

**Behavioural Competencies –
Seasonal Conservation Officer (N18)
Conservation Officer, Field Operations (N21)**

The following document is your reference for identifying:

- behavioural competencies and their **definitions**; and
- the **competency scale** for each behavioural competency.

Behavioural competencies refer to personal attributes or characteristics (i.e. motives, attitudes, values) that describe **HOW** a job or task is performed as opposed to the particulars of the job or task. For instance, competencies like *flexibility*, *integrity*, *teamwork* or *self-confidence* are personal characteristics, demonstrated through on-the-job behaviours, which can be applied in any number of job-related situations as compared to a specific technical skill or knowledge set.

The definitions provided below are not exhaustive and are intended to give an overview of the types of behaviours associated with each competency. These behaviours are organized along a hierarchical scale, or a series of statements that expand on a generic description and provide detail about what the behavioural competency looks like at increasing levels of performance. In other words, each level is noticeably more complex and more difficult to perform than the previous. As well, if an individual has demonstrated behaviours at a higher level on a given scale, it is assumed they are capable of the behaviours outlined in the lower levels.

Expertise includes the motivation to expand and use technical knowledge or to distribute work-related knowledge to others.

Behavioural Level	Interpretive Guide	Level Observed
<p>1. Answers Questions:</p> <ul style="list-style-type: none"> - Answers questions as an expert when asked. - Shares with people about current understanding of technical issues. 	<p><i>Is there evidence that the candidate responded to questions with technical information? Was the candidate able to answer questions that others were having difficulty finding the answer to?</i></p>	<input type="checkbox"/>
<p>2. Provides Extra Knowledge:</p> <ul style="list-style-type: none"> - Offers one's knowledge to others when one sees an opportunity to add value, even if not asked. - Tries to answer deeper issues, spends time helping others resolve technical problems. 	<p><i>Was there evidence that the candidate spent time helping resolve a technical issue? Was there evidence that the candidate understood how their knowledge might impact the organization?</i></p>	<input type="checkbox"/>
<p>3. Demonstrates Depth of Knowledge:</p> <ul style="list-style-type: none"> - Demonstrates in-depth knowledge of one's area of expertise. - Is able to speak knowledgeably and answer questions about relevant issues and considerations. Is perceived and sought out by others as an expert. - Advises others in content area. 	<p><i>Did the candidate use his/her expertise to demonstrate how various solutions could impact the organization? Was the candidate sought out as an expert because of his/her ability to apply their expertise in practical ways?</i></p>	<input type="checkbox"/>
<p>4. Advocacy:</p> <ul style="list-style-type: none"> - Advocates use of the most effective application of content area knowledge within the organization. - Works to get new approaches accepted. 	<p><i>Did the candidate demonstrate leadership in developing support for the implementation of new approaches? Did the candidate achieve effective application of content area knowledge throughout the organization?</i></p>	<input type="checkbox"/>

FLEXIBILITY - is the ability and willingness to adapt to and work effectively within a variety of diverse situations, and with diverse individuals or groups. Flexibility entails understanding and appreciating different and opposing perspectives on an issue, adapting one's approach as situations change and accepting changes within one's own job or organization.

Behavioural Level	Interpretive Guide	Level Observed
<p>1. Values Need for Flexibility:</p> <ul style="list-style-type: none"> - Accepts that other people's points of view are reasonable or valid. - Acknowledges that people are entitled to their opinions, and accepts that they are different. - Steps into co-workers' tasks when needed or required. 	<p><i>Did the candidate express willingness to adapt the way they approached an issue without actually adapting their tactics? Did the candidate consider alternative approaches or the other person's point of view? To score at this level, the candidate does not have to alter his or her own opinion, he/she merely has to recognize and acknowledge that other people's views are legitimate.</i></p>	<input type="checkbox"/>
<p>2. Demonstrates Flexibility:</p> <ul style="list-style-type: none"> - Works creatively within standard procedures to fit a specific situation. - Understands policies and can work within them to meet branch, work group, team or individual goals. 	<p><i>Did the candidate provide examples of where he or she changed the way in which he or she accomplished a task including bending the rules or altering standard procedure? To score at this level, the candidate deviates slightly from the normal process, and offers a reasoned explanation of why it was necessary or appropriate to deviate from standard practice.</i></p>	<input type="checkbox"/>
<p>3. Adapts Approach:</p> <ul style="list-style-type: none"> - Changes one's approach as required to achieve intended outcomes. - Prioritizes actions effectively in order to respond to numerous, diverse challenges and demands. 	<p><i>Did the candidate re-assess tactics based on changes or shifting priorities? Did the candidate reprioritize, yet keep the end goal in mind? To score at this level, the candidate achieves the end goal or objective by substantially altering the originally planned approach. The need for change comes about through circumstances beyond the candidate's control.</i></p>	<input type="checkbox"/>
<p>4. Adapts Strategy:</p> <ul style="list-style-type: none"> - Changes the overall service plan and implements new practices when original approach and assumptions are no longer valid. - Able to shift strategic focus and activities quickly in response to changing organizational priorities. 	<p><i>Was the candidate able to change priorities and plans quickly and appropriately when more urgent matters required attention? Was she/he able to exercise appropriate judgement in determining timing and priority of strategy shifts? To score at this level, the candidate thinks about others and the impact any issues and changes would have on them in the long run.</i></p>	<input type="checkbox"/>

INFORMATION SEEKING - it implies going beyond the questions that are routine or required in the job. It may include “digging” or pressing for exact information; resolution of discrepancies by asking a series of questions; or less-focused environmental “scanning” for potential opportunities or miscellaneous information that may be of future use.

