



# **SASKATCHEWAN CROP INSURANCE CORPORATION**

# **COMPETENCY BASED APPROACH TO STAFFING**



Agriculture and  
Agri-Food Canada

Agriculture et  
Agroalimentaire Canada



Saskatchewan  
Ministry of  
Agriculture

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# Competency Model

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Competencies predict effective performance, result in valid selection criteria, recognize the transferability of employees' skills and are flexible to meet the changing needs of future requirements. Furthermore, the competency model covers all aspects of what it takes to be successful in a job by examining not only knowledge and skills required but the personal attributes required as well.

A competency can be defined as the personal attributes, skills and knowledge that are critical to being an effective, successful performer in a given job.

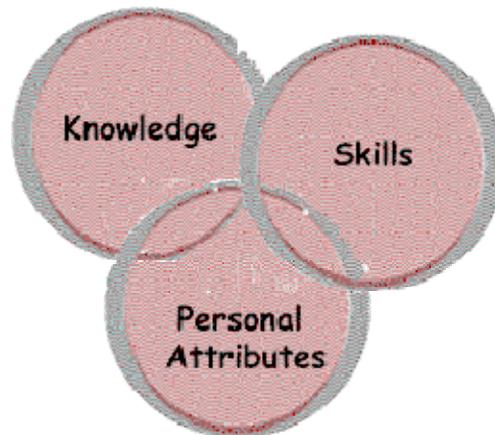
The competency model is comprised of **personal attributes, skills** and **knowledge**.

**1. Personal attributes** are the underlying characteristics that are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness such as feelings, attitudes, habits and traits.

**2. Skills** can be observed. They are acquired through practice and experience. Certain personal attributes and knowledge are required to support a skill in order for it to be effectively performed.

**3. Knowledge** is the baseline of information that allows a person to perform from an informed perspective. This information consists of theories, facts and principles. This information may be acquired through formal or informal learning and experiences.

*The model shows the three competency areas interlinking. Knowledge and personal attributes support the skills. The person who is effectively performing a skill on the job is at the same time using the relevant knowledge and personal attributes required.*



## BACKGROUND

Saskatchewan Crop Insurance Corporation undertook to identify and define competencies that are essential for the success of the corporation and its employees. Draft competencies for the various occupational groupings were developed in the Human Resources Division and then input from employees and managers was sought through meetings with the various divisions.

The competency profiles were very broad with the intent that we would continue to do position specific hiring. This means that as positions become vacant, we will identify the competencies that a candidate must bring to the specific job in order to be successful in the position. At the same time, the hiring manager can identify what the successful candidate must learn on the job and be able to develop an individualized learning plan for the new employee.

### Competency Definition:

Competency-based human resources approaches are grounded in the notion that competencies (i.e.: the knowledge, skills, abilities and personal attributes that a person brings to the job) are what drive performance. Competencies can be likened to a book. Only a small percentage of the information is visible and on the cover; the majority of the relevant information lies between the covers and can be complex to understand at times.



Skills and knowledge are most easily identifiable and can be learned on the job; however, as the job gets more complex, other competencies become primary differentiators between candidates.

Competencies related to a candidate's personal attributes are hidden and are difficult to identify. These are the attitudes, values, self-image, traits and motives that cannot be learned, but must be selected. This brings the old adage to mind, that you can't judge a book by its cover.

Competencies can be thought of as "on the cover" and "beneath the cover". The competencies "on the cover", are those that are most easily observed: technical knowledge and skills. Most organizations focus on the technical competencies when selecting or developing employees, because they are most visible and easily assessed.

Independent research, however, shows that while knowledge and skill are essential to the job, it is the "beneath the cover" competencies (personal attributes) that differentiate between average and superior performance. Competency-based approaches therefore, focus on identifying and developing both types of competencies that will produce superior results.

The following describes the usual process in establishing a competency based human resource management system and the links that are established in human resources with a competency based approach.

## **Competency Dictionary:**

A competency-based approach begins with the development of a “competency profile” that defines the behaviours required for successful performance or that differentiate superior from average performance in a job. The competency profile then forms the basis of human resources system tools and processes.

## **Performance Management:**

Conducting assessments – the competencies can be used to assist supervisors and managers to appropriately assess employees against clearly defined performance expectations. The competencies are easily understood by employees, that this is the level of performance expected, and is not seen as a subjective process because all employees in the same occupation and pay band level are assessed against the same criteria.

Providing Feedback – acknowledging when an employee has done well and met the performance expectations as well as identifying where there are gaps (differences between assessment results and required competencies for the job). This provides an opportunity for the supervisor/manager to provide feedback to the employee on their strengths and weaknesses. It will usually then lead to developing either a learning or development plan, depending upon the level of the employee.

## **Learning and Development:**

The purpose of developing the learning and development plans is to address competency gaps identified during the assessment process. Learning plans which address deficiencies in the employee’s performance can include formal, on-the-job training, coaching and mentoring types of learning activities.

The introduction of competencies will require a complete review of current learning programs such as orientation, management and supervisory training, et cetera to ensure that we are focusing our learning activities in the right areas. In addition, there is still the need for follow-up in the workplace to ensure that the employee has transferred the learning into the workplace.

## **Career/Personal Development:**

Employees can use the competency based profiles to conduct a self-evaluation to determine their strengths and weaknesses along with the feedback received from their supervisor/manager to identify and plan their career aspirations and reviewing other competency requirements ( e.g. - for other positions). As part of a formalized process, the manager/supervisor would interview employees during the performance feedback to determine their career goals and plans. This information would then be recorded on the performance review report and an inventory developed to share with managers as another tool to select staff for short-term projects, assignments, et cetera.

## **Recruiting:**

In the past, organizations normally hired for knowledge and experience and unfortunately fired for personal suitability. When using competencies to staff, we carefully describe those characteristics and behaviours that are impossible to learn on the job or on a formal course. Either you have the desirable characteristics or you don’t. A person’s attitude is almost impossible to change. In using competencies, we take a more balanced approach when hiring. We look at the person in their entirety in terms of knowledge, experience, skills, abilities and personal suitability.

To begin with, a set of core competencies is defined. This is the root or core of what the organization requires in an effective employee and describes those specific behaviours and characteristics required to be successful on the job. Additional competencies are then described to recognize the unique differences between positions which can be added to the core competencies to help further define the desired qualifications when recruiting.

The identification of what makes a person successful and effective in a role changes the method of recruitment and the types of people recruited to a position. Traditional methods of recruitment (education, experiential and knowledge based) are replaced with recruitment methods that assess valid predictions of success on the job. This type of interviewing technique is known as behavioural based interviewing. This technique allows an employer to explore with the candidate how they actually performed in the past rather than how they think they would perform.

## STAFFING STANDARDS

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Staffing Standards:

- Recognize the transferability of skills – e.g. – volunteer work;
- Serve as a basis for identifying staff development requirements;
- Are based on full performance and distinguish between “need to know” and “nice to know” job requirements (“brings” and “learn on the job”).
- Are flexible to meet the needs of tomorrow;
- Are consistently applied for “like” jobs across the corporation regardless of employment types and work locations – e.g. - temporary versus permanent positions;
- Are valid predictors of successful job performance;
- Are measurable, objective and relevant to the job requirements;
- Are measured by assessment tools that are valid, reliable, and accepted;
- Are readily understood, easy to use, and define the same competencies in a consistent manner;
- Assist in removing systemic barriers;
- Are free of biases based on the grounds identified in Article 2.1 of the collective bargaining agreement.

## WHAT IS A CORE COMPETENCY?

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A **core competency** is made up of three elements: the **knowledge, abilities/skills and personal attributes** which are critical to performing a job effectively. This approach to staffing seeks to identify what blend of personal attributes, skills and knowledge makes a person successful or effective in a specific position, versus setting artificial education and experience based standards.

1. The **knowledge** forms the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective. While knowledge is measurable, it is not a reliable predictor of effectiveness or success in a position.  
  
e.g. knowledge of office procedures and various types of office equipment (Intermediate Program Support)
2. The **abilities and skills** are needed for effective performance. These are acquired through practice and experience and are demonstrable and measurable.

e.g. ability to understand and apply Acts, regulations, policies and procedures to complete specific tasks and respond to inquiries.

3. The **personal attributes** are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits.

e.g. you will be: flexible and adaptable in order to deal with constant interruptions; patient and understanding in order to respond to inquiries.

A **core competency** distinguishes what a "new recruit" must bring to the job and what a "new recruit" can learn on the job. It predicts effective performance and results in more valid selection criteria. Core Competencies recognize the transferability of knowledge, personal attributes, skills/abilities and reduces artificial barriers in the hiring process.

**"The personal foundations/attributes, skills and knowledge that are critical to being an effective, successful performer in a given position."**

**NOTE: These competencies MUST be measurable, observable and performance specific.**

### WHAT A CORE COMPETENCY IS:

- Any element that is critical to successful, effective job performance
- A more accurate predictor of future success because it is determined by current successful and full performers
- Measurable, observable and performance specific
- Related to the job
- Consistent for similar jobs
- Valid
- Objective

## CORE COMPETENCIES IN USE IN SCIC

### IN-SCOPE POSITIONS

#### Knowledge:

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective. **Core competencies** under **knowledge** are:

- Acts/Regulations/Legislation;
- Theories/Principles; and
- Technical.

#### Skills:

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another. **Core competencies** under **Skills** are:

- Communication
- Leadership
- Problem Solving
- Interpersonal
- Team/Independence
- Organizational
- Analytical
- Technical

### **Personal Attributes:**

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's own personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possess the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

## **SELECTION OF COMPETENCIES (In-Scope Positions)**

The following is a brief overview on how competencies are used.

Individual tasks can vary within the same job type; therefore, the staffing panel reviews the position description and identifies the critical knowledge, skills and personal attribute competencies required of the new employee in order to perform the duties of the specific job being staffed.

There may be a critical aspect of an individual job for which no competency has been developed. The flexibility of the competency approach allows for a competency to be "borrowed" from another job type, OR for a new competency to be developed, OR for an existing competency to be adapted in order to accurately reflect the competency required in the individual job being staffed.

Competencies identified are those most often critical for an employee to *bring to a job* and those ones most often *learned on the job*. The **Bring/Learn** notations after each of the competency **statements in the competency profile are intended to guide** the staffing panel in determining whether or not a competency will be used in the selection process or for learning and development. These notations are in no way absolute.

**Recruitment and Selection (Staffing) - Bring** - The "bring" competencies are those that have been identified as key to successful performance on the job. In other words, they are the knowledge, skills and personal attributes which candidates have learned, developed or acquired *prior* to commencement in the position. These are the competencies that are used to assess candidates in the recruitment and selection process.

