get the facts, when others are reluctant to provide full, detailed information. • Quickly identifies the specific information needed to clarify a situation or to make a decision. <p><u>Advanced/Mastery</u> (Given the opportunity, always demonstrates this behaviour. Can apply ability in complex situations, serves as key resource, and advises others.)</p> <ul style="list-style-type: none"> • Accurately identifies multiple elements of a problem and breaks down each element in detail. • Demonstrates sound judgement in the analysis of information and provides advice and guidance that is objective and unbiased. • Uses varied techniques to break complex problems into component parts and/or identify several solutions, and weigh the value of each. • Provides strategic advice and guidance.

Respect for People

Public servants shall respect human dignity and the value of every person by:

Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
<p><u>Expected Behaviour</u></p> <p>1. Treating every person with respect and fairness.</p>	<p><u>Acceptable Behaviours</u></p> <ul style="list-style-type: none"> • Is respectful, transparent, candid, and fair with people, whether they are clients, supervisors, colleagues or employees of other government departments. • Authority is administered with fairness. <p><u>Unacceptable behaviors</u></p> <ul style="list-style-type: none"> • Shows favoritism, bias or prejudice in their treatment of others. • Makes up the rules to suit their personal situation when it comes to how they treat people, inequality of treatment. • Creates fear among employees or colleagues in the workplace. • Treats people well only if it is to their personal advantage. • Fails to distinguish between, or confuses and inappropriately 	<p>Q1) Please provide an example of a situation where <i>the candidate/you</i> demonstrated respect for human dignity and valuing people under:</p> <p>a) normal everyday circumstances,</p> <p style="text-align: center;"><u>OR</u></p> <p>b) in a difficult and stressful situation.</p>	<p><u>Awareness/Basic</u> (Given the opportunity, sometimes demonstrates this behaviour. Minimal and limited ability, awareness, requires close guidance.)</p> <ul style="list-style-type: none"> • Has a basic awareness of the feelings and concerns of others. • Acknowledges the interests and underlying concerns of others. • Interacts with co-workers, clients and supervisors in a tactful manner. • Seeks guidance when faced with difficult and stressful situations. • Acknowledges and identifies concerns regarding the workplace culture. • Seeks opportunities to become more self-aware and their impacts on others. <p><u>Good/Proficient</u> (Given the opportunity, usually demonstrates this behaviour. Solid understanding, consistent ability. Requires occasional guidance.)</p> <ul style="list-style-type: none"> • Anticipates how others will react to a situation and responds appropriately. • Acts to address the concerns of others. • Finds non-threatening ways to approach others about sensitive issues. • Identifies and accurately interprets what others are feeling, based on their choice of words,

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<p>applies, the terms “fairness” and “equality”.</p> <ul style="list-style-type: none"> Failing to manage one’s emotions and frequently changing moods and emotions, demonstrating sharp and sudden changes in emotions. 		<p>tone of voice, expressions, and other non-verbal behaviour.</p> <ul style="list-style-type: none"> Demonstrates efforts to create a work environment where employees are not afraid to raise concerns. Is attentive to the ideas and concerns of others. <p>Advanced/Mastery (Given the opportunity, always demonstrates this behaviour. Can apply ability in complex situations, serves as key resource, and advises others.)</p> <p>For employees:</p> <ul style="list-style-type: none"> Is consistently open and approachable when resolving highly sensitive and complex issues <p>For managers:</p> <ul style="list-style-type: none"> Promotes a climate of openness and honesty and does not penalize responsible dissent. Administers authority with fairness. Fosters a climate of transparency, trust and respect within the work unit. Acts as a resource for others in understanding and modeling respect for human dignity and valuing people.

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
<p>2. Valuing diversity and the benefit of combining the unique qualities and strengths inherent in a diverse workforce.</p>	<p><u>Acceptable Behaviours</u></p> <ul style="list-style-type: none"> • Creates an environment where people with a variety of backgrounds, skills and experiences can contribute to the work environment. • Fosters a fair and supportive environment that is inclusive and diverse, where each person’s uniqueness is recognized, accepted and valued. • Is aware of cultural and language differences and demonstrates understanding and acceptance of others. <p><u>Unacceptable behaviours</u></p> <ul style="list-style-type: none"> • Makes assumptions about others based on their cultural background, and acts on those assumptions. • Plans social events in the office that will exclude certain team members due to culture, religion, disability, etc. • Expects members of the workforce who are in a visible 	<p>Q2) You have been asked to plan a team building event for staff in <i>your immediate work unit/directorate</i>. Please describe how the <i>candidate/you</i> would plan the event in the best way to value diversity, foster inclusiveness and demonstrate understanding and acceptance of others.</p>	<p><u>Awareness/Basic</u> (Given the opportunity, sometimes demonstrates this behaviour. Minimal and limited ability, awareness, requires close guidance.)</p> <ul style="list-style-type: none"> • Understands and considers the impact that cultural norms or influences may have before taking action; recognizes that their own interpretation may not be correct. • Aware of the importance of actively participating in an inclusive and diverse working environment. • Demonstrates a basic understanding of the importance of establishing inclusive and barrier-free working relationships, event planning, etc. <p><u>Good/Proficient</u> (Given the opportunity, usually demonstrates this behaviour. Solid understanding, consistent ability. Requires occasional guidance.)</p> <ul style="list-style-type: none"> • Makes people with different backgrounds and with different experiences feel at ease. • Communicates with people of another culture in a way that earns their respect and trust. • Recognizes and utilizes skills of staff with diverse backgrounds to benefit the organization, clients and coworkers.

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<p>minority group to do most of the acclimating in the work culture.</p>		<p>Advanced/Mastery (Given the opportunity, always demonstrates this behaviour. Can apply ability in complex situations, serves as key resource, and advises others.)</p> <ul style="list-style-type: none"> • Builds and maintains strong cross-cultural teams. • Identifies creative approaches for targeted recruiting to develop a representative workforce that benefits from diverse strengths. • Creates a diverse and inclusive environment which brings together different cultures, ideas and experiences.
<p>3. Helping to create and maintain safe and healthy workplaces that are free from harassment and discrimination.</p>	<p>Acceptable Behaviours</p> <ul style="list-style-type: none"> • Does not tolerate harassment and discrimination in the workplace, regardless of level or position. • When harassing or offensive behaviour is witnessed or experienced, speaks privately with the person who is doing it or reports it to management. • If harassed or discriminated against, makes their disapproval or unease known as soon as possible to the person who offended them. 	<p>Q3 (a) Describe a time when the candidate/you witnessed harassment or offensive behavior, and what they/you did about it.</p> <p style="text-align: center;">OR</p> <p>(b) Describe what is required to create a workplace free from harassment and discrimination.</p>	<p>Awareness/Basic (Given the opportunity, sometimes demonstrates this behaviour. Minimal and limited ability, awareness, requires close guidance.)</p> <ul style="list-style-type: none"> • Is aware of the definition of harassment and can recognize harassing offensive behavior when it occurs. • When experiencing harassing or offensive behavior, prefers to say and do nothing, keeps quiet. • Is able to deal with situations involving harassment and discrimination only with extensive guidance. <p>Good/Proficient (Given the opportunity, usually demonstrates this behaviour. Solid understanding, consistent</p>