Behavioural Level	Interpretive Guide	Level Observed
<p>1. Asks Questions:</p> <ul style="list-style-type: none"> - Asks direct questions of the people who are there, or who are supposed to answer questions about the situation, such as people who are directly involved even if not physically present. - Uses visible information, or consults other available resources. 	<p><i>Did the candidate use regular information sources to obtain answers? Did the candidate provide evidence of seeking out required information? To score at this level the candidate gathered information from those directly involved, or who are obvious sources of information.</i></p>	<input type="checkbox"/>
<p>2. Personally Investigates:</p> <ul style="list-style-type: none"> - Gets out to personally investigate the problem or situation, when normally would not do so. - Finds and questions those closest to the problem. - Asks “What happened?” 	<p><i>Did the candidate seek out individuals with first hand knowledge of a situation or problem? Did the candidate use less easily available information sources by becoming involved and seeking out the required knowledge? To score at this level, the candidate must have put some effort into tracking down information and sources.</i></p>	<input type="checkbox"/>
<p>3. Digs Deeper:</p> <ul style="list-style-type: none"> - Asks a series of probing questions to get at the root of a situation or a problem, or potential opportunity below the surface issues presented. - Calls on others, who are not personally involved, to get their perspective, background information, experience, etc. - Does not stop with the first answer, finds out why something happened. 	<p><i>Did the candidate provide evidence of having researched an issue by getting beneath the surface, obtaining background information from those not formally involved or by uncovering background information? Did the candidate gather information from different sources and those not readily available? To score at this level, the candidate must have gathered information from those not directly involved or obviously related to the situation.</i></p>	<input type="checkbox"/>
<p>4. Does Research:</p> <ul style="list-style-type: none"> - Makes a systematic effort over a limited period of time to obtain needed data or feedback, or in-depth investigation from unusual sources; or does formal research through newspapers, magazines, computer search systems, or other resources. - This may include legal, financial and/or community research. 	<p><i>Did the candidate describe a process used to obtain knowledge or feedback to keep information up to date? To score at this level the candidate must provide evidence of an actual project to collect information being in place, even if it is for a limited time (e.g., daily reports from a manager with a particular problem, forming a task force to keep the candidate informed).</i></p>	<input type="checkbox"/>
<p>5. Uses Own Ongoing Systems:</p> <ul style="list-style-type: none"> - Has personally established ongoing systems or habits to get information (“management by walking around,” regular informal meetings, or the scanning of certain publications, etc.), including setting up individuals to do regular information gathering for him or her. 	<p><i>Did the candidate provide evidence of establishing an in-depth, continuous system of gathering needed information (such as on-going monthly lunches with key personnel, reporting structures)? Did the candidate give evidence of the efficacy of this system? To score at this level the candidate must describe an on-going system or have done considerable background research, with those not usually involved in the process to gain required background information.</i></p>	<input type="checkbox"/>

INTEGRITY - refers to actions that are consistent with what one says are important. People with integrity “walk the talk” by communicating intentions, ideas and feelings openly and directly, and welcoming openness and honesty even in difficult negotiations.

Behavioural Level	Interpretive Guide	Level Observed
<p>1. Is Open and Honest About Work Situations:</p> <ul style="list-style-type: none"> - Recognizes own negative feelings (apprehension, uncertainty, fear, etc.) or mistakes. - Expresses what one is thinking even when it is not required or when it would be easy to refrain from being open about the situation. 	<p><i>Did the candidate express concerns or negative feelings in a situation in which it would have been easier to refrain from commenting? Did the candidate admit to a mistake, even when they didn't have to?</i></p>	<input type="checkbox"/>
<p>2. Takes Actions That are Consistent with Values and Beliefs:</p> <ul style="list-style-type: none"> - Operates consistently with value base, for example, takes pride in being trustworthy. 	<p><i>Did the candidate explicitly state that the action they took was because of a value or belief they had?</i></p>	<input type="checkbox"/>
<p>3. Acts on Values When It Is Not Easy to Do So:</p> <ul style="list-style-type: none"> - Publicly admits having made a mistake. - Is prepared to take a stand on issues based on values or belief of what is good for the organization, even if it is not an accepted or appreciated stand. 	<p><i>Did the candidate admit to a mistake even though there would be a consequence for the admission? Did the candidate admit to the mistake publicly? Did the candidate speak out about organizational issues because of values or beliefs, even though it wasn't a popular thing to do?</i></p>	<input type="checkbox"/>
<p>4. Takes Action Based on Values When Significant Cost or Risk is Associated with Doing So:</p> <ul style="list-style-type: none"> - In a program, makes sure there is full disclosure based on risk/benefit analysis. - Challenges powerful others to act on espoused values. - Will clearly articulate to higher authorities dissatisfaction with current situation, based on value base, even at the risk of job loss. 	<p><i>Did the candidate take action because of values even though there was a significant cost or risk associated with the action? Did the candidate challenge powerful others because they weren't demonstrating expressed values?</i></p>	<input type="checkbox"/>

LISTENING, UNDERSTANDING AND RESPONDING - is the desire and ability to understand and respond effectively to other people from diverse backgrounds. It includes the ability to understand accurately and respond effectively to both spoken and unspoken or partly expressed thoughts, feelings and concerns of others. People who demonstrate high levels of this competency show a deep and complex understanding of others, including cross-cultural sensitivity.

Behavioural Level	Interpretive Guide	Level Observed
<p>1. Listens and Responds to Expressed Emotions:</p> <ul style="list-style-type: none"> - Understands what people say and responds accordingly. - Asks questions to clarify what is expressed. 	<p><i>Did the candidate ask questions and respond to others' feelings or concerns? Did the candidate make an effort to clarify the expressed message?</i></p>	<input type="checkbox"/>
<p>2. Understands and Responds to Unexpressed Emotions:</p> <ul style="list-style-type: none"> - Reads body language and other non-verbal cues accurately and uses that understanding to structure and give an appropriate response. - Reiterates information to check understanding before drawing conclusions. 	<p><i>Did the candidate solicit input, paraphrase the individual's words, mirror body language and tone of voice? Did the candidate find out information pertinent to a situation or decision and use that information when responding?</i></p>	<input type="checkbox"/>
<p>3. Understands and Responds to Underlying Issues:</p> <ul style="list-style-type: none"> - Demonstrates the ability to see things from another's perspective. - Understands why people behave in a certain way in given situations; accurately assesses root causes of individual's behaviours. - Responds to people's concerns in a proactive manner that promotes long term solutions. 	<p><i>Did the candidate demonstrate an understanding about the other person's behaviour? Was the candidate aware of how others would react in a situation because of past behaviours, or experiences with the person? Did the candidate use knowledge of people's perspective and concerns when responding?</i></p>	<input type="checkbox"/>
<p>4. Anticipates and Plans for Future Interactions:</p> <ul style="list-style-type: none"> - Anticipates and understands people's likely reactions to events or situations. - Uses that understanding to plan for effective interactions and to foster long-term positive relationships. 	<p><i>Did the candidate understand the underlying reasons of a person's behaviour? To score at this level, the candidate has an accurate understanding of deep-rooted issues affecting others, and takes specific actions to prepare for and manage those.</i></p>	<input type="checkbox"/>