**For Learning and Development - Learn** - The "learn" competencies are generally thought of as critical to successful performance of the duties of the job, but *not* at the onset of employment in the position. These *would not* be assessed during the recruitment and selection process; however, they can and *must* be learned, generally within the probationary period. Depending on the tasks identified in the position description, "learn" competencies *may* occasionally be used to staff a position.

# OUT-OF-SCOPE POSITIONS

The attached appendix contains the competencies required to be an effective manager at each of the three levels of management, in a professional role or as an executive assistant at Saskatchewan Crop Insurance Corporation.

The behaviors identified for each competency are progressive and cumulative. As an individual ascends through the ranks to increasingly senior positions, the understanding and expectation is that he/she has demonstrated the “identified behaviors” at the previous and existing level(s) for all competencies.

## **Knowledge:**

**Knowledge** - *knowledge of the Public Service environment, government systems and operational policies, and the programs and policies of one’s own department.*

**Client-service Orientation** - *understanding and meeting or exceeding client needs.*

**Concern for Political Impact** - *recognize how organizational issues, policies and decisions impact public interests/concerns. Sensitive to differing needs/agendas of multiple stakeholders.*

## **Skills:**

**Strategic/Conceptual Thinking** - *identifying, defining and analyzing issues and situations using rational and intuitive processes that result in the drawing of accurate conclusions, the generation of viable solutions and visualization of new potentials.*

**Communication** - *clearly conveying and receiving messages in ways which capture interest, inform and gain support.*

**Results Orientation** - *achieving expected results by setting goals and priorities that maximize resources and by successfully completing activities and delivering products/services in a timely manner.*

**Innovation/Creativity** - *takes an innovative approach to problem-solving which includes “thinking outside the box”, going beyond the conventional, and championing innovation and encouraging new ideas from others.*

**Change Leadership** - *energizes and alerts groups to the need for specific changes in the way things are done. Champions change effort by building and maintaining support and commitment to the change.*

**Empowering/Sharing Responsibility** - *enabling individuals and groups by sharing responsibility so that others have a deep sense of commitment and ownership.*

**Team Leadership** - *mobilizes people to work toward a shared purpose in the best interests of the corporation, its people and its stakeholders/clients.*

**Teamwork** - *Works cooperatively and productively with others to achieve results. Acts to promote a friendly climate, good morale and cooperation between team members (resolves conflicts, promotes team reputation with others, and takes leadership when appropriate). Promotes teamwork by building commitment and maintaining optimism.*

**Human, Financial and Information Resource Management:** - *effectively managing internal and/or external resources to achieve organizational goals.*

## **Personal Attributes:**

**Organizational Awareness** - *understanding, building and using formal and informal systems and contacts in a complex organizational environment in order to get results.*

**Impact and Influence** - acts to persuade, convince or influence others in order to have a specific impact or effect.

**Judgment** - Uses appropriate strategies to achieve objectives, considering the situation, the issues and the people involved. Reaches sound decisions and takes wise courses of action.

**Integrity** - Takes actions that are congruent with what he/she says. Establishes trust by reliably delivering on promises and honoring commitments. Demonstrates consistency in upholding the ethical and social norms of the organization in actions and decisions. Treats people fairly and equitably by maintaining consistent values and performance standards.

**Self-confident / Independent** - Willing to state and defend ideas and convictions, while recognizing other options. Has the confidence required to stand alone when this is the best course. Realistically trusts own talents.

**Behavioral Flexibility** - Demonstrates sensitivity to the environment. Tolerates ambiguity, shifts priorities, changes style and responds with new approaches as needed to deal with the demands of changing conditions. Modifies procedures, plans, goals, projects and processes to fit a specific situation/ to get a job done/in order to meet corporate goals.

**Initiative and Perseverance** - Actively and enthusiastically attempts to influence events. Seeks opportunities to originate action. Takes action beyond explicit requests and approaches work in an optimistic manner. A self-starter. Stays with a plan of action or position until the desired objective is attained or no longer appropriate. Thinks ahead and plans (both long-term and short-term) for contingencies.

**Organizational Commitment** - Aligns behaviour with department values, principles and goals. Stands by decisions that are perceived to be a benefit to the organization even if they are unpopular and controversial. Demonstrates willingness to sacrifice one's own and one's unit's short-term good for the long-term good of the organization. Asks others to make sacrifices in order to meet the larger organization's needs.

**Self Aware** - Understands one's own patterns, preferences and style under normal and stressful conditions and their impact on others, as well as the need to modify those traits to meet the needs of others. Leaders know themselves; they know their strengths and nurture them. They have an excellent grasp of their own values, and they live by them. They also have an understanding of the organizational values and they strive to ensure that the stated values (the "talk") of the organization are consistent with the operational values (the "action").

**Responsible** - Being accountable for one's decisions and actions. Accepts responsibility for influencing the results and for the performance of the people in the organization.

**Optimistic** - Believes that people in the organization generally want to be productive, to make a difference, to be proud of their accomplishments, and they want the organization to succeed. Good leaders make people hopeful.

**Values Diversity** - Recognizes and values differences and creates environments that are motivating to all group members. Is prepared to allow individuals' talents and styles to be expressed in different ways and at different times.

**Commitment to Learning** - Actively pursues learning and development in order to achieve results and contribute to continuous improvement. Has ability to learn from experience. Supports and encourages the learning and development of others. Designs/creates developmental opportunities to stretch and motivate self and others.

**Authentic** - Reveals one's true self to others. Maintains congruence between the inner self and the outer self.

**Caring/Empathetic/Sensitive** - *Acts to understand and respond appropriately to concerns of others. Willing and able to see things from others' perspectives.*

# APPLYING FOR JOBS

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*When you apply for a job you need to submit information about yourself that clearly describes your background in relation to the job being staffed. You also need to be prepared to explain and demonstrate your suitability for the job to a staffing panel. Following is some information to explain the process*

## APPLYING FOR THE JOB

The advertisement contains important information that will help you prepare your resume. You will want to ensure that you have addressed the requirements of the job which are stated in the advertisement. These are referred to as core competencies. There may also be special instructions on how to apply. For example, you may be asked to submit your written responses to a few questions about your knowledge on a job related topic. The information you are asked to submit will be assessed by the staffing panel to determine if you will be invited to participate further in the interview process.

The core competencies stated in the advertisement are what you need to possess in order to be hired for the job being staffed. Core competencies are the **personal attributes, skills and knowledge** that are critical to being an effective and successful performer in a given job. They have been developed for job types through a process which included receiving input from people who do the work and know it well.

**Personal attributes** are the underlying characteristics that are deep and enduring parts of an individual expressed most of the time. They are one's personal style. They include feelings, attitudes, habits, and traits.

**Skills** can be observed. They are acquired through practice and experience. Certain personal attributes and knowledge are required to support a skill in order for it to be effectively performed.

**Knowledge** is the baseline of information that allows an individual to perform from an informed perspective. This information consists of theories, facts and principles. It may be acquired through formal or informal learning and experiences.

## ASSESSMENT PROCESS

The assessment process consists of several phases: **preliminary assessment of applications, "in-person" assessment of applicants** selected for an interview, **reference checks**, and the **probationary period**.

At the **preliminary assessment** stage, the staffing panel assesses the information submitted by the applicants in relation to the core competencies. Your responses to questions that you may have been asked to submit along with your resume will also be a part of this process. The staffing panel typically consists of a Human Resources Consultant from the Human Resources Division, the hiring manager and if the position is within the scope of the union, a union observer.

During the **"in-person" assessment**, the staffing panel will use a variety of assessment tools to assess your knowledge, skill and personal attributes as stated in the core competencies. These tools range from theoretical questions that measure knowledge to a variety of tools that measure skills and personal attributes.

**References** may be checked at various points in the assessment process. Usually they are checked once all of the selected applicants have been assessed. References are contacted to confirm the information you provided throughout the assessment process. In the case of in-scope jobs, references are generally only checked for the most senior applicant who at this stage of the process is deemed to possess the required core competencies.

The **probationary period** is the final phase of the assessment process. If you are appointed to the job, your performance in relation to the core competencies will be assessed. There will also be other core competencies that you will need to learn or further develop on the job in order to fully carry out your new duties by the end of the probationary period.

## PREPARING TO BE ASSESSED BY THE STAFFING PANEL

You can prepare for this part of the assessment process by reviewing the core competencies in the advertisement and anticipating what the staffing panel will want to know or ask you to demonstrate. For example, think about your previous work or other life experiences and how you have handled different kinds of situations that required the skills and personal attributes described in the core competencies. Also, consider how and why you might handle different kinds of situations you think could occur in the job to be staffed. Review relevant materials such as text books, acts and policies that will prepare you to respond to questions about the knowledge based core competencies.

## ASSESSMENT TOOLS

Knowledge can easily be assessed. A theoretical question that requires a factual answer is one example of an assessment tool that could be used. For some jobs, educational credentials may also be considered in the assessment. The assessment of skills and personal attributes requires the use of behaviourally based assessment tools. Such tools include **behaviour description interviewing**, **behavioural sample interviewing**, **situational questions** and various other assessment tools that may be used from time to time.

**Behaviour Description Interviewing** focuses on how you behaved in an actual situation that required you to use the skills and/or personal attributes of the job being staffed. Generally, you will be asked to come in early and a copy of the behavioural questions given to you to review prior to the interview. You may also be given a description of a typical situation that could occur on the job to help you think of an example from your own experience. The staffing panel will then ask you to describe what you did to handle the situation.

**Behavioural Sample Interviewing** focuses on the present and consists of a variety of assessment tools that generally ask you to demonstrate your skills and personal attributes. Examples of what you might be asked to do, depending on the skill and personal attribute being assessed, include: writing a letter, preparing a report, doing a computer exercise, doing a mathematical exercise, a role play, et cetera.

**Situational Questions** focus on how you might handle a particular situation. Generally, you will be provided with a typical situation that occurs on the job. You will then be asked to describe what you think you would do in such a situation and provide your reasoning.

# A MANAGER'S GUIDE TO STAFFING

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*The purpose of the staffing process is to hire an individual who has the qualifications needed to perform the duties of the position being staffed. Following is an introduction to the principles, models, techniques and assessment methods used in this process.*

## PRINCIPLES OF STAFFING

Adherence to three key principles is crucial throughout the staffing process. The process must be legal, reasonable, and equitably applied.

### Legal

The staffing process is administered in accordance with Policy #1245.0 Recruitment and Selection, the collective agreement with SGEU for positions within the scope of the collective bargaining agreement and does not discriminate on the basis of criteria outlined in *The Saskatchewan Human Rights Code*.