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<p><u>Unacceptable behaviours</u></p> <p>Engaging in, promoting or allowing any of the following to occur in the workplace:</p> <ul style="list-style-type: none"> • Serious or repeated rude, degrading or offensive remarks, such as teasing about a person’s physical characteristics or appearance, put-downs or insults. • Displaying sexist, racist or other offensive pictures, posters, or sending e-mails related to one of the eleven grounds prohibited under the Canadian Human Rights Act. • Unwelcome social invitations, with sexual overtones or flirting, with a co-worker. • Unwelcome sexual advances. • Bullying, intimidating, manipulating and deceiving others to advance personal agendas. • Unnecessarily and deliberately pitting employees against one another to drive competition, create conflict, or establish winners and losers. • Encouraging employees to turn against one another. 		<p>ability. Requires occasional guidance.)</p> <ul style="list-style-type: none"> • Identifies risk factors for harassment and discrimination. • Manages conflicts promptly. • Stays vigilant to the workplace climate. • Provides appropriate training and tools to those who are involved in managing and resolving harassment complaints. <p><u>Advanced/Mastery</u> (Given the opportunity, always demonstrates this behaviour. Can apply ability in complex situations, serves as key resource, and advises others.)</p> <p>For Employees:</p> <ul style="list-style-type: none"> • Is always approachable when resolving complex issues and is able to contribute in proposing solutions. <p>For Managers:</p> <ul style="list-style-type: none"> • Leads by example, sets the tone regarding situations of harassment and discrimination arising in the workplace. • Informs employees about the employer's commitment to a respectful workplace. • Promotes a culture of self-awareness, collaboration and respect; for example, putting in place 360-degree feedback mechanisms or

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
			comparable processes to ensure that results are achieved in a manner that respects employees.
<p>4. Working together in a spirit of openness, honesty and transparency that encourages engagement, collaboration and respectful communication.</p>	<p>Acceptable Behaviours</p> <ul style="list-style-type: none"> • Works to build and maintain good interpersonal relationships with colleagues and the clients they serve. • Being open, tactful and respectful in their dealings with others, including with those who hold different opinions. • Displays good interpersonal skills (such as): listening, offering constructive criticism, and contributing to the team. • Displays objectivity in difficult work-related situations. • When frustrated, upset or unsure, discusses the issue with those involved and with their supervisor. • Asks objective questions and shares concerns with others, in a respectful way. 	<p>Q4 (a) How would you describe the <i>candidate's / your</i> relationships with <i>their/your</i> co-workers.</p> <p>Q4 (b) Please describe a situation where <i>the candidate was / you were</i> faced with a conflict, and how <i>they / you</i> dealt with it.</p>	<p>Awareness/Basic (Given the opportunity, sometimes demonstrates this behaviour. Minimal and limited ability, awareness, requires close guidance.)</p> <ul style="list-style-type: none"> • Shows respect for what others are experiencing and thinking. • Recognizes when there is a conflict and respects others' points of view. • Avoids saying things that could trigger a negative response in others. • When frustrated or upset, prefers to hold strong emotions back than to discuss them with others. • Seeks guidance when faced with conflict, brings it to the attention of an appropriate individual. • Actively listens to others and asks probing questions to gain understanding. <p>Good/Proficient (Given the opportunity, usually demonstrates this behaviour. Solid understanding, consistent ability. Requires occasional guidance.)</p> <ul style="list-style-type: none"> • Shows strong empathy towards another person's situation. • Anticipates and takes action (using appropriate conflict mitigation strategies and practices) to mitigate or reduce potential conflicts.

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<p><u>Unacceptable behaviours</u></p> <ul style="list-style-type: none"> • Focuses inordinate attention and energy in finding who to blame for mistakes (i.e. Makes accusations or “points fingers” rather than finding solutions to mistakes or problems). • Displays frustration, anger and disrespectful behaviour as the default reaction to opposing views or opinions. • Refuses to explain decisions and actions with clarity and sensitivity. • Refuses to discuss their concerns with others in an objective and respectful manner. • Deceives others by saying what they don’t mean, making promises with no intention of keeping them; concealing the truth, deceiving others to get one’s own way. • Intentionally withholds information from colleagues or gives them the wrong information. • Intentionally excludes someone or making them feel socially or physically isolated from the team 		<ul style="list-style-type: none"> • Encourages open, two-way communication. • Communicates in a non-confrontational and constructive manner. • Controls strong emotions or stress over time. • Clearly articulates the rationale or logic underlying decisions. • Fosters a climate of transparency trust and respect among staff and in partnerships. <p><u>Advanced/Mastery</u> (Given the opportunity, always demonstrates this behaviour. Can apply ability in complex situations, serves as key resource, and advises others.)</p> <p>For employees:</p> <ul style="list-style-type: none"> • Displays an in-depth understanding of the ongoing reasons for a person’s behavior, and adapts his or her behavior accordingly. • Not only controls own emotions but calm others as well in profoundly stressful situations. <p>For managers:</p> <ul style="list-style-type: none"> • Creates a conflict-resolving environment by anticipating and addressing areas of potential conflict and misunderstanding. • Makes transparent decisions without favoritism or bias. • Recognizes and reconciles competing values.

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<p>or work group; excludes someone from decisions, conversations and work related events when it is necessary for that person to be included.</p> <ul style="list-style-type: none"> • Fails to take responsibility for problems and mistakes that one has caused, projecting blame. • Takes or steals credit for other people’s ideas and contributions without acknowledging them. 		

Integrity

Public servants shall serve the public interest by:

Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
<p>Expected Behaviour</p> <p>1. Acting at all times with integrity and in a manner that will bear the closest public scrutiny, an obligation that may not be fully satisfied by simply acting within the law.</p>	<p>Acceptable Behaviours</p> <ul style="list-style-type: none"> Does their work in a way that meets both the letter and the spirit of the law. When in doubt about the “rightness” of doing something, does not do it. When after consulting the Codes, is not sure how to proceed, talks to their supervisor or subject matter experts. When faced with a choice between doing what is legal and what is ethical, applies a values-based decision making process to render an ethical decision (doing what is right, and not just what is the legal minimum). Builds trust consistently and keeps promises. <p>Unacceptable behaviors</p> <ul style="list-style-type: none"> Uses colleague’s password when they area away to gain access to joint files. Accepts gifts or bribes which exert inappropriate influence on their official decision making. 	<p>Q1 (a) A grateful client sends you tickets to an event such as hockey game, theatre, concert etc.</p> <p>What would you do? Can you accept the tickets? If not, why not?</p> <p>Q1 (b) Your colleague is away sick and your manager asks you for a file that you both worked on. You do not have access to the file, and you need your colleague’s password.</p> <p>What do you do?</p> <p>Your colleague is offering for you to use their password to gain access.</p> <p>What would you do?</p>	<p>Awareness/Basic (Given the opportunity, sometimes demonstrates this behaviour. Minimal and limited ability, awareness, requires close guidance.)</p> <ul style="list-style-type: none"> Demonstrates Values and Ethics, including the Code, in personal behaviour. Discusses ethical concerns with supervisor or colleagues and, when necessary, uses appropriate procedures to consult or disclose wrongdoing. Has a basic awareness of the importance of building trust and maintaining confidences. Has a basic awareness of the Code, and is able to make decisions when faced with simple, straightforward situations. <p>Good/Proficient (Given the opportunity, usually demonstrates this behaviour. Solid understanding, consistent ability. Requires occasional guidance.)</p> <ul style="list-style-type: none"> Demonstrates Values and Ethics, including the Code, in personal behaviour. Recognizes and carefully weighs the risks and benefits of prospective actions, taking into consideration personal and organizational constraints. Clearly defines roles and accountabilities and

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<ul style="list-style-type: none"> • Fails to keep confidences and talks about issues that they should not be speaking about. • Inconsistent between their speech and action, not “walking the talk”. • Fosters mistrust in the workplace. • Fabricates false statements and stories for personal gain. • Inappropriately employs the law, rules and ethics to affix blame, disrupt or render erroneous conclusions. • Fails or refuses to admit mistakes, affixes blame on others. 		<p>holds self and others accountable for commitments.</p> <ul style="list-style-type: none"> • Recognizes and reconciles competing values. • Acts with transparency and fairness in all transactions, including staffing, contracting, and day-to-day activities. • Demonstrates direct and truthful communication in an appropriate and helpful manner. • Admits mistakes with a sincere commitment to improve. <p>Advanced/Mastery (Given the opportunity, always demonstrates this behaviour. Can apply ability in complex situations, serves as key resource, and advises others.)</p> <p>For employees:</p> <ul style="list-style-type: none"> • Demonstrates Values and Ethics, as described by the Values and Ethics Code for the Public Service, through personal and professional behaviors. • Integrates Values and Ethics, including the Code, into departmental practices. • Models and instills commitment to citizen-focused service and the public good. • Admits and takes personal responsibility for mistakes, demonstrates lessons learned and moves on. <p>For Managers:</p>

SECTION 2 – Putting it all together

Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
			<ul style="list-style-type: none"> • Demonstrates Values and Ethics, as described by the Values and Ethics Code for the Public Service, through personal and professional behaviors. • Makes transparent decisions without favoritism or bias. • Provides fearless advice and acts with the courage of his or her convictions. • Recognizes situations where trust has been violated or betrayed, and repairs the relationship.
<p>2. Never using their official roles to inappropriately obtain an advantage for themselves or to advantage or disadvantage others.</p>	<p><u>Acceptable Behaviors</u></p> <p>Benefitting from a standard corporate discount offered to all government employees is permissible (e.g. a fitness centre or automobile insurer).</p> <ul style="list-style-type: none"> • Uses their public servant identification to receive a discount when: <ul style="list-style-type: none"> • there is no real, apparent or potential conflict of interest affecting their objectivity in carrying out their official duties; and • there is no expectation on the part of the company or organization that it will get something in return from them. 	<p>Q2) You are going on vacation with a close personal friend, who is also a government employee, and you will be staying at a hotel chain which you have both been to before for a work-related conference. Your friend wants you to book the room as a business-related trip, so as to get the government rate for the room.</p> <p>Is this acceptable? What is the harm, if any, in doing</p>	<p><u>Awareness/Basic</u> (Given the opportunity, sometimes demonstrates this behaviour. Minimal and limited ability, awareness, requires close guidance.)</p> <ul style="list-style-type: none"> • Has a basic awareness of the rules but is unable to apply them when the situation is not straightforward. • Puts himself/herself in a conflict of interest situation without knowing it. <p><u>Good/Proficient</u> (Given the opportunity, usually demonstrates this behaviour. Solid understanding, consistent ability. Requires occasional guidance.)</p> <ul style="list-style-type: none"> • Has a solid understanding of what is considered an “inappropriate” use of their official role.

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<p><u>Unacceptable behaviours</u></p> <ul style="list-style-type: none"> • Uses their official identification or job title to obtain private or personal advantage or benefits for themselves, or for others, such as family or friends. • Represents themselves as being on official government business when on personal time, such as on vacation at a hotel, to gain an advantage. • Sits on the board of a community association that gets funding from the Department and helps them with their application for federal government funding for a community project. • Uses excessive flattery and compliments to get other people to trust them, lower their defenses and be more susceptible to being manipulated. 	<p>this?</p>	<ul style="list-style-type: none"> • Models ethical behavior and makes informed decisions when faced with the opportunity to use their official role to obtain an advantage for themselves or disadvantage others. • Coaches others in appropriate behaviors when faced with ambiguity regarding their official roles and advantages that role may bring them in their personal lives. <p>Advanced/Mastery (Given the opportunity, always demonstrates this behaviour. Can apply ability in complex situations, serves as key resource, and advises others.)</p> <p>For employees:</p> <ul style="list-style-type: none"> • Models and instils commitment to citizen-focused service and the public good. <p>For managers:</p> <ul style="list-style-type: none"> • Communicates, (at organizational level), clear messaging and guidance on the appropriate use of one’s official role. • Demonstrates in-depth knowledge and experience in relation to the responsibility of public servants to serve the public interest, and serves as a key resource on complex issues relating to this expected behavior.

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
<p>3. Taking all possible steps to prevent and resolve any real, apparent or potential conflicts of interest between their official responsibilities and their private affairs in favour of the public interest.</p>	<p>Acceptable Behaviours</p> <ul style="list-style-type: none"> • Prevents or addresses any real, apparent or potential conflict of interest situation by taking the appropriate action, for ex: declaring the conflict of interest, changing the activity or ceasing to do it completely. • When asked to work on an assignment or file where the client is a family member or friend, they remove themselves from the file. • When personal ties exist with a bidder in a procurement process, withdraws from the process. • When participating in a decision making activity related to a staffing process, withdraws from the selection board or the assessment committee if family or friends are candidates. • When unsure of what to do in any situation, discusses it with their supervisor or consults with subject matter experts. 	<p>Q3) Describe a situation where the <i>candidate/you</i> faced a conflict of interest situation, and what steps the <i>candidate/you</i> took to resolve the conflict.</p>	<p>Awareness/Basic (Given the opportunity, sometimes demonstrates this behaviour. Minimal and limited ability, awareness, requires close guidance.)</p> <ul style="list-style-type: none"> • Has a basic awareness of the definition of “Conflict of Interest”, and is able to recognize a conflict of interest when it arises. • Needs guidance to determine the best course of action when faced with a conflict of interest situation. • Completes the Confidential Report when there is an activity that may place them in a conflict of interest situation. <p>Good/Proficient (Given the opportunity, usually demonstrates this behaviour. Solid understanding, consistent ability. Requires occasional guidance.)</p> <ul style="list-style-type: none"> • Recognizes and carefully weighs the risks and benefits of prospective actions, taking into consideration personal and organizational constraints.