ORGANIZATIONAL COMMITMENT - is the ability and willingness to align one's own behaviour with the needs, priorities and goals of the organization, and to promote organizational goals to meet organizational needs. It also includes acting in accordance with organizational decisions and behaving with integrity.		
Behavioural Level	Interpretive Guide	Level Observed
<p>1. Behaves in a Professional Manner:</p> <ul style="list-style-type: none"> - Acts in accordance with Standards of Conduct and respects the organization's business agenda; fulfills job requirements 	<p><i>Was the candidate aware of the organizational culture and norms, and acted accordingly? To score at this level, the candidate made an effort to follow informal and formal procedures, including the Standards of Conduct.</i></p>	<input type="checkbox"/>
<p>2. Actively Supports the Organization:</p> <ul style="list-style-type: none"> - Actively supports the organization's missions, values and goals. - Makes choices and sets priorities to meet organization's needs and fit with the organizational mission. - Co-operates with others to achieve organizational objectives. - Publicly supports the mission and promotes a positive image of the organization. 	<p><i>Did the candidate help others get the job done? Did the candidate respect what others valued as important? To score at this level the candidate demonstrated loyalty to the organization by modeling respect for the organization goals and norms.</i></p>	<input type="checkbox"/>
<p>3. Demonstrates Personal Commitment:</p> <ul style="list-style-type: none"> - Able to manage and balance personal needs and corporate needs, but is willing to put organizational needs before one's own. - When necessary, makes personal sacrifices in order to meet the organization's needs. 	<p><i>Did the candidate go out of his or her way to support the organization's goals and mission? Was the candidate able to set aside his/her own personal preference to meet the organization's goals? To score at this level the candidate put a high priority on organizational objectives.</i></p>	<input type="checkbox"/>
<p>4. Takes Tough Stands:</p> <ul style="list-style-type: none"> - Stands by decisions that benefit the organization even if they are unpopular or controversial. - Acts in accordance with organizational values, even when challenged or in stressful situations. - Speaks up and confronts management or others in authority when organizational values are being compromised. 	<p><i>Did the candidate champion decisions on behalf of the organization, even when they were unpopular or difficult to support? To score at this level, the candidate maintained resolve even when faced with conflict or opposition.</i></p>	<input type="checkbox"/>
<p>5. Acts for Greater Good of Organization:</p> <ul style="list-style-type: none"> - Acts for the long-term good of the organization, even when short-term personal or departmental sacrifices may be necessary. - Asks others to make sacrifices in order to meet the larger organization's needs. 	<p><i>Did the candidate generate commitment in others by modeling organization support? To score at this level, the candidate ensured that group tasks and activities were aligned with the organization's mission and goals, even if it meant a short-term sacrifice.</i></p>	<input type="checkbox"/>

REFLECTING ON DIFFICULTIES - is the willingness to “work through” the personal experience of having contributed to an unsuccessful outcome. It is expressed by how individuals explain problems, failures or negative events and what they have learned from those difficulties.		
Behavioural Level	Interpretive Guide	Level Observed
<p>1. Recognizes Lack of Success:</p> <ul style="list-style-type: none"> - Acknowledges areas where expectations are not met and provides reasons which may or may not involve self. 	<p><i>Did the candidate acknowledge an area or activity where they failed to meet expectations? To score at this level, the individual only needs to acknowledge the lack of success, and doesn't need to analyze it any further.</i></p>	<input type="checkbox"/>
<p>2. Remains Positive:</p> <ul style="list-style-type: none"> - Re-energizes after loss or failure or after encountering a significant hurdle to readdress the situation and to overcome it. - Approaches new situations with continuing positive outlook, despite previous disappointments. 	<p><i>Did the candidate maintain a positive outlook despite previous disappointments? Did the candidate take time to re-energize or refocus after a loss or failure?</i></p>	<input type="checkbox"/>
<p>3. Takes Responsibility:</p> <ul style="list-style-type: none"> - Acknowledges personal responsibility for outcomes, even when not all elements of a situation are within direct control but could have been personally managed. 	<p><i>Did the candidate take accountability for addressing problem areas, even though all elements of a situation weren't under their direct control? Did the candidate acknowledge this personal responsibility for achieving the outcome?</i></p>	<input type="checkbox"/>
<p>4. Learns from Mistakes and Successes:</p> <ul style="list-style-type: none"> - Analyzes situations on an ongoing basis to improve own performance. - Designs a personal action plan to address own issues constructively and decisively. 	<p><i>Did the candidate demonstrate that he/she regularly analyzed situations in order to improve on his/her own performance? Did the candidate create a plan for action after having completed his/her analysis?</i></p>	<input type="checkbox"/>
<p>5. Shares Learning with Team:</p> <ul style="list-style-type: none"> - Deals openly with failure by bringing team together to define specific problems and present solutions. - May involve team in diagnosis and in developing solutions to effectively transfer knowledge into the organization. 	<p><i>Did the candidate bring the team together to develop solutions with the specific intent of transferring/developing knowledge within the organization? Did the candidate bring the team together in order to deal with a very specific problem? Did the candidate share his/her knowledge with the team while it was engaged in identifying solutions?</i></p>	<input type="checkbox"/>