### Reasonable

The staffing process is based on proven theory and sound judgment in the analysis of job duties, competencies necessary for satisfactory job performance, and the tools used to assess applicants. The competencies and assessment tools selected must reflect the requirements of the position being staffed.

### Equitably Applied

All candidates are treated in an equal manner throughout the process. The tools and criteria used to assess each candidate are the same.

The competencies were developed with the commitment to employment equity and duty to accommodate. They identify those requirements which are essential to perform the work. The competency process recognizes one may acquire competencies in many different ways.

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## COMPETENCY MODEL

Competencies are the personal attributes, skills and knowledge that are critical to being an effective and successful performer in a given job. Jobs are staffed using competencies.

Competencies recognize the transferability of an individual's skills and are flexible enough to meet the changing needs of the corporation.

**Personal Attributes** identify qualities of character a person must have to be an effective and successful performer in the job. They are underlying characteristics, which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, and include feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes. Attributes, together with knowledge and skills, help predict what a person will do in a given situation.

**Skills** are those demonstrated abilities or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training. Skills are demonstrable, measurable and are transferable from one situation to another.

**Knowledge** is the baseline of information acquired through work and life experiences, learning situations and formal education, which enables an individual to perform from an informed perspective.

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## SELECTING COMPETENCIES FOR STAFFING

Competencies for staffing an individual job are generally selected from the competency profile developed for that job type. It is important to recognize that the duties of individual jobs can vary within the same job type. The following guidelines will assist you in validating and selecting the appropriate competencies for your staffing situation.

- **Record** an accurate description of the job to be staffed.
- **Review** the competency profile developed for the job type.
- **Determine** which of the competencies are valid by reviewing the job description and identifying situations on the job that require each of the competencies. If you cannot identify a situation for a competency then it is probably not valid for that particular job.

From time to time there may be a critical aspect of an individual job for which no competency has been developed. The flexibility of the competency model allows for a competency to be borrowed from another job type **OR** for a new competency to be developed **OR** for an existing competency to be adapted in order to accurately reflect the competency required in the individual job being staffed.

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## ASSESSING APPLICANTS' QUALIFICATIONS

Selecting qualified applicants requires the use of a variety of assessment tools that will best measure the competencies required. Assessment tools range from theoretical questions that measure knowledge to a variety of behaviourally based tools that measure skills and personal attributes. Such tools include behaviour description interviewing, behavioural sample interviewing, and situational questions.

**Behaviour Description** Interviewing focuses on how an individual behaved in an actual situation that required the skills and/or personal attributes of the job being staffed. Generally, you would provide a description of a typical situation that occurs on the job to help the applicant think of an example from his/her own experience. You would then ask the applicant to describe what he/she did to handle that situation.

**Behavioural Sample Interviewing** focuses on the present and consists of a variety of assessment tools that generally ask for a demonstration of the applicant's skills and personal attributes. Examples of what you might ask the applicant to do, depending on the skill and personal attribute being assessed, include: writing a letter, preparing a report, doing a computer exercise, doing a mathematical exercise, a role play, et cetera.

**Situational Questions** focus on how an individual might handle a particular situation. Generally, you would provide the applicant with a typical situation that occurs on the job. You would then ask the applicant to describe and explain how he/she might handle such a situation. Guidelines must be set for the kinds of responses that will be considered acceptable before any of the applicants go through the assessment process. This is done by considering what knowledge and behaviours, in terms of skills and

personal attributes, are possessed by the people who successfully do the kind of job being staffed. Each applicant's responses are then compared to these guidelines.

### **MORE INFORMATION ABOUT THE STAFFING PROCESS**

Staff of the Human Resources Division will guide you through the staffing process. To start the process or for further information contact the Human Resources Consultant at (306) 728-7437.

**Source: *Public Service Commission's Brochures and Website***

## APPENDIX 'A'

### Competency Profile: Accounting Clerks

Accounting Clerks perform a variety of clerical tasks such as typing and filing and accounting tasks in areas such as accounts payable, accounts receivable, payroll, benefits, assets, liabilities, supervision of staff or analysis of financial information.

#### **Entry Level**

Accounting clerks at the entry level typically perform duties requiring a general familiarity with automated bookkeeping methods and techniques and basic accounting principles.

#### **Intermediate Level**

Accounting clerks at the intermediate level typically maintain records of accounting functions such as payroll, assets or liabilities. There is some responsibility for making independent decisions and judgments based on accounting regulations and procedures.

#### **Senior Level**

Accounting clerks at the senior level typically supervise other accounting clerks and/or maintain accounting functions for specific corporate programs. At this level, tasks are of greater complexity. This is due to the variety of transactions and the performance of duties which involves situations not necessarily governed in detail by established procedures.

#### **NOTE TO USER:**

**The following competencies were identified by accounting clerks in all pay band levels. To ensure ease of competency selection for the recruitment and selection process for this occupational group, we have identified the competencies as entry, intermediate and senior. As a guideline:**

- **entry (E) level is typically classified as level 2**
- **intermediate (I) is 3**
- **senior (S) is 4 & 5**

**Supervisory responsibilities generally move the position to the senior classification level.**

### Selection of Competencies

The following is a brief overview on how to use competencies:

Individual tasks can vary within the same job type, therefore, the staffing panel must review the position description and identify the critical knowledge, skills and personal attribute competencies required of the new employee in order to perform the duties of the specific job being staffed.

There may be a critical aspect of an individual job for which no competency has been developed. The flexibility of the competency approach allows for a competency to be "borrowed" from another job type, OR for a new competency to be developed, OR for an existing competency to be adapted in order to accurately reflect the competency required in the individual job being staffed.

The **Bring/Learn notations** after each of the following competency statements **are intended to guide** the staffing panel in determining whether or not a competency will be used in the selection process or for learning and development. These notations are in no way absolute.

**Recruitment and Selection (Staffing) - Bring** - The “bring” competencies are those that have been identified as key to successful performance on the job. In other words, they are the knowledge, skills and personal attributes which candidates have learned, developed or acquired *prior* to commencement in the position. These are the competencies that are used to assess candidates in the recruitment and selection process.

**For Learning and Development - Learn** - The “learn” competencies are generally thought of as **critical** to successful performance of the duties of the job, but *not* at the onset of employment in the position. These *would not* be assessed during the recruitment and selection process, however, they can and *must* be learned, generally within the probationary period. Depending on the tasks identified in the position description, “learn” competencies *may* occasionally be used to staff a position.

<b>Knowledge</b>	
<p>Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.</p>	
<b>Acts/Regulations/ Legislation</b>	<ul style="list-style-type: none"> <li>• Knowledge of applicable acts, regulations, policies, procedures, contracts and agreements. <b>(All levels – Learn)</b></li> </ul>
<b>Theories/Principles</b>	<ul style="list-style-type: none"> <li>• Knowledge of applicable accounting principles and/or procedures. <b>(All levels – Bring)</b></li> <li>• Knowledge of human resource management principles and practices. <b>(S – Learn)</b></li> </ul>
<b>Technical</b>	<ul style="list-style-type: none"> <li>• Knowledge of applicable computer hardware, software packages and databases. <b>(E &amp; I – Bring/Learn, S – Bring)</b></li> </ul>

<b>Skills</b>	
<p>Skills are those <b>demonstrated</b> abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training. Skills are demonstrable, measurable and are transferable from one situation to another.</p>	
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Ability to clearly and concisely compose and/or edit correspondence, reports and manuals to request or provide information. <b>(E – Bring/Learn, I &amp; S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, precise, diplomatic, discreet...</i></p> <ul style="list-style-type: none"> <li>• Ability to verbally provide clear, concise and accurate explanations of policies, procedures, entitlements and other information. <b>(All levels – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, precise, diplomatic, discreet...</i></p>

<p><b>Leadership</b></p>	<ul style="list-style-type: none"> <li>• Ability to provide information and explain procedures to new employees to help them achieve set objectives. <b>(E – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: open-minded/objective, confident, independent...</i></p> <ul style="list-style-type: none"> <li>• Ability to objectively evaluate work performance while encouraging employees to meet set work goals and standards. <b>(I &amp; S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: objective, open-minded, confident...</i></p> <ul style="list-style-type: none"> <li>• Ability to instruct, guide, coach and encourage others to enhance their job performance and further develop their skills. <b>(I &amp; S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: open-minded, objective, patient...</i></p> <ul style="list-style-type: none"> <li>• Ability to assign work to others taking into consideration priorities, employees' workloads and skills and the work that needs to be accomplished. <b>(I &amp; S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: patient, adaptable, creative...</i></p> <ul style="list-style-type: none"> <li>• Ability to fairly and objectively select qualified candidates in accordance with clearly stated job requirements <b>(I &amp; S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: objective, conscientious...</i></p> <ul style="list-style-type: none"> <li>• Ability to provide clear, concise instruction on detailed material to individual and/or groups of employees to enhance skills and improve job performance. <b>(S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: open-minded, objective, patient...</i></p>
<p><b>Problem Solving</b></p>	<ul style="list-style-type: none"> <li>• Ability to identify and assess problems, explore options and implement appropriate solutions using applicable policies and guidelines. <b>(E – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: creative, analytical, attentive to detail...</i></p> <ul style="list-style-type: none"> <li>• Ability to identify, design and contribute to the development of new ideas and approaches that will improve work processes and systems <b>(I &amp; S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: creative, open-minded, analytical...</i></p>
<p><b>Interpersonal</b></p>	<ul style="list-style-type: none"> <li>• Ability to calmly listen, assess and clarify problems and respond with options to clients, co-workers and/or vendors who may be angry, confused or upset. <b>(All levels – Bring)</b></li> </ul>