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<p><u>Unacceptable behaviours</u></p> <ul style="list-style-type: none"> Continues to work on a client file involving a procurement bid even though the company making the bid is run by a relative. Uses blogs, social networking sites, personal websites or video sharing to express personal views in support of, or in opposition to, a political party or candidate. 		<ul style="list-style-type: none"> Has a solid understanding of the Conflict of Interest Guidelines and is able to guide others and set the example in their day-to-day activities in the workplace. Avoids putting themselves in a situation which has the potential for, the appearance of, or which constitutes a real conflict of interest. <p><u>Advanced/Mastery</u> (Given the opportunity, always demonstrates this behaviour. Can apply ability in complex situations, serves as key resource, and advises others.)</p> <ul style="list-style-type: none"> Does not bow to inappropriate personal requests for favors, political pressure. Models appropriate behavior at all times.
<p>4. Acting in such a way as to maintain their employer's trust.</p>	<p><u>Acceptable Behaviours</u></p> <ul style="list-style-type: none"> Ensures that their conduct — both at and away from work — does not damage their own or the Department's reputation. Their behaviour should not prevent them from doing their job, or prevent the Department from operating efficiently on behalf of its clients. Performs their official duties and arranges their private affairs in such a manner that confidence and trust in the integrity, objectivity and 	<p>Q4) Case Scenario:</p> <p>You have just discovered that your neighbor, who is unemployed and collecting EI benefits, is working under the table doing home renovations. They have advertised these services both on their Facebook page and also asked you to spread the word to anyone that is looking for such work to be done, on a 'cash only" basis.</p>	<p><u>Awareness/Basic</u> (Given the opportunity, sometimes demonstrates this behaviour. Minimal and limited ability, awareness, requires close guidance.)</p> <ul style="list-style-type: none"> Has a basic awareness of the appropriate use of government resources in the performance of their duties. Requires frequent guidance when faced with ambiguity in relation to the boundaries between their work and personal life. Shows minimal familiarity with the rules governing conduct in the workplace, and is not proactive in becoming better informed.

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<p>impartiality of government are conserved and enhanced.</p> <ul style="list-style-type: none"> • Is aware that the boundaries between our work and personal lives are being blurred by social media. • Does NOT post anything online that could affect their effectiveness as an employee or undermine the impartiality of the federal public service. <p>Unacceptable behaviours</p> <ul style="list-style-type: none"> • Falsely taking leave that you are not entitled to. • Falsely trying to get benefits (e.g. Employment Insurance, Canada Pension Plan, Old Age Security) that you are not entitled to. • Falsely claiming overtime, travel time or taxi expenses. • Using office equipment such as fax, photocopier, computer to conduct personal business transactions during working hours, to the detriment of your workload being 	<p>You are furious, but also concerned for your neighbor, and want to let them know that this is inappropriate. The neighbor is boasting on their Facebook page that the EI rules are a joke, and they cannot survive on so little income. A discussion thread on Facebook has started up about the EI program, and you have been pulled into the thread by friends asking you what you think, since you work in the Department.</p> <p>How do you respond? What do you do? What is the best thing to say to your friends?</p>	<p>Good/Proficient (Given the opportunity, usually demonstrates this behaviour. Solid understanding, consistent ability. Requires occasional guidance.)</p> <ul style="list-style-type: none"> • Consistently uses resources in an appropriate manner in the performance of their duties. • Behaves in a responsible manner, with little or no guidance, when faced with difficult or ambiguous situations in the workplace. • Demonstrates a clear understanding of the boundaries between work and personal life, and sets the example for others in this regard. <p>Advanced/Mastery (Given the opportunity, always demonstrates this behaviour. Can apply ability in complex situations, serves as key resource, and advises others.)</p> <p>For employees:</p> <ul style="list-style-type: none"> • Holds self and others accountable for the highest standard of conduct in the performance of their duties. <p>For Managers:</p> <ul style="list-style-type: none"> • Takes action to ensure that corporate messaging clearly articulates guidelines and standards for conduct related to the use of social media. • Sets the tone for and champions the values

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	completed.		and expected behaviors that enhance the confidence and trust of Canadians in the integrity, objectivity and impartiality of government.

Stewardship

Public servants shall use resources responsibly by:

Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
<p><u>Expected Behaviour</u></p> <p>1. Effectively and efficiently using the public money, property and resources managed by them.</p>	<p><u>Acceptable Behaviours</u></p> <ul style="list-style-type: none"> • Only approves expenditures for which they have delegated authority. • Only spends money on necessary items, and keeps good records that document and support financial decisions. • Follows the rules set out in the <i>Financial Administration Act</i> and related departmental policies. • Uses documents, equipment, electronic networks and supplies for official purposes only, unless limited personal use has been authorized. • Immediately reports loss, theft or damage of government property in their possession to supervisor/manager. • Ensures compliance to secure information handling practices for any information that is collected, handled, stored and transmitted. 	<p>Q1) Describe a situation that the <i>candidate / you</i> faced in which you witnessed misuse of public funds by another employee, colleague or manager. Describe what the exact details were of the misuse of funds, and how the <i>candidate/you</i> dealt with it.</p>	<p><u>Awareness/Basic</u> (Given the opportunity, sometimes demonstrates this behaviour. Minimal and limited ability, awareness, requires close guidance.)</p> <ul style="list-style-type: none"> • Makes effective use of time and resources, respecting working hours, lunch and break times in the workplace. • Is aware that there are policies and rules governing the use of public property and resources, and can name the rule that applies in a given situation. • Requires close guidance as to the proper procedures for collecting, handling, storing and transmitting information. • Shares confidential information inappropriately. <p><u>Good/Proficient</u> (Given the opportunity, usually demonstrates this behaviour. Solid understanding, consistent ability. Requires occasional guidance.)</p> <ul style="list-style-type: none"> • Possesses a sound understanding of their authority to spend under delegation of authority, for example.