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

Behavioural Level	Interpretive Guide	Level Observed
<p>1. Presents Self Confidently:</p> <ul style="list-style-type: none"> - Works without needing supervision, appears confident in person, presents self strongly. 	<p><i>Did the candidate provide evidence of being capable of working on his/her own? Did the candidate present themselves well?</i></p>	<input type="checkbox"/>
<p>2. Demonstrates Autonomy:</p> <ul style="list-style-type: none"> - Solves problems as they arise and takes appropriate action, without having to consult with others. - Makes decisions and takes appropriate action. 	<p><i>Did the candidate describe making decisions to solve problems in a timely manner? Did the candidate take appropriate actions and express confidence in these actions? Did the candidate step in to make a decision or act appropriately when faced with a situation that requires this (e.g. supervisor is not available and makes correct decision in their place)?</i></p>	<input type="checkbox"/>
<p>3. Has Confidence in Own Ability:</p> <ul style="list-style-type: none"> - Willing to voice an opinion and take a stand on critical issues. - Explicitly states confidence in own judgement and ability. - Stands up and defends decisions if challenged. 	<p><i>Did the candidate offer an opinion on critical issues? Did the candidate stick to their opinions? Did the candidate state their confidence in their ability? Did the candidate provide evidence of confidence in their expertise, ability to perform and decision making or analysis?</i></p>	<input type="checkbox"/>
<p>4. Chooses Challenges:</p> <ul style="list-style-type: none"> - Likes challenging assignments, is excited by a challenge. - Looks for and gets new responsibilities. - Speaks up when disagrees with management or others in power, but disagrees politely, stating own view clearly and confidently, even in a conflict. 	<p><i>Did the candidate demonstrate excitement when discussing challenging tasks? Were difficult assignments viewed as an opportunity rather than a threat? Did he or she volunteer for new and challenging duties? Did the candidate present their opinion in the face of opposition, maintaining composure?</i></p>	<input type="checkbox"/>
<p>5. Remains Confident in Difficult Situations:</p> <ul style="list-style-type: none"> - Deals positively with situations that could be seen as stressful or threatening. - Can maintain confidence and self-image in the face of stress or difficulty. - Seldom gives up before finishing, especially in the face of resistance or setbacks. 	<p><i>Was the candidate willing to face conflict to present their viewpoint? Did the candidate maintain composure during a very difficult situation? Did the candidate persevere, when others might have been deterred due to resistance or setbacks?</i></p>	<input type="checkbox"/>

SELF-CONTROL – is the ability to keep one’s emotions under control and restrain negative actions when provoked, faced with opposition or hostility from others, or when working under stress. It also includes the ability to maintain stamina under continuing stress.

Behavioural Level	Interpretive Guide	Level Observed
<p>1. Restrains Emotional Impulses:</p> <ul style="list-style-type: none"> - Feels an impulse to do something inappropriate and resists it. - Resists temptation to act immediately without thinking but does not take positive action, or feels strong emotions (such as anger, extreme frustration, or high stress) and holds them back. - May leave room or otherwise remove self from the source of the emotions. 	<p><i>Did the candidate demonstrate an ability to restrain emotional impulses? Did the candidate describe dealing with a strong emotional response by removing themselves from the situation? To score at this level, the candidate must talk about a strong emotional response, and that they recognized they couldn't or shouldn't act on it.</i></p>	<input type="checkbox"/>
<p>2. Responds Calmly:</p> <ul style="list-style-type: none"> - Feels strong emotions in the course of a conversation or other task, such as anger, extreme frustration, or high stress, holds the emotions back, and continues to talk or act calmly. - Ignores angering actions and continues a conversation or task. - May leave temporarily to withhold emotions, then return immediately to continue. 	<p><i>Did the candidate demonstrate an ability to restrain strong emotional responses while maintaining an outward appearance of calm? When facing an emotional situation, was the candidate able to complete the task calmly? To score at this level, the candidate must talk about a strong emotional response, and that they managed to not let it show.</i></p>	<input type="checkbox"/>
<p>3. Calms Others:</p> <ul style="list-style-type: none"> - Not only controls own emotions, but also acts to defuse the situation and calm others. - May remove others from a stressful situation to allow them to regain their composure. 	<p><i>Did the candidate demonstrate an ability to calm others in an emotional situation? Was the candidate able to help others manage a stressful or emotional situation?</i></p>	<input type="checkbox"/>
<p>4. Manages Stress Effectively:</p> <ul style="list-style-type: none"> - Withholds effects of strong emotions or stress over time; keeps functioning or responds constructively despite ongoing stress. - May apply special techniques or plan activities ahead of time to manage emotions or stress. 	<p><i>Did the candidate demonstrate techniques he/she uses to manage anticipated or current stress on an ongoing basis? To score at this level, the candidate must demonstrate an ability or method that they've developed to deal with ongoing stress.</i></p>	<input type="checkbox"/>

ANALYTICAL THINKING – is the ability to comprehend a situation by breaking it down into its components and identifying key or underlying complex issues. It implies the ability to systematically organize and compare the various aspects of a problem or situation, and determine cause-and-effect relationships (“if...then...”) to resolve problems in a sound, decisive manner. Checks to ensure the validity or accuracy of all information.