	<p><i>Personal attributes which may link with this skill statement include: diplomatic, objective, patient, confident...</i></p>
<b>Team/Independence</b>	<ul style="list-style-type: none"> <li>• Ability to work independently and work co-operatively with others in a team environment to establish, build and maintain positive work relationships and to ensure deadlines, goals and objectives are met. <b>(All levels – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: flexible, dependable, reliable...</i></p>
<b>Organizational</b>	<ul style="list-style-type: none"> <li>• Ability to plan and organize a large volume of work taking into consideration frequent interruptions, and conflicting and changing priorities to meet tight deadlines. <b>(E – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: organized, independent, adaptable...</i></p> <ul style="list-style-type: none"> <li>• Ability to continuously plan, prioritize and organize a large volume of tasks and projects for self and/or others taking into consideration frequent interruptions, and conflicting and changing priorities to meet strict deadlines. <b>(I &amp; S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: organized, adaptable, analytical...</i></p> <ul style="list-style-type: none"> <li>• Ability to maintain and archive hard copy or electronic records management systems in order to quickly locate and retrieve information when needed. <b>(E – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: organized, accurate, precise...</i></p> <ul style="list-style-type: none"> <li>• Ability to design, establish, maintain and archive hard copy or electronic records management systems in order to quickly locate and retrieve information when needed. <b>(I &amp; S – Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: discreet, organized, accurate/precise...</i></p>
<b>Analytical</b>	<ul style="list-style-type: none"> <li>• Ability to accurately compile, calculate and summarize data to make adjusting entries, complete and/or approve financial statements, amortization, year end schedules , forecasts and the budgets. <b>(All Levels – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: analytical, attentive to detail...</i></p> <ul style="list-style-type: none"> <li>• Ability to examine, understand and appropriately apply portions of acts, regulations, agreements, policies, contracts and procedures to accounting related issues. <b>(E &amp; I – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: analytical, accurate, attentive to detail...</i></p> <ul style="list-style-type: none"> <li>• Ability to compare, recognize, and correct discrepancies within multiple</li> </ul>

	<p>sets of data in order to balance financial data and ensure integrity. <b>(E – Bring)</b></p> <p><i>Personal attributes which may link with this skill statement include: attentive to detail, analytical, accountable...</i></p> <ul style="list-style-type: none"> <li>• Ability to review, identify or determine discrepancies/trends in financial, statistical and other related data to prepare reports such as revenue/expenditure forecasts, doubtful accounts and/or to rectify errors in a timely and accurate manner. <b>(I &amp; S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: organized, accurate, precise...</i></p> <ul style="list-style-type: none"> <li>• Ability to check and verify documentation for completeness and accuracy in accordance with applicable policies and procedures. <b>(E &amp; I – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: conscientious, attentive to detail, accurate...</i></p> <ul style="list-style-type: none"> <li>• Ability to seek out, gather and compile relevant information to produce and/or maintain reference manuals, financial, statistical and other related reports, and to respond to inquiries. <b>(E – Bring/Learn; I – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: analytical, organized, attentive to detail...</i></p> <ul style="list-style-type: none"> <li>• Ability to examine, understand and appropriately apply complex and sometimes conflicting policies, agreements, contracts, acts and regulations to daily operations. <b>(S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: attentive to detail, accurate, precise...</i></p> <ul style="list-style-type: none"> <li>• Ability to identify the need for (development/ modification/ implementation/ initiation/ recommendation) of new policies, procedures and controls to improve consistency, efficiency and ensure compliance to government regulations. <b>(S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: analytical, attentive to detail...</i></p>
<p><b>Technical</b></p>	<ul style="list-style-type: none"> <li>• Ability to input, edit, update and retrieve information on a computer using various software packages and applications with accuracy and within established timelines. <b>(All levels – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, precise, independent...</i></p> <ul style="list-style-type: none"> <li>• Ability to properly operate various types of office equipment such as calculators, photocopiers, fax machines and paper shredders. <b>(All Levels – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include:</i></p>

	<p><i>accurate, precise...</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately perform complex mathematical calculations. (<b>All levels – Bring</b>)</li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, attentive to detail...</i></p>		
<p style="text-align: center;"><b>Personal Attributes</b></p> <p style="text-align: center;"><b>(Bring)</b></p> <p>Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.</p> <p>Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.</p>			
<p><b>Personal attributes for all levels of the Accounting Clerks include:</b> <b>To Be.....</b></p>			
<ul style="list-style-type: none"> <li>• Analytical, attentive to detail</li> <li>• Accountable</li> <li>• Flexible</li> <li>• Understanding</li> <li>• Confident</li> <li>• Precise</li> </ul>	<table border="1" style="width: 100%;"> <tr> <td data-bbox="558 940 1026 1182"> <ul style="list-style-type: none"> <li>• Patient</li> <li>• Honest</li> <li>• Dedicated</li> <li>• Friendly</li> <li>• Team Player</li> <li>• Independent</li> </ul> </td> <td data-bbox="1026 940 1443 1182"> <ul style="list-style-type: none"> <li>• Patient</li> <li>• Honest</li> <li>• Dedicated</li> <li>• Friendly</li> <li>• Team Player</li> <li>• Independent</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Patient</li> <li>• Honest</li> <li>• Dedicated</li> <li>• Friendly</li> <li>• Team Player</li> <li>• Independent</li> </ul>	<ul style="list-style-type: none"> <li>• Patient</li> <li>• Honest</li> <li>• Dedicated</li> <li>• Friendly</li> <li>• Team Player</li> <li>• Independent</li> </ul>
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**Note to users:**

Attributes are directly connected to outcomes, or behaviours that are requirements of a given job, therefore one needs to describe **WHY** they are critical or necessary for that job.

For Example:

You will be diplomatic **in order to explain complex information in a manner appropriate to the audience.**

This could be linked to a skill competency such as the ability to clearly and accurately explain complex legislation, policies, programs and processes to others in a manner appropriate to the audience.

You will be sensitive **when responding to people who may be angry, confused, and upset.**

This could be linked to a skill competency such as the ability to calmly listen, assess and clarify concerns and respond appropriately to clients/ co-workers/ stakeholders/ consumers/ public who may be angry/ confused/ upset/ uncooperative.

## Competency Profile: Administrative Officer

### Administrative Officers

Knowledge of these positions would typically be gained by successful completion of a purchasing course.

Administrative officers' responsibilities include identifying and ordering products from outside suppliers by using manuals and catalogues, issuing, receiving and sourcing inventory and non-inventory items, processing invoices, reconcile transaction statements and distribute for payment, maintaining the corporation's fleet of cars, and maintain a computerized inventory system.

- Performs various economic analyses such as cost/benefit analyses relating to optimum inventory strategies and provides written reports to document the results.
- Must have a general understanding of the core business and be able to determine and recommend inventory items and quantities to maximize the efficiency of the supply room while meeting the level of service requirements of the corporation.
- Monitors monthly expenditures, assists in annual budget development, prepares daily and monthly reports, and develops and implements administrative policies associated with the supply room.
- Supervises and manages activities associated with the inventory to maximize productivity of staff and ensure the provision of supplies for clients while keeping in mind the cost of the inventory.
- Inputs, edits, updates, retrieves, maintains, formats and transmits data with accuracy, creating and generating queries, reports and other documents using word processing, databases, spreadsheets, communications and other software packages.

Administrative Officers must have knowledge of theories, principles and practices related to purchasing which is typically gained through successful completion of a purchasing course.

### Selection of Competencies

The following is a brief overview on how to use competencies:

Individual tasks can vary within the same job type; therefore, the staffing panel must review the position description and identify the critical knowledge, skills and personal attribute competencies required of the new employee in order to perform the duties of the specific job being staffed.

There may be a critical aspect of an individual job for which no competency has been developed. The flexibility of the competency approach allows for a competency to be "borrowed" from another job type, OR for a new competency to be developed, OR for an existing competency to be adapted in order to accurately reflect the competency required in the individual job being staffed.

Competencies identified are those most often critical for an employee to *bring to a job* and those ones most often *learned on the job*. The **Bring/Learn** notations after each of the following competency **statements are intended to guide** the staffing panel in determining whether or not a competency will be used in the selection process or for learning and development. These notations are in no way absolute.

**Recruitment and Selection (Staffing) - Bring** - The "bring" competencies are those that have been identified as key to successful performance on the job. In other words, they are the knowledge, skills and personal attributes which candidates have learned, developed or acquired *prior* to commencement in the

position. These are the competencies that are used to assess candidates in the recruitment and selection process.

**For Learning and Development - Learn** - The "learn" competencies are generally thought of as **critical to** successful performance of the duties of the job, but *not* at the onset of employment in the position. These *would not* be assessed during the recruitment and selection process; however, they can and *must* be learned, generally within the probationary period. Depending on the tasks identified in the position description, "learn" competencies *may* occasionally be used to staff a position.

## Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

- |                            |  |
|----------------------------|--|
| <b>Theories/Principles</b> | <ul style="list-style-type: none"> <li>• Knowledge of contracting principles related to purchasing/procurement. <b>(Bring/Learn)</b></li> </ul>  |
| <b>Technical</b>           | <ul style="list-style-type: none"> <li>• Knowledge of inventory management principles and practices. <b>(Bring/Learn)</b></li> <li>• Knowledge of office administrative procedures, protocols and office equipment. <b>(Bring/Learn)</b></li> <li>• Knowledge of corporate programs, processes and specialized terminology. <b>(Bring/Learn)</b></li> <li>• Knowledge of sourcing, purchasing and inventory storage systems. <b>(Bring)</b></li> </ul> |

<b>Skills</b>	
<p>Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.</p> <p>Skills are demonstrable, measurable and are transferable from one situation to another.</p>	
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Ability to listen, accurately comprehend and orally respond to requests or inquiries from clients, other agencies or the general public and/or provide information, direction, or ask questions in person or over the phone in an accurate, clear, concise and courteous manner. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: decisive, accurate, focused....</i></p> <ul style="list-style-type: none"> <li>• Ability to actively listen to and calmly and courteously acknowledge the concerns of clients to diffuse conflict. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: calm, compassionate, patient....</i></p> <ul style="list-style-type: none"> <li>• Ability to respond accurately, clearly and courteously to requests or</li> </ul>

	<p>inquiries from clients, other agencies and the general public. <b>(Bring)</b></p> <p><i>Personal attributes which may link with this skill statement include: accurate, positive, approachable, tactful....</i></p> <ul style="list-style-type: none"> <li>• Ability to ask clear and concise questions in order to obtain relevant information from clients or suppliers and relay complete and accurate messages to appropriate persons, respond appropriately, redirect to pertinent agency or service <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, attention to detail, client service oriented.</i></p> <ul style="list-style-type: none"> <li>• Ability to provide clear, concise and accurate information and/or explanations to a variety of people in a manner appropriate to the audience. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, diplomatic, objective....</i></p> <ul style="list-style-type: none"> <li>• Ability to liaise with other agencies, staff, and the public to obtain, exchange, co-ordinate or confirm information while maintaining confidentiality and staying within policies and procedures. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: co-operative, assertive, diplomatic....</i></p> <ul style="list-style-type: none"> <li>• Ability to read, understand and apply instructions identified in instructional manual, policies and guidelines (e.g.: Customer Guide to Procurement Services, Guide to Delegation Manual). <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, decisive, attention to detail....</i></p> <ul style="list-style-type: none"> <li>• Ability to verbally and in writing provide clear, concise and timely information in response to often complex inquiries at a level appropriate to the recipient. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: attention to detail, sensitive, diplomatic....</i></p> <ul style="list-style-type: none"> <li>• Ability to clearly facilitate meetings to promote a better understanding of programs and information. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: confident, calm, self-motivated</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately, concisely and in a timely manner, compose, record, proofread and/or edit a variety of correspondence. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, creative, focused.....</i></p>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Ability to clearly communicate information to others to enhance their knowledge about purchasing policies, programs, procedures and</li> </ul>