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<p><u>Unacceptable behaviours</u></p> <ul style="list-style-type: none"> • Wastes public funds for private or personal interests. • Uses someone else’s password. • Uses work tools to sends abusive, sexist, homophobic, or racist messages. • Uses the network for private business, personal gain, profit or political activity. • Views, possesses, downloads or distributes pornographic and other illicit or inappropriate material. • Engages in copyright infringement, defamation, hacking and other crimes related to computer security. • Destroys, alters or encrypts data without authorization and with intent of making it inaccessible to others who have a lawful need to access it. • Engages in online behaviour that is a breach of the ESDC Code of Conduct, such as posting comments that reveal confidential information about government policies, programs or officials. • Engages in online behaviour that may violate the ESDC Code of Conduct, such as criticizing co-workers who are identified by pseudonyms in a blog. 		<ul style="list-style-type: none"> • Models good information management practices and encourages others to take departmental training on Stewardship of Information. • Counsels others on appropriate use of public property and resources, referring them to the specific policy or procedure that applies to a given situation. • Immediately reports any loss or theft of government property to a supervisor or manager. <p><u>Advanced/Mastery</u> (Given the opportunity, always demonstrates this behaviour. Can apply ability in complex situations, serves as key resource, and advises others.)</p> <p>For employees:</p> <ul style="list-style-type: none"> • Holds self and others accountable for the highest standard of conduct in the performance of their duties. <p>For managers:</p> <ul style="list-style-type: none"> • Provides and promotes information to educate staff and/or colleagues on departmental Information Management practices. • Accomplishes cultural change among staff by raising awareness on acceptable behaviors related to responsible use of

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<ul style="list-style-type: none"> • Uses their position to access information that is not needed for their job – whether out of curiosity or because they are asked a favour by a colleague, friend or relative. • Handles personal information that comes across their desk in an unsafe manner. 		<p>resources.</p> <ul style="list-style-type: none"> • Ensures full compliance within work unit/directorate/branch of completion of mandatory departmental information management training. • Safeguards confidential information by holding self and staff accountable for the highest standards of resource and information management.
<p>2. Considering the present and long-term effects that their actions have on people and the environment.</p>	<p><u>Acceptable Behaviours</u></p> <ul style="list-style-type: none"> • Considers the immediate, medium and long-term impact of decisions and actions on human capital. • Considers sustainable development principles in the decisions they make. • On a day-to-day basis, adopts good environmental practices (e.g. teleconference / videoconference rather than travel, turning off lights after using boardrooms, placing all paper in blue recycling bins). <p><u>Unacceptable behaviours</u></p> <ul style="list-style-type: none"> • Shows a blatant disregard for the above practices, the environment, 	<p>Q2 (a) Describe how <i>the candidate/you</i> encourages others to adopt good environmental practices in the work environment.</p> <p>Q2 (b) Describe an ethical dilemma that <i>the candidate / you</i> faced where the priority of producing results and meeting a short deadline had to be balanced with the welfare and long term negative impacts on employees.</p>	<p><u>Awareness/Basic</u> (Given the opportunity, sometimes demonstrates this behaviour. Minimal and limited ability, awareness, requires close guidance.)</p> <ul style="list-style-type: none"> • Is able to apply sustainable development principles in the simplest situations, such as using the recycle bins in the workplace, turning off lights, not printing unnecessarily. • Has a limited awareness of the long-term effects that their actions have on people, therefore makes decisions that meet the needs of the present, however may compromise the ability of future generations to meet their own needs. <p><u>Good/Proficient</u> (Given the opportunity, usually demonstrates this behaviour. Solid understanding,</p>

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<p>wasting paper, electricity, and water.</p> <ul style="list-style-type: none"> • Focuses on immediate and short term results at the expense of long term impacts to the workplace. • Displays indifference or neglect for other individuals in the workplace. • Consistently underestimates the adverse impacts that their decisions or actions have on human capital. 		<p>consistent ability. Requires occasional guidance.)</p> <ul style="list-style-type: none"> • Has a solid understanding of the connection between environmental, economic and social goals, and brings this to the attention of senior management. • When they have an opportunity to influence policies, programs and services, consider sustainable development principles in the decisions they make. • Adopts good environmental practices on a day-to-day basis, (e.g. teleconference / videoconference rather than travel. <p>Advanced/Mastery (Given the opportunity, always demonstrates this behaviour. Can apply ability in complex situations, serves as key resource, and advises others.)</p> <p>For employees:</p> <ul style="list-style-type: none"> • Models the highest standards in environmental practices in day-to-day operations such as travel, communication, environmental waste management, resource management. <p>For managers:</p> <ul style="list-style-type: none"> • Leads the way in their work environment (i.e. Directorate, Branch, Department) in regards to the integration of

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
			environmental, social and economic concerns in decision-making.
<p>3. Acquiring, preserving and sharing knowledge and information as appropriate.</p>	<p><u>Acceptable Behaviors</u></p> <ul style="list-style-type: none"> • Properly stores and organizes policy, program and service-related information that is gathered and managed each day. • Follows good record keeping practices to ensure that information is easy to find. • Keeps complete, accurate records of all of business transactions and makes sure that the information created or received is identified and kept according to the departments Information Management processes. • Ensures the transfer of corporate knowledge and wisdom to facilitate succession planning and to preserve “corporate memory”. <p><u>Unacceptable behaviours</u></p> <ul style="list-style-type: none"> • Keeps all e-mails until inbox is over the storage limit. • Improperly names and saves electronic files, or saves them on personal drive where they are not accessible by others. 	<p>Q3) There are specific actions that must be taken on a daily basis to acquire, preserve and share knowledge and information appropriately. Describe 2 actions that <i>the candidate does/you do every day in your job</i> to ensure good stewardship of information.</p>	<p><u>Awareness/Basic</u> (Given the opportunity, sometimes demonstrates this behaviour. Minimal and limited ability, awareness, requires close guidance.)</p> <ul style="list-style-type: none"> • Has a limited understanding of the rules governing information management. • Is aware of their individual responsibilities for the management of information in their care, and is able to follow Departmental guidelines in straightforward situations. • Needs to be reminded frequently of how to store information so that everyone can access it. • Requires close guidance when faced with more complex situations related to the acquisition, management, protection and disposal of information. <p><u>Good/Proficient</u> (Given the opportunity, usually demonstrates this behaviour. Solid understanding, consistent ability. Requires occasional guidance.)</p> <ul style="list-style-type: none"> • Demonstrates a fundamental knowledge of the government of Canada’s principles of information management and

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<ul style="list-style-type: none"> • Deletes records that are of business value. • Performs a clean-up of files without being aware of the correct disposition rules for information. 		<p>infrastructure.</p> <ul style="list-style-type: none"> • Is sought out by others as a resource in helping to solve information management-related problems. • Consistently follows established guidelines and procedures for the acquisition, management, protection and disposal of information, even in more complex situations. • Takes into account the broader implications resulting from laws and policies that complement information management policy. <p>Advanced/Mastery (Given the opportunity, always demonstrates this behaviour. Can apply ability in complex situations, serves as key resource, and advises others.)</p> <p>For employees:</p> <ul style="list-style-type: none"> • Uses knowledge to make fundamental changes to Departmental information management policies and procedures. • “Walks the talk” in their own day-to-day practices in relation to the acquisition, management, protection and disposal of information. <p>For managers:</p> <ul style="list-style-type: none"> • Contributes to aligning Departmental policies and systems with government-wide

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
			<p>information management policies, statutes, directives and other legislative requirements.</p> <ul style="list-style-type: none"> • Is forward-thinking and proactive in their approach to preserving and passing on corporate knowledge and wisdom, thereby ensuring good succession planning.