Behavioural Level	Interpretive Guide	Level Observed
<p>1. Breaks Down Problems:</p> <ul style="list-style-type: none"> – Breaks problems into lists of tasks or activities, without assigning values. – Makes a list of items with no particular order or set of priorities. 	<p><i>Did the candidate demonstrate an ability to recognize a problem, and break it into specific tasks? To score at this level, the candidate thought briefly about the short-term solutions and took steps to address each task.</i></p>	<input type="checkbox"/>
<p>2. Sees Basic Relationships:</p> <ul style="list-style-type: none"> – Takes apart problems into pieces. – Links together pieces with a single link: A leads to B; can separate into two parts: pro and con. – Sorts out a list of tasks in order of importance 	<p><i>Did the candidate link together pieces of information to solve the problem or break apart the problem to identify the solution? Was the candidate able to identify simple cause and effect relationships to understand issues or problems?</i></p>	<input type="checkbox"/>
<p>3. Sees Multiple Relationships:</p> <ul style="list-style-type: none"> – Breaks down a problem into smaller parts. – Makes multiple causal links: several potential causes of events, several consequences of actions, or multiple-part chains of events (A leads to B leads to C leads to D). – Analyzes relationships among several parts of a problem or situation. – Anticipates obstacles and thinks ahead about next steps. 	<p><i>Did the candidate take the time to analyze the problem and what led up to the situation? Did the candidate look at the problem by breaking it down and determining causal links between the pieces? Did the candidate think of the consequences of actions and anticipate any obstacles? Was the candidate interested in finding a solution to the problem and applied his or her knowledge to resolve the issue? To score at this level, the candidate not only thought about the problem and its immediate impact but also thought about all possible options and obstacles.</i></p>	<input type="checkbox"/>
<p>4. Makes Complex Plans or Analyses:</p> <ul style="list-style-type: none"> – Uses several analytical techniques to break apart complex problems into component parts. – Uses several analytical techniques (e.g. risk assessment, building business cases) to identify several solutions and weighs the value of each. 	<p><i>Did the candidate use several tools or techniques to analyze the situation, and identify the relationships? Did the candidate think about the possible impact about each part of the problem and how it would impact other issues? Was the candidate able to deal with complex issues and manoeuvre adroitly through large amounts of data? To score at this level, the candidate has to understand the themes or patterns which emerge from that particular problem and which would impact specific or organizational issues. The candidate has to be able to identify what other problems may be involved in the situation.</i></p>	<input type="checkbox"/>

CONCERN FOR IMAGE IMPACT – is an awareness of how one’s self, one’s role and the organization are seen by others. The highest level of this competency involves an awareness of, and preference for, respect for the organization by the community. Concern for Image Impact is particularly appropriate for senior management positions.

Behavioural Level	Interpretive Guide	Level Observed
<p>1. Expresses Concern about Image of Role:</p> <ul style="list-style-type: none"> - Expresses concern about how one is perceived within own role and acts to clarify duties, accountabilities and importance of role when role is misunderstood or discounted. 	<p><i>Did the candidate recognize when there was a perception issue with his/her role? Did the candidate act on this information by clarifying duties and accountabilities of own role?</i></p>	<input type="checkbox"/>
<p>2. Sets Boundaries of Role:</p> <ul style="list-style-type: none"> - Explicitly defines what the role is, and how others may or may not interact with him or her. - Describes behaviour that is and is not appropriate for that role and acts accordingly. 	<p><i>Did the candidate explicitly communicate to others expectations about how they would interact with his/her role? Did the candidate explain the behaviours required in his/her role beyond duties and accountabilities?</i></p>	<input type="checkbox"/>
<p>3. Recognizes Impact of Own Role:</p> <ul style="list-style-type: none"> - Demonstrates understanding of the way in which acting in own role has an effect on a broad audience. - Considers implications for public image of role before acting. - Also recognizes the impact of internal and external events on the perception of the role. 	<p><i>Did the candidate describe a situation in which he/she had to consider the implications for their role or the organization of certain actions? Did the candidate describe the impact that their own role can have on a broader audience?</i></p>	<input type="checkbox"/>
<p>4. Describes Public Impact of Organization:</p> <ul style="list-style-type: none"> - Recognizes and articulates the role of the organization and the effects of this on the public in general. - Considers the implications of this relationship when deciding on a course of action. - Sees self as a representation of the organization and acts in a way which maintains a positive public image for the organization. - Also recognizes the impact of internal and external events on the perception of the organization. 	<p><i>Did the candidate describe a situation in which he/she communicated the impact of the organization on the public? Did the candidate have to consider the public impact when deciding on a course of action? Did the candidate describe having to act in a way that maintained the positive public image of the organization?</i></p>	<input type="checkbox"/>
<p>5. Works to Promote Organizational Image:</p> <ul style="list-style-type: none"> - Acts to create a positive image for the organization, or a positive impact on the community, e.g., selects well-known high-profile individuals for publicly visible positions to improve image, credibility, and/or prestige of the organization, ensures public processes are transparent and accountability is clear when dealing with controversial issues. 	<p><i>Did the candidate describe having to put a significant amount of time and thought into promoting the public image of the organization?</i></p>	<input type="checkbox"/>

DECISIVE INSIGHT - combines the ability to draw on one’s own experience, knowledge and training and effectively problem-solve increasingly difficult and complex situations. It involves breaking down problems, tracing implications and recognizing patterns and connections that are not obviously related. It translates into identifying underlying issues and making the best decisions at the most appropriate time. At higher levels, the parameters upon which to base the decision become increasingly complex and ambiguous and call upon novel ways to think through issues.

Behavioural Level	Interpretive Guide	Level Observed
<p>1. Responds to Situations at Face Value:</p> <ul style="list-style-type: none"> - Uses no abstract concepts in the face of uncertainty or lack of information. - Requires some guidance or support to determine if and when action is appropriate. 	<p><i>Did the candidate make a decision based solely on existing facts, without confirming the completeness of those facts? Did the candidate not break the problem down in order to analyze it? To score at this level, the candidate needed some guidance in order to make a decision.</i></p>	<input type="checkbox"/>
<p>2. Breaks Down Problems to Reach a Decision:</p> <ul style="list-style-type: none"> - Breaks problems into simple lists, tasks or activities without assigning values or priorities. - Uses common sense and past experiences to approach problems and make a decision. - Able to overcome minor obstacles and suggest actions to make a decision without having all the information. 	<p><i>Did the candidate demonstrate an ability to recognize a problem, and break it into specific tasks? Did the candidate provide evidence of having made a decision despite not having all the information? To score at this level, the candidate thought briefly about the short term solutions and took steps to address each task.</i></p>	<input type="checkbox"/>
<p>3. Sees Patterns or Basic Relationships or Connections when Problem-Solving:</p> <ul style="list-style-type: none"> - Breaks apart a problem and links together pieces with a single link. - Identifies alternative approaches or actions to a problem. - Is able to make a decision and take action quickly and decisively when there is not enough information to predict the consequences with certainty. 	<p><i>Did the candidate link together pieces of information to solve the problem or break apart the problem to identify a solution? Was the candidate able to identify simple cause and effect relationships to understand issues or problems? Did the candidate provide evidence of taking decisive action quickly?</i></p>	<input type="checkbox"/>
<p>4. Sees Multiple Relationships and Can Make Effective Decisions with Limited Information:</p> <ul style="list-style-type: none"> - Makes multiple causal links: several potential causes of events, several consequences of actions, or multiple part chains of events. - Analyses relationships among several parts of a problem or situation. - Anticipates obstacles and thinks ahead about next steps. 	<p><i>Did the candidate take the time to analyze the problem and what led up to the situation? Did the candidate look at the problem by breaking it down and determining causal links between the pieces? Did the candidate think of the consequences of actions and anticipate any obstacles? Did the candidate examine the present information in order to consider if any critical pieces were missing? To score at this level, the candidate not only thought about the problem and its immediate impact but also thought about the possible options and obstacles as well as considering that some information might be missing.</i></p>	<input type="checkbox"/>