	<p>computer operations and other work related job duties. <b>(Bring/Learn)</b></p> <p><i>Personal attributes which may link with this skill statement include: fair, diplomatic, sensitive....</i></p> <ul style="list-style-type: none"> <li>• Ability to objectively and accurately evaluate and provide feedback regarding employee performance to help others achieve success in their work. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: fair, compassionate, confident....</i></p> <ul style="list-style-type: none"> <li>• Ability to lead, guide, coach, advise and encourage co-workers and/or assigned staff to establish and maintain a harmonious and co-operative work environment. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: confident, creative, perceptive....</i></p>
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>• Ability to identify, clarify and analyze relevant issue, concerns or problems to provide options/recommendations and implement solutions in a timely manner. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: creative, perceptive, client service oriented....</i></p> <ul style="list-style-type: none"> <li>• Ability to collect, record and analyze relevant data to make accurate and timely decisions on a variety of issues. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, attention to detail....</i></p>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Ability to establish and maintain open and honest work relationships with other agencies, staff and the general public to obtain, exchange, co-ordinate and/or confirm information. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: honest, creative, diplomatic....</i></p> <ul style="list-style-type: none"> <li>• Ability to diplomatically facilitate a discussion of relevant issues and mediate a mutually agreeable or workable solution with a wide variety of people who may be difficult or confrontational. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: diplomatic, creative....</i></p> <ul style="list-style-type: none"> <li>• Ability to influence, persuade or convince others to reach mutually acceptable or workable solutions/agreements. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: positive, diplomatic, calm....</i></p>
<b>Team/Independence</b>	<ul style="list-style-type: none"> <li>• Ability to work independently and/or as a contributing member of a variety of teams to complete work assignments, achieve common goals and contribute towards a positive work environment. <b>(Bring)</b></li> </ul>

	<p><i>Personal attributes which may link with this skill statement include: diplomatic, positive, self motivated....</i></p>
<p><b>Organizational</b></p>	<ul style="list-style-type: none"> <li>• Ability to accurately and in a timely manner, coordinate and/or schedule appointments, meetings and pick-ups and delivery. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, attentive to detail....</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately compile, sort and distribute high volumes of incoming and outgoing mail and/or supplies/inventory in a timely manner. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, attentive to detail, client service oriented....</i></p> <ul style="list-style-type: none"> <li>• Ability to independently assess/establish/assign/adjust own and/or others' workloads taking into consideration changing priorities, tight deadlines and constant interruptions. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: flexible, fair, creative....</i></p> <ul style="list-style-type: none"> <li>• Ability to independently assess, establish and adjust and/or accurately complete multiple tasks while taking into consideration task complexity, frequent interruptions, deadlines/quota, and available resources. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: flexible, fair, creative....</i></p> <ul style="list-style-type: none"> <li>• Ability to find, purchase, maintain and organize inventory such as office supplies, furniture and/or equipment to ensure adequate resources are available. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, attentive to detail....</i></p>
<p><b>Analytical</b></p>	<ul style="list-style-type: none"> <li>• Ability to compile analyze, evaluate relevant information in response to inquiries, produce detailed reports and made recommendations and/or identify solutions. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: attentive to detail, perceptive....</i></p> <ul style="list-style-type: none"> <li>• Ability to thoroughly evaluate, recommend and/or implement improvements to a variety of administrative systems to improve efficiency in the workplace. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: perceptive, attentive to detail....</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately reference, interpret and appropriately apply contracting principles, policies and guidelines to daily operations. <b>(Bring/Learn)</b></li> </ul>

	<p><i>Personal attributes which may link with this skill statement include: accurate, focused....</i></p> <ul style="list-style-type: none"> <li>• Ability to search and assess information and other data to develop reports and/or make decisions about inventory management and the minimization of business costs. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, focused....</i></p>
<b>Technical</b>	<ul style="list-style-type: none"> <li>• Ability to accurately file, retrieve and maintain hard copy and electronic files in a timely manner. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, attentive to detail....</i></p> <ul style="list-style-type: none"> <li>• Ability to input, update, edit, retrieve, maintain, merge, format and transmit information/data using a variety of hardware, software and/or electronic systems with speed and accuracy. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, attentive to detail....</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately perform mathematical calculations to balance invoices, budgets, petty cash, procurement cards. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, attentive to detail....</i></p>

<p><b>Personal Attributes</b></p> <p><b>(Bring)</b></p> <p>Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's own personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possess the required personal attributes.</p> <p>Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.</p> <p><b>Personal attributes for the Information Officer include:</b></p> <p><b>To Be.....</b></p>		
• Accurate	• courteous	• confident
• approachable	• compassionate/understanding	• cooperative
• assertive	• sensitive	• Client service oriented
• Diplomatic	• focused	• flexible/adaptable
• fair/open-minded/objective	• patient	• perceptive
• trustworthy	• organized	• team player

• calm	• positive	• tactful
• self-motivated	• persistent	• attentive to detail
• positive	• approachable	• decisive
• sensitive	• creative	

**Note to users:**

Attributes are directly connected to outcomes, or behaviours that are requirements of a given job; therefore one needs to describe WHY they are critical or necessary for that job.

For Example:

You will be attentive to detail ***in order to ensure that information is accurate when reviewing financial statements and reports.***

This could be linked to a skill competency such as the ability to review, interpret, evaluate financial data and systems/operational data/controls in order to form conclusions and/or make recommendations on validity/usefulness/correctness/compliance within established policies, procedures, guidelines, agreements and/or legislation.

You will be flexible and innovative ***when addressing issues and recommending solutions.***

This could be linked to a skill competency such as the ability to identify, and develop new ideas and approaches that will improve work processes and systems.

## Competency Profile: Investigators and Investigator/Fieldpersons

Auditors are responsible for functions such as planning, conducting and leading audits for compliance with the crop insurance program.

The Auditor and Auditor/Fieldperson work as part of a team that provides compliance with policies and procedures related to the crop insurance program. The Auditor and Auditor/Fieldperson are responsible for interviewing clients to obtain relevant information to ensure compliance with the program. As well, the Auditor and Auditor/Fieldperson are responsible for influencing and convincing others to implement and / or ensure compliance with relevant policies and corporate standards.

You are required to obtain a driver's license and have a suitable vehicle. Further to this an Auditor and Auditor/Fieldperson must be flexible and as well as, conduct inspections under a variety of conditions.

You may be required to work flexible hours and weekends. You will also be required to travel and be away from home for periods of time. As well, there may be a requirement to climb bins and walk fields, occasional exposure to hazardous substances such as chemical sprays in fields and occasional exposure to dirt and dust.

### Selection of Competencies

The following is a brief overview on how to use competencies:

Individual tasks can vary within the same job type, therefore, the staffing panel must review the position description and identify the critical knowledge, skills and personal attribute competencies required of the new employee in order to perform the duties of the specific job being staffed.

There may be a critical aspect of an individual job for which no competency has been developed. The flexibility of the competency approach allows for a competency to be "borrowed" from another job type, OR for a new competency to be developed, OR for an existing competency to be adapted in order to accurately reflect the competency required in the individual job being staffed.

The **Bring/Learn notations** after each of the following competency statements **are intended to guide** the staffing panel in determining whether or not a competency will be used in the selection process or for learning and development. These notations are in no way absolute.

**Recruitment and Selection (Staffing) - Bring** - The "bring" competencies are those that have been identified as key to successful performance on the job. In other words, they are the knowledge, skills and personal attributes that candidates have learned, developed or acquired *prior* to commencement in the position. These are the competencies that are used to assess candidates in the recruitment and selection process.

**For Learning and Development - Learn** - The "learn" competencies are generally thought of **as critical** to successful performance of the duties of the job, but *not* at the onset of employment in the position. These *would not* be assessed during the recruitment and selection process, however, they can and *must* be learned, generally within the probationary period. Depending on the tasks identified in the position description, "learn" competencies *may* occasionally be used to staff a position.

## Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education, which enables an individual to perform from an informed perspective.

<b>Acts/Regulations/ Legislation</b>	<ul style="list-style-type: none"> <li>• Knowledge of applicable enforcement, investigative and legal/court processes, procedures and documentation. <b>(Learn)</b></li> <li>• Knowledge of applicable provincial statutes/regulations, policies and procedures, programs and agreements. <b>(Bring) (Learn)</b></li> </ul>
<b>Theories/Principles</b>	<ul style="list-style-type: none"> <li>• Knowledge of applicable auditing and/or investigation techniques, standards and procedures. <b>(Bring) (Learn)</b></li> <li>• Knowledge of human resource management practices and principles. <b>(Bring – Auditor and Learn for 3A).</b></li> <li>• Knowledge of management practices and principles. <b>(Bring – Auditor)</b></li> <li>• Knowledge of investigative theories and principles. <b>(Bring) (Learn)</b></li> <li>• Knowledge of conflict resolution theories and principles. <b>(Bring/Learn)</b></li> </ul>
<b>Technical</b>	<ul style="list-style-type: none"> <li>• Knowledge of corporate, policies, procedures and applicable administrative processes. <b>(Bring)</b></li> <li>• Knowledge of law, law enforcement, court procedures, legal documents/processes and forensic auditing. <b>(Learn – Auditor/Fieldperson; Bring - Auditor)</b></li> <li>• Knowledge of human resource management practices. <b>(Bring-Supervisory; Learn – Non-supervisory)</b></li> <li>• Knowledge of adjusting (Bring)</li> <li>• Knowledge of applicable hardware and software applications. <b>(Bring)</b></li> </ul>

## Skills

Skills are those **demonstrated** abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