Excellence

Public servants shall demonstrate professional excellence by:

Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
<p><u>Expected Behavior</u></p> <p>1. Providing fair, timely, efficient and effective services that respect Canada's official languages.</p>	<p><u>Acceptable Behaviors</u></p> <ul style="list-style-type: none"> • Ensures respect for English and French as official languages and their equality of status, and respects the language rights of the public and employees. • Respects procedures that have been put in place to ensure fairness in the workplace (i.e. grievance process, staffing process based on merit and transparency). • Applies workplace rules consistently with all individuals in the workplace (i.e. ensures everyone is subject to the same rules/system). • Demonstrates an interest and commitment to continuous improvement at 	<p>Q1) Please provide concrete examples of how <i>the candidate / you</i> provided <u>fair, timely, efficient and effective</u> services to:</p> <ul style="list-style-type: none"> • a) an external client <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> • b) an internal client 	<p><u>Awareness/Basic</u> (Given the opportunity, sometimes demonstrates this behaviour. Minimal and limited ability, awareness, requires close guidance.)</p> <ul style="list-style-type: none"> • Demonstrates an awareness of the <i>Official Languages Act</i> and the need to respect both of Canada's official languages when providing service. • Addresses client inquiries in a timely manner, exactly within prescribed service standards. • Follows through, when asked, on client inquiries, requests and complaints. • Contributes to the client getting "the runaround" by passing inquiries on to others when they are not sure of the response, rather than finding the answer themselves and calling the client back. <p><u>Good/Proficient</u> (Given the opportunity, usually demonstrates this behaviour. Solid understanding, consistent ability. Requires occasional guidance.)</p> <ul style="list-style-type: none"> • Takes personal responsibility for ensuring that equality of official language status is observed when learning and development needs of employees are addressed. • Makes concrete attempts to add value to client

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<p>work.</p> <ul style="list-style-type: none"> Provides logical and reasonable explanations for decisions and actions. Addresses underlying client needs by knowing the client’s business and/or seeking information about client’s real needs. <p><u>Unacceptable behaviors</u></p> <ul style="list-style-type: none"> Hinders progress by clinging to the past. Fails to prioritize, or prioritizes the wrong activities; engages in busy work without meaningful progress towards objectives. Multi-tasking to appear busy and failing to focus on the important tasks or activities to progress towards objectives. Grants favoured status and/or encourages special treatment for individuals at 		<p>service by going above and beyond expectations when addressing client inquiries.</p> <ul style="list-style-type: none"> Addresses client service deficiencies by involving others to identify solutions. Streamlines procedures and service delivery processes based on client feedback to improve efficiency and effectiveness. <p><u>Advanced/Mastery (Given the opportunity, always demonstrates this behaviour. Can apply ability in complex situations, serves as key resource, and advises others.)</u></p> <p>For employees:</p> <ul style="list-style-type: none"> Implements organization-wide client-service initiatives to raise employee skill level and ensure highest standards for official language rights of employees and clients. <p>For Managers:</p> <ul style="list-style-type: none"> Anticipates growing client needs and expectations to continuously improve product development and service delivery. Acts as a key resource and trusted advisor to others. Promotes and acts as a catalyst for culture change in the organization in relation to client satisfaction.

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Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<p>higher ranking positions.</p> <ul style="list-style-type: none"> • Offers unequal training opportunities to employees in one language or another. • Uses bilingualism as a wedge between Anglophones and Francophones in the workplace. • Provides preferential treatment to clients who share the same first language. Or similarly disadvantages clients who have a different first language. 		
<p>2. Continually improving the quality of policies, programs and services they provide.</p>	<p><u>Acceptable Behaviours</u></p> <ul style="list-style-type: none"> • Manages their work to achieve the best possible results. • Makes decisions that are always in the public interest, and based on sound reasoning and the needs of the Department’s clients. 	<p>Q2 (a) What steps <i>do you take / does the candidate take</i> to continually improve the quality of the policies, programs and services you provide?</p>	<p><u>Awareness/Basic</u> (Given the opportunity, sometimes demonstrates this behaviour. Minimal and limited ability, awareness, requires close guidance.)</p> <ul style="list-style-type: none"> • Under the guidance of manager, finds or creates ways to measure performance against goals. • Develops guides and user manuals for clients. • Monitors client satisfaction. • Addresses client inquiries in a timely manner and in accordance with prescribed service standards.

SECTION 2 – Putting it all together

Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<p><u>Unacceptable behaviors</u></p> <ul style="list-style-type: none"> Places personal or organizational goals ahead of Government of Canada objectives. 	<p>Q2 (b) What are the ingredients necessary to provide <i>exceptional</i> client service that goes <i>above and beyond expectations</i>? (<u>please give concrete examples in your day-to-day work</u>)</p>	<p><u>Good/Proficient</u> (Given the opportunity, usually demonstrates this behaviour. Solid understanding, consistent ability. Requires occasional guidance.)</p> <ul style="list-style-type: none"> Anticipates and responds to the emerging needs of clients. Is creative in enhancing efficiencies and improving programs and delivery to clients. Is sensitive and attentive to the needs of clients and their diverse cultures. Designs and implements guidelines to improve products and services. <p><u>Advanced/Mastery</u> (Given the opportunity, always demonstrates this behaviour. Can apply ability in complex situations, serves as key resource, and advises others.)</p> <p>For employees:</p> <ul style="list-style-type: none"> Creates and supports a culture of service excellence. Focuses stakeholders, partners and employees on achieving the best practical results for clients. <p>For managers:</p> <ul style="list-style-type: none"> Develops innovative client service initiative which significantly improves quality and enhances client satisfaction. Focuses stakeholders, partners and employees on achieving the best practical results for clients.

SECTION 2 – Putting it all together

Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
			<ul style="list-style-type: none"> Looks for long-term benefits to the client and adjusts accordingly, even at a cost to own organization.
<p>3. Fostering a work environment that promotes teamwork, learning and innovation.</p>	<p>Acceptable Behaviours</p> <ul style="list-style-type: none"> Builds a culture of teamwork in the Department by encouraging employees to behave in a way that shows they respect the differences among people. Works well with colleagues, respecting their experience and perspectives regardless of their age group. Nurtures a workplace where employees and teamwork are valued, recognized and rewarded by coaching, mentoring, team learning and dialogue. Ensures that a learning plan is in place for all employees, and that all employees have equal access to training and 	<p>Q3 (a) Please provide concrete examples (at least 2) of actions of what you / the candidate do to help foster a work environment that promotes teamwork, learning and innovation.</p> <p>Q3 (b) Please provide concrete examples of actions that can hinder teamwork, learning and innovation in the work environment.</p>	<p>Awareness/Basic (Given the opportunity, sometimes demonstrates this behaviour. Minimal and limited ability, awareness, requires close guidance.)</p> <ul style="list-style-type: none"> Contributes to team results, offers assistance to others in pursuit of common goals. Respects individual differences and avoids interpersonal conflicts. Understands the benefits of working collaboratively with others. Recognizes opportunities for self-development and, with guidance, develops a plan for their learning. <p>Good/Proficient (Given the opportunity, usually demonstrates this behaviour. Solid understanding, consistent ability. Requires occasional guidance.)</p> <ul style="list-style-type: none"> Works to resolve difficult and complex interpersonal conflicts in the team using approaches and resources consistent with the organization’s values.