<p>5. Makes Complex Plans or Analyses and Reaches Effective Decisions in Ambiguous Situations:</p> <ul style="list-style-type: none"> - Uses several analytical or creative techniques to break apart complex problems into component problems or issues. - Draws on complex learned concepts when examining patterns or trends and recognizes underlying issues/implications of decisions or courses of action. - Consistently makes the right decision when there are competing and ambiguous priorities. 	<p><i>Did the candidate use several tools or techniques to analyze the situation, and identify the relationships? Did the candidate think about the possible impact about each part of the problem and how it would impact other issue? Was the candidate able to deal with complex issues and manoeuvre adroitly through large amounts of data? To score at this level, the candidate has to be able to identify what other problems may be involved in the situation and must demonstrate that despite the ambiguity of the problem, an appropriate decision was made.</i></p>	<div style="text-align: center;"> <input type="checkbox"/> </div>
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INNOVATION - indicates an effort to improve performance by doing or promoting new things, such as introducing a previously unknown or untried solution or procedure to the specific area or organization.

Behavioural Level	Interpretive Guide	Level Observed
<p>1. Challenges Status Quo:</p> <ul style="list-style-type: none"> - Consistently questions and challenges the adequacy and quality of traditional thinking (i.e., the “way things have always been done”) by engaging in active and responsible dialogue. - Uses diverse perspectives to improve the effectiveness of a currently existing business strategy. 	<p><i>Did the candidate discuss current practices with the intent of trying to improve them? Did the candidate improve a current practice by using diverse perspectives? To score at this level, the candidate must have positively impacted a business process.</i></p>	<input type="checkbox"/>
<p>2. Takes Action New to the Job or Area:</p> <ul style="list-style-type: none"> - Impacts job efficiency and objectives by doing something new and different within the area but not necessarily new to the work unit/organization. - Takes established practice or idea used elsewhere with successful results and adapts it in a new way to meet the current situation. 	<p><i>Did the candidate come up with new approaches within their area? Was the candidate able to successfully apply a practice or idea from another area to their current situation?</i></p>	<input type="checkbox"/>
<p>3. Does Things New to the Organization/ Government:</p> <ul style="list-style-type: none"> - Improves performance by doing something that may be new and different in the organization, but not necessarily new to the public sector. - Adopts a cross-boundary mentality in own work and encourages it in others. - Proactively shares information and resources across areas to better leverage the capabilities of Organization/Government. 	<p><i>Did the candidate come up with new approaches for the organization? Was the candidate able to successfully apply a practice or idea from another jurisdiction to their organization? Did the candidate encourage others to utilize and adopt practices from outside the organization?</i></p>	<input type="checkbox"/>
<p>4. Does Things New to the Government/Public or Private Sector:</p> <ul style="list-style-type: none"> - Improves performance by doing things that may be unique, leading-edge or new to the government/public or private sector. - Takes calculated risks in trying something new. 	<p><i>Did the candidate come up with new approaches for the organization that are new to government or public/private sector? Was there an element of calculated risk in the approach that was used?</i></p>	<input type="checkbox"/>
<p>5. Encourages Innovation in Others:</p> <ul style="list-style-type: none"> - Encourages creativity on the part of others by highlighting the benefits of innovation and change on the overall performance of the organization and/or the performance of a specific area. - Uses innovative methods and tactics to foster creativity in others and an environment that supports innovative efforts. - Acts in a way which helps others to generate breakthrough ideas, fresh perspectives and new opportunities. 	<p><i>Did the candidate involve others in developing new approaches and ways of looking at things in the organization? Did the candidate create an environment where new ideas are welcomed and encouraged? Did he/she champion and support innovation by highlighting the business impacts?</i></p>	<input type="checkbox"/>

PARTNERS WITH STAKEHOLDERS - is the desire to work co-operatively with all stakeholders to meet mutual goals. It involves an awareness that a relationship based on trust is the foundation for success in delivering results.