<b>Communication</b>	<ul style="list-style-type: none"> <li>• Ability to verbally and/or in writing explain financial/ statistical/ administrative matters/ policies/ procedures/ regulatory matters/ audit results at a level appropriate to the audience. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: diplomatic, confident, discreet...</i></p>
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	<ul style="list-style-type: none"> <li>• Ability to ask clear, concise and relevant questions to obtain desired information to perform an audit/a review. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: diplomatic, confident, discreet...</i></p> <ul style="list-style-type: none"> <li>• Ability to record/ provide/ draft/ present/ explain verbal/written/visual information at a level appropriate to the audience. <b>(Bring)</b> .</li> </ul> <p><i>Personal attributes which may link with this skill statement include: motivated, discreet, resourceful, thorough, empathetic...</i></p> <ul style="list-style-type: none"> <li>• Ability to interview/interrogate clients to obtain relevant information for enforcement action. <b>(Bring) (Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: perceptive, discreet, objective, confident, thorough, approachable, resourceful, empathetic...</i></p>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Ability to assign work to others taking into consideration priorities, workloads, skills and the work that needs to be accomplished. <b>(Bring – when leadership, supervision or influencing others is a task)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: patient, creative, flexible...</i></p> <ul style="list-style-type: none"> <li>• Ability to instruct, guide, coach and encourage others to enhance their job performance and further develop their skills. <b>(Bring – when leadership, supervision or influencing others is a task)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: persuasive, patient, diplomatic...</i></p> <ul style="list-style-type: none"> <li>• Ability to objectively evaluate work performance while encouraging employees to meet set work standards. <b>(Bring – when leadership, supervision or influencing others is a task)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: confident, diplomatic...</i></p>
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>• Ability to accurately reference, interpret and apply relevant acts/ regulations/policies/procedures/ programs to ensure compliance. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: confident, thorough...</i></p> <ul style="list-style-type: none"> <li>• Ability to recognize, assess, mediate and resolve conflict and/or stress-related situations involving clients/public. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: resourceful, perceptive, intuitive...</i></p>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Ability to influence, persuade or convince others in order to achieve</li> </ul>

	<p>understanding and reach agreement. <b>(Bring)</b></p> <p><i>Personal attributes which may link with this skill statement include: persuasive, confident, diplomatic...</i></p> <ul style="list-style-type: none"> <li>• Ability to calmly listen, assess and clarify problems and respond with options to clients/ co-workers/ public who may be angry/ confused/ upset/ uncooperative. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: discreet, open-minded, patient...</i></p> <ul style="list-style-type: none"> <li>• Ability to influence/ negotiate/ persuade/ advise/ convince others to implement and ensure compliance with policies/ procedures/corporate standards. <b>(Bring) (Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: approachable, resourceful, perceptive, motivated, intuitive, empathetic...</i></p> <ul style="list-style-type: none"> <li>• Ability to liaise/interact with other individuals/agencies to obtain, exchange and/or confirm information and/or establish partnerships. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: confident, approachable, resourceful, motivated, discreet, empathetic...</i></p>
<b>Team/Independence</b>	<ul style="list-style-type: none"> <li>• Ability to work independently, at home or in the office and as a contributing member of a team to establish and maintain positive working relationships and achieve common goals. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: objective, confident, thorough, motivated, reliable...</i></p>
<b>Organizational</b>	<ul style="list-style-type: none"> <li>• Ability to independently, or as part of a team, plan, organize and prioritize work activities taking into consideration deadlines, resource availability and program mandate. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: thorough, resourceful, motivated, flexible...</i></p>
<b>Analytical</b>	<ul style="list-style-type: none"> <li>• Ability to examine, understand and appropriately apply complex and sometimes conflicting policies, agreements, contracts, acts and regulations to difficult situations/ daily operations. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: analytical, creative, detail oriented...</i></p> <ul style="list-style-type: none"> <li>• Ability to examine, interpret and appropriately apply applicable federal and provincial statutes/regulations, policies, programs and agreements to complex, controversial and/or ambiguous situations with disputed or limited facts. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: objective, thorough, resourceful, perceptive, motivated, flexible, intuitive...</i></p>

	<ul style="list-style-type: none"> <li>• Ability to recognize problems; collect, compile, identify, assess, analyze and verify records/ information/statements to conduct audits and/or investigations and/or respond to inquiries. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: thorough, resourceful, motivated, discreet...</i></p> <ul style="list-style-type: none"> <li>• Ability to systematically search and assess data/information to develop informational materials/reports and make decisions about violations pursuant to applicable legislation, policies and procedures. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: confident, thorough, resourceful, perceptive, intuitive...</i></p>
<b>Technical</b>	<ul style="list-style-type: none"> <li>• Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents utilizing word processing, databases, spreadsheets, communications and other software packages with accuracy. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, detail-oriented...</i></p> <ul style="list-style-type: none"> <li>• Ability to apply/gather/manage legal documents, processes, evidence in the context of an investigation/prosecution/legal action. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: thorough, resourceful, discreet, reliable...</i></p> <ul style="list-style-type: none"> <li>• Ability to complete all types of SCIC claims and for the forms relating to them with customers in the field. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, detail-oriented...</i></p>

### Personal Attributes

**(Bring)**

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics, which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

**Personal attributes for the Auditor and Auditor/Fieldperson include:**

**To Be.....**

<ul style="list-style-type: none"> <li>• analytical</li> <li>• creative</li> <li>• open-minded/ patient</li> <li>• diplomatic</li> <li>• confident</li> <li>• accurate/ detail-oriented</li> <li>• objective</li> <li>• co-operative</li> </ul>	<ul style="list-style-type: none"> <li>• thorough</li> <li>• approachable</li> <li>• resourceful</li> <li>• perceptive</li> <li>• motivated</li> <li>• discreet</li> <li>• integrity</li> <li>• humility</li> </ul>	<ul style="list-style-type: none"> <li>• reliable</li> <li>• flexible</li> <li>• empathetic</li> <li>• intuitive</li> <li>• persuasive</li> <li>• proactive</li> <li>• independent</li> <li>• persistent</li> </ul>
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**Note to users:**

Attributes are directly connected to outcomes, or behaviours that are requirements of a given job, therefore one needs to describe WHY they are critical or necessary for that job.

For Example:

You will be diplomatic ***in order to explain complex information in a manner appropriate to the audience.***

This could be linked to a skill competency such as the ability to clearly and accurately explain complex legislation, policies, programs and processes to others in a manner appropriate to the audience.

You will be sensitive ***when responding to people who may be angry, confused, and upset.***

This could be linked to a skill competency such as the ability to calmly listen, assess and clarify concerns and respond appropriately to clients/ co-workers/ stakeholders/ consumers/ public who may be angry/ confused/ upset/ uncooperative.

## Competency Profile: Collections Officer

Responsibilities include providing technical and/or supervisory work in the assessment, collection and management/processing of revenue collection programs in accordance with regulations and legislation. Employees provide interpretations and instructions to external customers and internal customers.

Employees must be able to resolve conflict with customers and persuade/convince the customer to provide the required information, remit premiums owing, et cetera. The jobs are required to negotiate payment arrangements and when necessary enforce the legislation. Written communication of complex technical financial information is relayed in reports, policy recommendations, et cetera.

Travel and working flexible hours will be expected.

### Selection of Competencies

The following is a brief overview on how to use competencies:

Individual tasks can vary within the same job type; therefore, the staffing panel must review the position description and identify the critical knowledge, skills and personal attribute competencies required of the new employee in order to perform the duties of the specific job being staffed.

There may be a critical aspect of an individual job for which no competency has been developed. The flexibility of the competency approach allows for a competency to be "borrowed" from another job type, OR for a new competency to be developed, OR for an existing competency to be adapted in order to accurately reflect the competency required in the individual job being staffed.

Competencies identified are those most often critical for an employee to *bring to a job* and those ones most often *learned on the job*. The **Bring/Learn** notations after each of the following competency **statements are intended to guide** the staffing panel in determining whether or not a competency will be used in the selection process or for learning and development. These notations are in no way absolute.

**Recruitment and Selection (Staffing) - Bring** - The "bring" competencies are those that have been identified as key to successful performance on the job. In other words, they are the knowledge, skills and personal attributes which candidates have learned, developed or acquired *prior* to commencement in the position. These are the competencies that are used to assess candidates in the recruitment and selection process.

**For Learning and Development - Learn** - The "learn" competencies are generally thought of as critical to successful performance of the duties of the job, but *not* at the onset of employment in the position. These *would not* be assessed during the recruitment and selection process; however, they can and *must* be learned, generally within the probationary period. Depending on the tasks identified in the position description, "learn" competencies *may* occasionally be used to staff a position.

## Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

<b>Acts/Regulations/ Legislation</b>	<ul style="list-style-type: none"> <li>Knowledge of applicable acts, regulations, policies, procedures, contracts, agreements, programs and systems. <b>(Bring/Learn)</b></li> </ul>
<b>Theories/Principles</b>	<ul style="list-style-type: none"> <li>Knowledge of accounting principles and procedures. <b>(Bring)</b></li> <li>Knowledge of accounting and/or auditing practices, standards and procedures. <b>(Bring/Learn)</b></li> <li>Knowledge of human resource management practices and principles. <b>(Bring/Learn)</b></li> <li>Knowledge of management practices and principles. <b>(Bring/Learn)</b></li> </ul>
<b>Technical</b>	<ul style="list-style-type: none"> <li>Knowledge of applicable computer hardware, software packages and databases. <b>(Bring)</b></li> </ul>

## Skills

Skills are those **demonstrated** abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

<b>Communication</b>	<ul style="list-style-type: none"> <li>Ability to verbally and/or in writing explain financial/statistical/administrative matters/policies/procedures/regulatory matters at a level appropriate to the audience. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: confident, persuasive, diplomatic....</i></p> <ul style="list-style-type: none"> <li>Ability to ask clear, concise and relevant questions to obtain desired information to perform program and policy reviews/investigations or clarify a question or concern. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: logical, attentive to detail, diplomatic....</i></p>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>Ability to objectively evaluate work performance while encouraging employees to meet set work standards. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: diplomatic, assertive....</i></p> <ul style="list-style-type: none"> <li>Ability to instruct, guide, coach and encourage others to enhance their job performance and further develop their skills. <b>(Bring/Learn)</b></li> </ul>

	<p><i>Personal attributes which may link with this skill statement include: assertive, patient, confident....</i></p> <ul style="list-style-type: none"> <li>• Ability to provide clear, concise instruction on detailed material to individual and/or groups of employees to enhance skills and improve job performance. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: organized, creative, observant...</i></p> <ul style="list-style-type: none"> <li>• Ability to assign work to others taking into consideration priorities, employees' workloads and skills and the work that needs to be accomplished. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: flexible, adaptable, assertive....</i></p> <ul style="list-style-type: none"> <li>• Ability to fairly and objectively select qualified candidates in accordance with clearly stated job requirement. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: dedicated, adaptable....</i></p>
<p><b>Problem Solving</b></p>	<ul style="list-style-type: none"> <li>• Ability to identify and contribute to the development of new ideas and approaches that will improve work processes and systems. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: creative, organized, flexible....</i></p> <ul style="list-style-type: none"> <li>• Ability to (identify/design/select/implement/develop/contribute to the development of) new ideas and procedures and management practices, and approaches that will improve collection/management processes and systems. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: flexible, organized, creative.,...</i></p>
<p><b>Interpersonal</b></p>	<ul style="list-style-type: none"> <li>• Ability to educate, influence, persuade or convince others in order to achieve understanding and negotiate/reach an agreement. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: conscientious, patient, considerate....</i></p> <ul style="list-style-type: none"> <li>• Ability to calmly listen, assess and clarify problems and respond with options to clients/co-workers/stakeholders/public who may be angry/confused/upset/uncooperative. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: confident, patient, diplomatic....</i></p> <ul style="list-style-type: none"> <li>• Ability to calmly listen, assess and clarify and anticipate problems and respond with options and/or solutions to co-workers/stakeholders/public,</li> </ul>