SECTION 2 – Putting it all together

Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<p>career development opportunities.</p> <p>Unacceptable behaviours</p> <ul style="list-style-type: none"> • Favors a certain group (by age, family status, gender or language) when making learning opportunities available and approving requests for learning and development. • Demonstrates bias and prejudice in their working relationships with colleagues, to the detriment of teamwork. • Does not work well with colleagues of certain age groups and does not respect the experience and knowledge of their colleagues. • Lays blame on individual or previous regimes for their poor results. • Claims credit for the achievements of other individuals or teams; fails to 		<ul style="list-style-type: none"> • Supports and encourages others and shares valuable resources with other groups. • Recognizes where strengths lie among team and departmental resources, and taps into that expertise, making the best use of people’s talents. • Anticipates long-term future learning needs and creates clear plans for development <p>Advanced/Mastery (Given the opportunity, always demonstrates this behaviour. Can apply ability in complex situations, serves as key resource, and advises others.)</p> <p>For employees:</p> <ul style="list-style-type: none"> • Applies what is learned in training and development to produce a major positive impact for the department. <p>For managers:</p> <ul style="list-style-type: none"> • Actively builds cooperation among multiple teams. • Leads team to address controversial departmental-wide legislative and regulatory policy issues. • Promotes sharing of expertise among teams to achieve superior service or results within the organization and to other stakeholders and

SECTION 2 – Putting it all together

Expected Behaviour	Acceptable/Unacceptable Behaviours	Sample Assessment Question	Proficiency Level Illustrations
	<p>give proper recognition or credit.</p> <ul style="list-style-type: none"> Succumbs to the need to win all the time at the expense of other individuals or team members. 		<p>clients.</p>

SECTION 3- Assessing Competencies

The assessment of competencies is typically divided into two stages, **gathering the evidence** and **validating the evidence**. It is no different for the assessment of values and ethics, as well as other competencies. In the absence of a “crystal ball” allowing us to observe the candidate’s past behavior and/or predict their future behavior, the best methods currently available to us for **gathering evidence** of values and ethics competencies are:

- **A Personal Values and Principles Statement**, written by the candidate
- **Values and Ethics Knowledge Exam**

Assessment methods that assess multiple competencies can also incorporate the evaluation of values and ethics. Effective methods to assess behavioural competencies include:

Candidate Achievement Record

- **Structured Interviews / Interview with Candidate**
- **Simulations/Situational Exercises**

The structured nature of these tools leads to greater consistency in the evidence gathering process. This in turn, makes the information that a hiring manager/selection process member gathers more reliable, which ultimately leads to more predictive outcomes when staffing a position.

The most commonly used-tool for **validating** evidence of competencies is the **Reference Check/Structured Reference Check**. You will find a summary description of some of the common assessment tools used at each stage in Annex “A” of this Guide.

SECTION 4- Conclusion

The ESDC Office of Values and Ethics has developed this Guide to serve as a comprehensive reference tool when assessing values and ethics competencies.

The following are general guidelines that will greatly increase your chances of success in accurately assessing values and ethics competencies:

- One of the best predictors of future behavior on the job is past behavior under similar circumstances.
- People’s intentions are tied to their actual behavior.
- Values and ethics are the foundation of many behavioural competencies. A predominant finding of **acceptable** and **effective** behaviors in a candidate may provide an indication of an elevated potential for ethical behavior in the workplace.
- Effective assessment methods will yield data that is valid, reliable and fair.
- Using multiple assessment methods improves outcomes.

SECTION 5 - Annexes and Additional Resources

In this section you will find the following documents as reference:

- Hyperlinks to common assessment methods from the Public Service Commission.
- The Five Values of the Public Sector, in summary format

You will also find a list of additional suggested readings to expand your knowledge on values and ethics competency assessment and related topics.



ANNEX “A” – Competency-based Assessment Methods

Source: *Public Service Commission* [Personnel Psychology Centre](#)

Below are hyperlinks to various competency based assessment methods from the Public Service Commission of Canada:

- [The Candidate Achievement Record \(CAR\)](#)
- [Structured Interviewing: How to design and conduct structured interviews for an appointment process](#)
- [Simulations](#)
- [Structured Reference Checks](#)

ANNEX “B” – Five Values Definitions and Expected Behaviours

Respect for democracy

DEFINITION	EXPECTED BEHAVIOURS
<p>The system of Canadian parliamentary democracy and its institutions are fundamental to serving the public interest. Public servants recognize that elected officials are accountable to Parliament, and ultimately to the Canadian people, and that a non-partisan public sector is essential to our democratic system.</p>	<p>Public servants shall uphold the Canadian parliamentary democracy and its institutions by:</p> <ol style="list-style-type: none"> 1. respecting the rule of law and carrying out their duties in accordance with legislation, policies and directives in a non-partisan and impartial manner; 2. loyally carrying out the lawful decisions of their leaders and supporting ministers in their accountability to Parliament and Canadians; 3. providing decision makers with all the information, analysis and advice they need, always striving to be open, candid and impartial.

Respect for people

DEFINITION	EXPECTED BEHAVIOURS
<p>Treating all people with respect, dignity and fairness is fundamental to our relationship with the Canadian public and contributes to a safe and healthy work environment that promotes engagement, openness and transparency. The diversity of our people and the ideas they generate are the source of our innovation.</p>	<p>Public servants shall respect human dignity and the value of every person by:</p> <ol style="list-style-type: none"> 1. treating every person with respect and fairness; 2. valuing diversity and the benefit of combining the unique qualities and strengths inherent in a diverse workforce; 3. helping to create and maintain safe and healthy workplaces that are free from harassment and discrimination; 4. working together in a spirit of openness, honesty and transparency that encourages engagement, collaboration and respectful communication.

Integrity

DEFINITION	EXPECTED BEHAVIOURS
<p>Integrity is the cornerstone of good governance and democracy. By upholding the highest ethical standards, public servants conserve and enhance public confidence in the honesty, fairness and impartiality of the federal public sector.</p>	<p>Public servants shall serve the public interest by:</p> <ol style="list-style-type: none"> 1. acting at all times with integrity and in a manner that will bear the closest public scrutiny, an obligation that may not be fully satisfied by simply acting within the law; 2. never using their official roles to inappropriately obtain an advantage for themselves or to advantage or disadvantage others; 3. taking all possible steps to prevent and resolve any real, apparent or potential conflicts of interest between their official responsibilities and their private affairs in favour of the public interest; 4. acting in such a way as to maintain their employer's trust.