Behavioural Level	Interpretive Guide	Level Observed
<p>1. Maintains Contact:</p> <ul style="list-style-type: none"> - Meets regularly with stakeholders to keep them informed of new developments or continuing progress. - Expresses expectations of the stakeholder groups and their individual members. - Is optimistic about the relationship and its predicted accomplishments. 	<p><i>Did the candidate describe meeting with stakeholders regularly in order to keep them up-to-date on progress or new developments? Did the candidate describe an interest in interacting with stakeholders?</i></p>	<input type="checkbox"/>
<p>2. Uncovers Stakeholders' True Needs:</p> <ul style="list-style-type: none"> - Works to uncover the real underlying needs or concerns of the stakeholder groups and individual members. - Recognizes that the original information received does not "tell the whole story" and seeks additional information to clarify. - Makes minor modifications to existing work plan to accommodate newly surfaced requirements. 	<p><i>Did the candidate speak directly with the stakeholder groups to gather information? Did the candidate put some effort into identifying underlying issues of the stakeholder groups?</i></p>	<input type="checkbox"/>
<p>3. Provides a Broad Perspective:</p> <ul style="list-style-type: none"> - Discusses changes or opportunities in the wider environment which may affect or benefit stakeholders. - Works with a long term perspective and may trade off immediate costs for the sake of the partnership. 	<p><i>Did the candidate consider a broader perspective during discussions with the stakeholders? Did the candidate identify and bring forward for discussion big picture issues that might impact the stakeholder? Was the candidate focused on developing a long-term relationship with the stakeholder? Did the candidate take risks on the part of his/her organization in order to provide more value to the stakeholders?</i></p>	<input type="checkbox"/>
<p>4. Acts as a Trusted Advisor:</p> <ul style="list-style-type: none"> - Builds an independent opinion on stakeholder needs, problems or opportunities and possibilities for implementation. - Acts on this opinion (e.g., recommends approaches which are new and different from those requested by the stakeholder). - Becomes integrally involved in stakeholder's decision-making process. 	<p><i>Did the candidate provide an independent opinion to the stakeholder that was valued? Did the candidate present a different perspective to the stakeholder beyond what the stakeholder was originally considering? Did the candidate demonstrate that they were a valued input in the stakeholder's decision making process?</i></p>	<input type="checkbox"/>

Relationship Building - is working to build or maintain ethical relationships or networks or contacts with people who are, or may be, potentially helpful in achieving work-related goals and establishing advantages. These people may include customers, clients, counterparts, colleagues, etc.

Behavioural Level	Interpretive Guide	Level Observed
<p>1. Builds Rapport:</p> <ul style="list-style-type: none"> - Makes a conscious effort to establish and build rapport with others, including discussion about weather, current events, etc. - Identifies and refers to areas of mutual interest as a means of establishing a personal relationship. 	<p><i>Did the candidate mention chatting with customers, colleagues and others regarding non-work issues with the purpose of creating relationships? Did the candidate mention using knowledge of common interests to guide conversation?</i></p>	<input type="checkbox"/>
<p>2. Develops Longer-Term Relationships:</p> <ul style="list-style-type: none"> - Meets regularly with others without specific objectives; maintains clear contact with others to maintain relationship. - May initiate opportunities designed to improve the longer-term working relationship with the customer. 	<p><i>Did the candidate express a desire to strengthen non-work relationships with the intent of potential future use for business? Did the candidate initiate interaction with customers for the express purpose of building the relationship? To score at this level, the candidate is working on developing existing relationships.</i></p>	<input type="checkbox"/>
<p>3. Uses Relationships:</p> <ul style="list-style-type: none"> - Calls upon established relationships to gain entry to higher levels/decision-makers or to achieve an important goal. 	<p><i>Did the candidate demonstrate relationships with others that have been useful for the organization? Did the candidate provide evidence of having used existing relationships to gain access to additional relationships?</i></p>	<input type="checkbox"/>
<p>4. Creates Opportunities to Initiate Relationships:</p> <ul style="list-style-type: none"> - Identifies significant opportunities for contribution, identifies key contacts in target organizations and finds ways to make personal connections. - Nurtures the relationship over time to build rapport and trust and develop a basis for future interactions. 	<p><i>Did the candidate provide examples of social events that were organized specifically to strengthen business contacts? Did the candidate give evidence of give-and-take with business relationships? Did the candidate provide examples of scanning the environment for potential partners? Did the candidate accurately assess the business benefit of pursuing alliances? To score at this level, the candidate is strategic in the relationships that are initiated.</i></p>	<input type="checkbox"/>
<p>5. Builds a Network of External Relationships:</p> <ul style="list-style-type: none"> - Develops and maintains a planned network of relationships within the external/stakeholder community. - Uses the network to identify opportunities, gather information, and seek input to problems, with a view to sustaining Public Service excellence. 	<p><i>Did the candidate provide evidence of relationships that are useful for business purposes, or for expanding one's network of relationships? Did the candidate specifically mention creation a network of relationships?</i></p>	<input type="checkbox"/>

Results Orientation - is a concern for surpassing a standard of excellence. The standard may be one's own past performance (striving for improvement); an objective measure (achievement orientation); challenging goals that one has set; or even improving or surpassing what has already been done (continuous improvement). Thus, a unique accomplishment also indicates a Results Orientation.

Behavioural Level	Interpretive Guide	Level Observed
<p>1. Works to Do Job Well:</p> <ul style="list-style-type: none"> - Tries to do the job well or right. - May express frustration at waste or inefficiency, but does not initiate specific improvements. 	<p><i>Did the candidate demonstrate a need to perform at a high level, without solid evidence that this level of performance was achieved?</i></p>	<input type="checkbox"/>
<p>2. Creates Own Measures of Excellence:</p> <ul style="list-style-type: none"> - Uses own specific methods of measuring outcomes against a standard of excellence. - May focus on new or more precise ways of meeting goals set by management. 	<p><i>Did the candidate successfully meet performance standards set by management? Is there evidence of specific action taken to ensure management's targets were met?</i></p>	<input type="checkbox"/>
<p>3. Improves Performance:</p> <ul style="list-style-type: none"> - Makes specific changes in the system or in own work methods to improve performance (e.g., does something better, faster, at lower cost, more efficiently; improves quality, customer satisfaction, morale), without setting any specific goal. 	<p><i>Did the candidate discuss trying to improve performance without setting a specific goal? Did the candidate describe how he/she specifically improved a process without reference to a definitive goal (e.g. performance was improved but with no specific target level of improvement in mind)?</i></p>	<input type="checkbox"/>
<p>4. Delivers to Meet Challenging Goals:</p> <ul style="list-style-type: none"> - "Challenging" means it is a definite stretch, but not unrealistic or impossible. - Delivers to specific goals and improves performance. 	<p><i>Did the candidate set and meet a challenging goal with a specific outcome in mind? Did the candidate describe that others believed such a goal was very difficult or impossible? Was the candidate responsible for achieving a new performance standard? In order to score this level, the candidate needed to demonstrate that a significant level of planning and effort was required to accomplish the goal.</i></p>	<input type="checkbox"/>
<p>5. Makes Cost-Benefit Analyses:</p> <ul style="list-style-type: none"> - Makes decisions, sets priorities or chooses goals on the basis of calculated inputs and outputs: makes explicit considerations of return-on-investment or cost-benefit analysis. - Analyzes for relevant organizational outcomes. 	<p><i>Did the candidate specifically calculate costs and benefits of a possible goal and use this analysis as the basis for choosing goals? Did the candidate use data and trends to make goal related decisions (including not pursuing a goal because it would be too costly)?</i></p>	<input type="checkbox"/>
<p>6. Takes Calculated Entrepreneurial Risks:</p> <ul style="list-style-type: none"> - Commits significant resources and/or time (in the face of uncertainty) to increase benefits, (i.e., improve performance, reach a challenging goal, implements innovative solutions, etc.). 	<p><i>Did the candidate demonstrate that considerable effort was involved in the venture? Did the candidate state that substantial resources were committed in order to achieve the goal? To score at this level, evidence of risk taking must be clear.</i></p>	<input type="checkbox"/>