	<p>who may be angry, confused upset or uncooperative. <b>(Bring)</b></p> <p><i>Personal attributes which may link with this skill statement include: patient, logical, diplomatic....</i></p>
<b>Team/Independence</b>	<ul style="list-style-type: none"> <li>Ability to work independently and work co-operatively with others in a team environment to establish, build and maintain positive working relationships and to ensure deadlines, goals and objectives are met. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: flexible, conscientious....</i></p>
<b>Organizational</b>	<ul style="list-style-type: none"> <li>Ability to plan and organize multiple, complex tasks and projects for oneself and others taking into consideration conflicting and changing priorities to meet strict and/or changing deadlines. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: flexible, dedicated, proactive...</i></p>
<b>Analytical</b>	<ul style="list-style-type: none"> <li>Ability to examine, understand and appropriately apply and/or enforce complex and sometimes conflicting policies, agreements, contracts, acts and regulations to daily operations and difficult or conflicting situations. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: logical, conscientious....</i></p> <ul style="list-style-type: none"> <li>Ability to review, interpret, evaluate financial data and systems/operational data/controls in order to form conclusions and/or make recommendations and assessments on validity/usefulness/correctness/compliance within established policies, procedures, guidelines, agreements and/or legislation. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: flexible, persuasive...</i></p> <ul style="list-style-type: none"> <li>Ability to identify the need for procedural changes to improve consistency and efficiency while ensuring compliance to government regulations. <b>(Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: flexible, logical, observant...</i></p> <ul style="list-style-type: none"> <li>Ability to identify/design/implement/monitor/evaluate/recommend accounting/management processes and systems to ensure financial integrity and control and/or effective, efficient delivery of services. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: observant, conscientious....</i></p> <ul style="list-style-type: none"> <li>Ability to accurately compile, calculate and summarize data to make adjusting entries, and complete and/or approve, payment schedules. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include:</i></p>

	<p><i>attentive to detail, organized...</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately compile, compare, calculate and summarize data and information to complete reports, supporting documents, working papers and collection activity reports. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: attentive to detail, organized, conscientious....</i></p>
<b>Technical</b>	<ul style="list-style-type: none"> <li>• Ability to accurately input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents utilizing internal and external micro and mainframe computerized systems. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: attentive to detail, organized....</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately perform complex mathematical calculations. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: attentive to detail....</i></p>

## Personal Attributes

**(Bring)**

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's own personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possess the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

**Personal attributes for the Information Officer include:**

**To Be.....**

• Confident	• conscientious	• organized
• flexible	• assertive	• patient
• observant	• self motivated	• diplomatic
• adaptable	• attentive to detail	• dedicated
• considerate	• persuasive	• creative
• logical	• proactive	

### **Note to users:**

Attributes are directly connected to outcomes, or behaviours that are requirements of a given job; therefore one needs to describe WHY they are critical or necessary for that job.

For Example:

You will be diplomatic ***in order to deal with people who may be angry, confused, upset, or uncooperative.***

This could be linked to a skill competency such as the ability to calmly listen, assess and clarify and anticipate problems and respond with options and/or solutions to clients/co-workers/stakeholders/public who may be angry, confused, upset or uncooperative.

You will be patient ***when you are responding to people who may be angry, confused, and upset.***

This could be linked to a skill competency such as the ability to calmly listen, assess, clarify and anticipate problems and respond with options and/or solutions to clients who are in arrears in their premium payments.

## Competency Profile: Communication and Information Specialist

As a Communications and Information Specialist, working independently or as part of a team, you will be responsible for the full range of internal/external communications and public information services such as providing strategic, proactive advice; and planning, developing and managing short and long-term communications plans and strategies including sales strategies. Duties include: co-ordinating and implementing communications and information activities in collaboration with program areas; issues management; and writing, editing and providing research and analysis of issues.

You may be required to travel and to work long hours.

### Selection of Competencies

The following is a brief overview on how to use competencies:

Individual tasks can vary within the same job type; therefore, the staffing panel must review the position description and identify the critical knowledge, skills and personal attribute competencies required of the new employee in order to perform the duties of the specific job being staffed.

There may be a critical aspect of an individual job for which no competency has been developed. The flexibility of the competency approach allows for a competency to be "borrowed" from another job type, OR for a new competency to be developed, OR for an existing competency to be adapted in order to accurately reflect the competency required in the individual job being staffed.

The subject matter experts identified which competencies are most often critical for an employee to *bring to a job* and which ones are most often *learned on the job*. The **Bring/Learn** notations after each of the following competency statements are intended to guide the staffing panel in determining whether or not a competency will be used in the selection process or for learning and development. These notations are in no way absolute.

**Recruitment and Selection (Staffing) - Bring** - The "bring" competencies are those that have been identified as key to successful performance on the job. In other words, they are the knowledge, skills and personal attributes which candidates have learned, developed or acquired *prior* to commencement in the position. These are the competencies that are used to assess candidates in the recruitment and selection process.

**For Learning and Development - Learn** - The "learn" competencies are generally thought of as **critical to** successful performance of the duties of the job, but *not* at the onset of employment in the position. These *would not* be assessed during the recruitment and selection process; however, they can and *must* be learned, generally within the probationary period. Depending on the tasks identified in the position description, "learn" competencies *may* occasionally be used to staff a position.

<b>Knowledge</b>	
<p>Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables and individual to perform from an informed perspective.</p>	
<b>Acts/Regulations/ Legislation</b>	<ul style="list-style-type: none"> <li>• Knowledge of applicable acts, regulations, legislation, programs and policies. <b>(Learn)</b></li> <li>• Knowledge of government structure, responsibilities and operations. <b>(Learn)</b></li> </ul>
<b>Theories/Principles</b>	<ul style="list-style-type: none"> <li>• Knowledge of qualitative and quantitative research methodologies. <b>(Bring/Learn)</b></li> <li>• Knowledge of journalism theories and principles. <b>(Bring/Learn)</b></li> <li>• Knowledge of communication theories and principles. <b>(Bring)</b></li> <li>• Knowledge of graphic design theories and principles. <b>(Bring)</b></li> <li>• Knowledge of marketing theories and principles. <b>(Bring/Learn)</b></li> </ul>
<b>Technical</b>	<ul style="list-style-type: none"> <li>• Knowledge of communication techniques, methods, standards, and mediums. equipment and software. <b>(Bring/Learn)</b></li> <li>• Knowledge of management and administrative <b>processes</b>. <b>(Learn)</b></li> <li>• Knowledge of the use of appropriate grammar, syntax, spelling and vocabulary. <b>(Bring)</b></li> <li>• Knowledge of applicable programs/stakeholders/issues. <b>(Bring/Learn)</b></li> <li>• Knowledge of organizational behaviour and group dynamics. <b>(Bring/Learn)</b></li> </ul>
<b>Skills</b>	
<p>Skills are those <b>demonstrated</b> abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.</p> <p>Skills are demonstrable, measurable and are transferable from one situation to another.</p>	
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Ability to interpret, articulate and apply the strategic direction of the corporation to communication strategies. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: Articulate, proactive, diplomatic...</i></p> <ul style="list-style-type: none"> <li>• Ability to write, implement, manage and evaluate strategic communication plans. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: persistent, proactive, assertive, intuitive...</i></p>

	<ul style="list-style-type: none"> <li>• Ability to clearly and concisely compose and edit a variety of documents which provide information and explanations to others. (Bring)</li> </ul> <p><i>Personal attributes which may link with this skill statement include: articulate, quick learner...</i></p> <ul style="list-style-type: none"> <li>• Ability to verbally/visually/in writing, communicate information to a variety of audiences that persuades, builds support, educates, changes behaviour, promotes understanding with others. (Bring)</li> </ul> <p><i>Personal attributes which may link with this skill statement include: persistent, diplomatic, assertive...</i></p> <ul style="list-style-type: none"> <li>• Ability to organize and present and communicate information in a timely manner, which allows others to understand the reasons for a decision/recommendations or the need for further action. (Bring)</li> </ul> <p><i>Personal attributes which may link with this skill statement include: Persistent, diplomatic, assertive...</i></p> <ul style="list-style-type: none"> <li>• Ability to network and liaise with the media to communicate corporate messages.</li> </ul> <p><i>Personal attributes which may link with this skill statement include: diplomatic, proactive, discrete...</i></p>
<p><b>Leadership</b></p>	<ul style="list-style-type: none"> <li>• Ability to get work done through others, taking into consideration priorities, employees' workloads and skills. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: persistent, flexible, diplomatic, intuitive, thorough...</i></p> <ul style="list-style-type: none"> <li>• Ability to work with co-workers and/or assigned staff to further develop their communication skills and improve their job performance. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: articulate, thorough...</i></p> <ul style="list-style-type: none"> <li>• Ability to work with third party stakeholders to achieve desired outcomes. (Bring/Learn)</li> </ul> <p><i>Personal attributes which may link with this skill statement include: persistent, diplomatic, assertive, discreet...</i></p>
<p><b>Problem Solving</b></p>	<ul style="list-style-type: none"> <li>• Ability to assess context and consider relevant factors when conducting research and analysis and developing appropriate recommendations/responses/conclusions/options. (Bring/Learn)</li> </ul> <p><i>Personal attributes which may link with this skill statement include: thorough, quick learner, intuitive...</i></p> <ul style="list-style-type: none"> <li>• Ability to identify and assess relevant data, consider a variety of options,</li> </ul>