Stewardship

DEFINITION	EXPECTED BEHAVIOURS
<p>Federal public servants are entrusted to use and care for public resources responsibly, for both the short-term and long-term.</p>	<p>Public servants shall use resources responsibly by:</p> <ol style="list-style-type: none"> 1. effectively and efficiently using the public money, property and resources managed by them; 2. considering the present and long-term effects that their actions have on people and the environment; 3. acquiring, preserving and sharing knowledge and information as appropriate.

Excellence

	EXPECTED BEHAVIOURS
<p>Excellence in the design and delivery of public sector policy, programs and services is beneficial to every aspect of Canadian public life. Engagement, collaboration, effective teamwork and professional development are all essential to a high-performing organization.</p>	<p>Public servants shall demonstrate professional excellence by:</p> <ol style="list-style-type: none"> 1. providing fair, timely, efficient and effective services that respect Canada's official languages; 2. continually improving the quality of policies, programs and services they provide; 3. fostering a work environment that promotes teamwork, learning and innovation.

ANNEX C – Effective behaviors for Supervisors, Managers, Directors**Note:** Differences in scope and span of control (in bold)

Supervisor	Manager	Director
<ul style="list-style-type: none"> • Demonstrates Values and Ethics, including the Code, in personal behaviour. • Integrates Values and Ethics, including the Code, into staff work practices. • Reflects a commitment to citizens and clients in own and staff activities. • Fosters a climate of transparency, trust, and respect among staff and in partnerships. • Incorporates equitable practices into HR management. • Encourages bilingualism and diversity, based on OL and EE policies. • Builds and promotes a safe and healthy, respectful workplace. • Is alert to and deals quickly with harassment and discrimination. • Manages work activities and transactions with transparency and fairness. 	<ul style="list-style-type: none"> • Demonstrates Values and Ethics, including the Code, in personal behaviour. • Integrates Values and Ethics, including the Code, into unit practices. • Reflects a commitment to citizens and clients in own and unit activities. • Fosters a climate of transparency, trust, and respect within the unit and in partnerships. • Incorporates equitable practices into HR planning. • Supports opportunities for and encourages bilingualism and diversity in the unit, based on OL and EE policies. • Builds and promotes a safe and healthy, respectful unit, free of harassment and discrimination. • Acts with transparency and fairness in all transactions, including staffing, contracting, and day-to-day activities. 	<ul style="list-style-type: none"> • Values and provides authentic, evidence-based advice in the interest of Canadians. • Holds self and the organization to the highest ethical and professional standards. • Models commitment to citizen-focused service and the public interest. • Creates opportunities that encourage bilingualism and diversity. • Implements practices to advance an inclusive, healthy organization, respectful of the diversity of people and their skills and free from harassment and discrimination. • Exemplifies impartial and non-partisan decision-making. • Engages in self-reflection and acts upon insights Demonstrates Values and Ethics, including the Code, in personal behaviour.

ANNEX D – Effective behaviors for DG’s, ADM’s and DM’s¹

Note: Differences in scope and span of control (in bold)

Director General	Assistant Deputy Minister	Deputy Minister
<ul style="list-style-type: none"> • Values and provides authentic, evidence-based advice in the interest of Canadians. • Holds self and the organization to the highest ethical and professional standards. • Models commitment to citizen-focused service and the public interest. • Creates opportunities that encourage bilingualism and diversity. • Advances strategies to foster an inclusive, healthy organization, respectful of the diversity of people and their skills and free from harassment and discrimination. • Exemplifies impartial and non-partisan decision-making. • Engages in self-reflection and acts upon insights. 	<ul style="list-style-type: none"> • Values and provides authentic, evidence-based advice in the interest of Canadians. • Holds self and the organization to the highest ethical and professional standards. • Models and builds a culture of commitment to citizen-focused service and the public interest. • Builds and promotes a bilingual, inclusive, healthy organization respectful of the diversity of people and their skills and free from harassment and discrimination. • Exemplifies impartial and non-partisan decision-making. • Engages in self-reflection and acts upon insights. 	<ul style="list-style-type: none"> • Values and provides authentic, evidence-based advice in the interest of Canadians. • Holds self and the organization to the highest ethical and professional standards. • Models and instills commitment to citizen-focused service and the public interest. • Builds and promotes a bilingual, inclusive, healthy organization respectful of the diversity of people and their skills and free from harassment and discrimination. • Exemplifies impartial and non-partisan decision-making. • Engages in self-reflection and acts upon insights.

¹ For Information only, as per Treasury Board, as this Guide is not intended for assessment at the DM level.

ANNEX E – Additional Suggested Reading

US Government Office of Personnel Management

- Personnel assessment methods, steps to designing effective assessment strategies, and the importance of effective personnel assessment.

<http://www.opm.gov/policy-data-oversight/classification-qualifications/>

Citizenship and Immigration Canada

Behavioural and Technical Competency Dictionary

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Public Service Commission:

- **Structured Interviewing:** How to design and conduct structured interviews for an appointment process.

<http://www.psc-cfp.gc.ca/plcy-pltq/guides/structured-structuree/index-eng.htm>

- **Structured Reference Checking:** A User's Guide to Best Practices

<http://www.psc-cfp.gc.ca/plcy-pltq/guides/checking-verification/index-eng.htm>

Office of the Auditor General:

October 2000 TAIT Report on Values and Ethics in the Public Sector (**Chapter 12**)

http://www.oag-bvg.gc.ca/internet/English/parl_oag_200010_12_e_11199.html

HRSDC's Competency Dictionary:

<http://iservice.prv/eng/hr/cbm/index.shtml>

Office of Values and Ethics:

Avenues for Resolution, Toolkit for Managers & Continuing the Dialogue

- **Assessment of Values and Ethics-related Competencies**

http://iservice.prv/eng/is/ve/code_of_conduct/dialogue/index.shtml

ANNEX F – Acknowledgments

The Guide builds on existing tools from within ESDC, as well as from other organizations. The ESDC Office of Values and Ethics would like to acknowledge and thank the following organizations for their contribution and input during the development of this Guide.

- **The Public Service Commission of Canada**
- **National Defence and the Canadian Armed Forces**
- **Public Services and Procurement Canada**
- **The Department of Fisheries and Oceans**
- **Treasury Board Secretariat**
- **The Canada School of Public Service**
- **ESDC – Human Resources Services Branch Workforce Strategies (Staffing)**
- **ESDC – Strategic Human Resources Committee (SHRC)**
- **Johnson and Johnson**

We would also like to acknowledge the following for their foundational work on competency assessment, which was invaluable in the development of this Guide.

- **Citizenship and Immigration Canada**
- **Unites States Office of Personnel Management**