Teamwork and Co-operation - is the ability to work co-operatively within diverse teams, work groups and across the organization to achieve group and organizational goals.

Behavioural Level	Interpretive Guide	Level Observed
<p>1. Co-operates:</p> <ul style="list-style-type: none"> - Participates willingly, is a “good team player,” does his/her share of the work. - Supports team decisions. - As a member of a team, keeps other team members informed and up-to-date about the group process, individual actions, or influencing events; shares all relevant or useful information. 	<p><i>Did the candidate make a contribution to the team, and participate 100% with the team? Was the candidate willing to “roll up his/her sleeves” and pitch in? To score at this level, the candidate did not hold back any information that would contribute to the team’s goals.</i></p>	<input type="checkbox"/>
<p>2. Expresses Positive Expectations of Team:</p> <ul style="list-style-type: none"> - Expresses positive expectations of others in terms of their abilities, expected contributions, etc.; speaks of team members in positive terms. - Shows respect for others’ intelligence by appealing to reason. 	<p><i>Did the candidate talk about team members as valued and important contributors to the team goal? Did the candidate express positive expectations about team results and relying on the skills and contributions of team members?</i></p>	<input type="checkbox"/>
<p>3. Solicits Input:</p> <ul style="list-style-type: none"> - Genuinely values others’ input and expertise, is willing to learn from others (including subordinates and peers). - Solicits ideas and opinions to help form specific decisions or plans. - Promotes team co-operation. 	<p><i>Did the candidate invite others to discuss and share information to contribute to a decision? Did the candidate depend on others to make a decision, and believe without their support the goal would not be achieved? Did the candidate take specific action to resolve a conflict within the team? To score at this level, the candidate must demonstrate a genuine appreciation of others’ input (rather than a means to achieving their own ends and gaining the team’s buy-in).</i></p>	<input type="checkbox"/>
<p>4. Encourages Others:</p> <ul style="list-style-type: none"> - Publicly credits others who have performed well. - Encourages and empowers others, makes them feel strong and important. 	<p><i>Did the candidate express his or her gratitude for a job well done, and create a positive environment? This includes encouraging co-operation and involving others in decision making.</i></p>	<input type="checkbox"/>
<p>5. Builds Team Spirit:</p> <ul style="list-style-type: none"> - Acts to promote a friendly climate, good morale and co-operation within the team. - Protects and promotes group reputation with others. 	<p><i>Did the candidate ensure good relations between team members? Did the candidate take specific action to build team spirit and show his or her appreciation for the group? e.g., arranging a social event or having a barbecue. Did the candidate demonstrate a desire to have a friendly work environment, and did he/she contribute to creating the sense of teamwork?</i></p>	<input type="checkbox"/>

Self Development - involves proactively taking actions to improve personal capability. It also involves being willing to assess one's own level of development or expertise relative to one's current job, or as part of focused career planning.

Behavioural Level	Interpretive Guide	Level Observed
<p>1. Updates Job Knowledge/Skills:</p> <ul style="list-style-type: none"> - Keeps abreast of new information and developments or best practices in own field of expertise (e.g., by reading, liaising with organization and business core group contacts, or by attending earning events). - Stays current with new tools, methods, technologies or approaches that may potentially impact the overall business of the organization. 	<p><i>Did the candidate demonstrate that he/she reads about materials, practices and methods identified as new in his/her field? Did the candidate demonstrate an understanding of which tools, methods, technologies or approaches in his/her field might impact the overall business of the organization?</i></p>	<input type="checkbox"/>
<p>2. Initiates Self-Development:</p> <ul style="list-style-type: none"> - Analyzes own performance to understand positive experiences and set-backs and takes specific short-term action to improve performance in current job. - Applies learning on the job. 	<p><i>Did the candidate review their own performance explicitly for developmental purposes? Did the candidate demonstrate an ability to learn from experience and modify performance?</i></p>	<input type="checkbox"/>
<p>3. Actively Seeks Feedback for Performance Enhancement:</p> <ul style="list-style-type: none"> - Actively seeks feedback from others including colleagues, customers/clients and managers, and integrates the results into personal development efforts. 	<p><i>Did the candidate ask for feedback from others explicitly for developmental purposes? When the candidate received feedback, did they build it into current development plans?</i></p>	<input type="checkbox"/>
<p>4. Takes Responsibility for Personal Career Development:</p> <ul style="list-style-type: none"> - Seeks out new information and opportunities to enhance competencies and integrates the results into own career planning. - Takes action to improve own abilities in line with career goals, including volunteering for "stretch" assignments and taking on increased responsibilities. 	<p><i>Did the candidate seek additional development feedback beyond that offered by colleagues, customers/clients and managers? Did the candidate initiate developmental activities aligned with career goals?</i></p>	<input type="checkbox"/>