	<p>and develop recommendations and responses to issues. <b>(Bring)</b></p> <p><i>Personal attributes which may link with this skill statement include: thorough, assertive, intuitive, proactive...</i></p> <ul style="list-style-type: none"> <li>• Ability to anticipate, identify and assess broad issues in the context of the impact on corporate/governmental mandate/strategic direction. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: thorough, assertive intuitive...</i></p> <ul style="list-style-type: none"> <li>• Ability to analyze trends and issues, identify and develop options and solutions, and make communication recommendations to meet client needs. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: intuitive, persistent...</i></p> <ul style="list-style-type: none"> <li>• Ability to clearly define problems; select and apply appropriate methods to communicate response <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: intuitive...</i></p>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Ability to facilitate a discussion of relevant issues with a wide variety of people, e.g. stakeholders, media industry and colleagues. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: diplomatic...</i></p> <ul style="list-style-type: none"> <li>• Ability to develop and maintain relations with a diverse range of people in order to exchange information. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: diplomatic...</i></p> <ul style="list-style-type: none"> <li>• Ability to listen and clarify concerns and respond appropriately to clients and stakeholders. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: diplomatic, discreet, intuitive...</i></p> <ul style="list-style-type: none"> <li>• Ability to persuade/convince others to gain support for your recommendations/suggested options. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: diplomatic...</i></p>
<b>Team/Independence</b>	<ul style="list-style-type: none"> <li>• Ability to work independently and participate as a leader/contributing member of a team(s) to ensure goals and objectives are met. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: flexible, persistent, thorough...</i></p>

	<ul style="list-style-type: none"> <li>• Ability to assess team dynamics and adjust role, as required. <b>(Learn)</b> <i>Personal attributes which may link with this skill statement include: intuitive, flexible, diplomatic...</i></li> <li>• Ability to coordinate messages from various divisions to create written materials for the public audience. <i>Personal attributes which may link with this skill statement include: thorough, flexible, cooperative, creative...</i></li> </ul>
<b>Organizational</b>	<ul style="list-style-type: none"> <li>• Ability to plan and balance diverse and conflicting workload pressures, accomplishing assigned tasks within established timeframes and budget. <b>(Bring)</b> <i>Personal attributes which may link with this skill statement include: resilient, flexible, diplomatic...</i></li> <li>• Ability to organize and prioritize a high volume workload taking into consideration task complexity, frequent interruptions and deadlines <b>(Bring)</b> <i>Personal attributes which may link with this skill statement include: flexible, thorough, quick learner...</i></li> <li>• Ability to plan and execute public events. <b>(Bring/Learn)</b> <i>Personal attributes which may link with this skill statement include: thorough, flexible...</i></li> </ul>
<b>Analytical</b>	<ul style="list-style-type: none"> <li>• Ability to identify and frame key issues and messages by gathering, analyzing and integrating conflicting and sometimes incomplete information from numerous sources. <b>(Bring)</b> <i>Personal attributes which may link with this skill statement include: intuitive, thorough, quick learner...</i></li> <li>• Ability to gather, understand, synthesize and evaluate information to be used in communicating legislation, positions, programs and policies. <b>(Bring/Learn)</b> <i>Personal attributes which may link with this skill statement include: thorough, persistent, discreet...</i></li> </ul>
<b>Technical</b>	<ul style="list-style-type: none"> <li>• Ability to create written, verbal and visual communication materials using a variety of hardware and software applications such as word processing, databases, desktop publishing, graphics, web and presentation programs. <b>(Bring/Learn)</b> <i>Personal attributes which may link with this skill statement include: persistent, quick learner...</i></li> </ul>

	<ul style="list-style-type: none"> <li>Ability to design/develop/select research methodologies (including surveys, focus groups, interviews, literature reviews (and apply appropriate statistical and analytical techniques. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: thorough...</i></p> <ul style="list-style-type: none"> <li>Ability to keyboard quickly and accurately. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: thorough, quick learner, persistent...</i></p>
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<p><b>Personal Attributes</b></p> <p><b>(Bring)</b></p> <p>Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.</p> <p>Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.</p>		
<p><b>Personal attributes for the Communication Information Service Officers include:</b></p> <p><b>To Be.....</b></p>		
<ul style="list-style-type: none"> <li>• persistent</li> <li>• creative</li> <li>• flexible</li> <li>• discreet</li> <li>• articulate</li> </ul>	<ul style="list-style-type: none"> <li>• proactive</li> <li>• intuitive</li> <li>• thorough</li> <li>• quick learner</li> </ul>	<ul style="list-style-type: none"> <li>• resilient</li> <li>• diplomatic</li> <li>• assertive</li> </ul>

**Note to users:**

Attributes are directly connected to outcomes, or behaviours that are requirements of a given job; therefore one needs to describe WHY they are critical or necessary for that job.

For Example:

You will be diplomatic **in order to explain complex information in a manner appropriate to the audience.**

This could be linked to a skill competency such as the ability to clearly and accurately explain complex legislation, policies, programs and processes to others in a manner appropriate to the audience.

You will be sensitive **when responding to people who may be angry, confused, and upset.**

This could be linked to a skill competency such as the ability to calmly listen, assess and clarify concerns and respond appropriately to clients/ co-workers/ stakeholders/ consumers/ public who may be angry/ confused/ upset/ uncooperative.

## Competency Profile: Field Supervisor and Fieldpersons

Field Supervisors supervise the adjusting function within the Customer Service Office territory.

Fieldpersons provide field inspections and claim adjustments with respect to the crop insurance programs for all programs offered by Saskatchewan Crop Insurance Corporation

The Field Supervisor and Fieldpersons work as part of a team that determines causes of loss in accordance with policies and procedures related to the crop insurance program. The Field Supervisor and Fieldperson are responsible for interviewing clients to obtain relevant information, inspecting crops, promoting the program, performing farm practice checks, using the global positioning system to measure land and keying claims in the field.

You are required to obtain a driver's license and have a suitable vehicle. Further to this a Field Supervisor and Fieldperson must be flexible, as well as be able to conduct inspections under a variety of conditions.

You may be required to work flexible hours and weekends. You will also be required to travel and be away from home for periods of time. As well, there may be a requirement to climb bins and walk fields, occasional exposure to hazardous substances such as chemical sprays in fields and occasional exposure to dirt and dust.

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There may be a critical aspect of an individual job for which no competency has been developed. The flexibility of the competency approach allows for a competency to be "borrowed" from another job type, OR for a new competency to be developed, OR for an existing competency to be adapted in order to accurately reflect the competency required in the individual job being staffed.

The **Bring/Learn notations** after each of the following competency statements **are intended to guide** the staffing panel in determining whether or not a competency will be used in the selection process or for learning and development. These notations are in no way absolute.

**Recruitment and Selection (Staffing) - Bring -** The "bring" competencies are those that have been identified as key to successful performance on the job. In other words, they are the knowledge, skills and personal attributes that candidates have learned, developed or acquired *prior* to commencement in the position. These are the competencies that are used to assess candidates in the recruitment and selection process.

**For Learning and Development - Learn -** The "learn" competencies are generally thought of as **critical** to successful performance of the duties of the job, but *not* at the onset of employment in the position. These *would not* be assessed during the recruitment and selection process, however, they can and *must* be learned, generally within the probationary period. Depending on the tasks identified in the position description, "learn" competencies *may* occasionally be used to staff a position.

## Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education, which enables an individual to perform from an informed perspective.

<b>Acts/Regulations/ Legislation</b>	<ul style="list-style-type: none"> <li>• Knowledge of applicable provincial statutes/regulations, policies and procedures, programs and agreements. <b>(Learn/Bring)</b></li> </ul>
<b>Theories/Principles</b>	<ul style="list-style-type: none"> <li>• Knowledge of adjusting techniques, standards and procedures. <b>(Learn/Bring)</b></li> <li>• Knowledge of different types of grains and of causes of loss such as plant disease and insect damage including uninsurable and/or third party losses. <b>(Bring)</b></li> <li>• Knowledge of human resource management practices and principles. <b>(Learn)</b></li> <li>• Knowledge of management practices and principles. <b>(Bring – Field Supervisor)</b></li> <li>• Knowledge of investigative theories and principles. <b>(Bring)</b></li> <li>• Knowledge of conflict resolution theories and principles. <b>(Bring/Learn)</b></li> </ul>
<b>Technical</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the effects that weather and technology have on crop production. <b>(Bring)</b></li> <li>• Knowledge of corporate, policies, procedures and applicable administrative processes. <b>(Bring/Learn)</b></li> <li>• Knowledge of mathematics. <b>(Bring)</b></li> <li>• Knowledge of human resource management practices. <b>(Bring-Supervisory; Learn – Non-supervisory)</b></li> <li>• Knowledge of applicable hardware and software applications. <b>(Bring/Learn)</b></li> <li>• Knowledge of adjusting procedures. <b>(Bring/learn)</b></li> </ul>

## Skills

Skills are those **demonstrated** abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

<b>Communication</b>	<ul style="list-style-type: none"> <li>• Ability to verbally and/or in writing explain financial/ administrative matters/ policies/ procedures/ regulatory matters/claim results at a level</li> </ul>
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	<p>appropriate to the audience. <b>(Bring)</b></p> <p><i>Personal attributes which may link with this skill statement include: diplomatic, confident, discreet...</i></p> <ul style="list-style-type: none"> <li>• Ability to ask clear, concise and relevant questions to obtain desired information to adjust a claim. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: diplomatic, confident, discreet...</i></p> <ul style="list-style-type: none"> <li>• Ability to record/ provide/ draft/ present/ explain verbal/written/visual information at a level appropriate to the audience. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: motivated, discreet, resourceful, thorough, empathetic...</i></p>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Ability to assign work to others taking into consideration priorities, workloads, skills and the work that needs to be accomplished. <b>(Bring – when leadership, supervision or influencing others is a task)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: patient, creative, flexible...</i></p> <ul style="list-style-type: none"> <li>• Ability to instruct, guide, coach and encourage others to enhance their job performance and further develop their skills. <b>(Bring – when leadership, supervision or influencing others is a task)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: persuasive, patient, diplomatic...</i></p> <ul style="list-style-type: none"> <li>• Ability to objectively evaluate work performance while encouraging employees to meet set work standards. <b>(Bring – when leadership, supervision or influencing others is a task)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: confident, diplomatic...</i></p>
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>• Ability to accurately reference, interpret and apply relevant acts/ regulations/policies/procedures/ programs to ensure compliance. <b>(Learn/Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: confident, thorough...</i></p> <ul style="list-style-type: none"> <li>• Ability to recognize, assess, mediate and resolve conflict and/or stress-related situations involving clients/public. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: resourceful, perceptive, intuitive...</i></p>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Ability to influence, persuade or convince others in order to achieve understanding and reach agreement. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include:</i></p>

	<p><i>persuasive, confident, diplomatic...</i></p> <ul style="list-style-type: none"> <li>• Ability to calmly listen, assess and clarify problems and respond with options to clients/ co-workers/ public who may be angry/ confused/ upset/ uncooperative. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: discreet, open-minded, patient...</i></p> <ul style="list-style-type: none"> <li>• Ability to liaise/interact with other individuals/agencies to obtain, exchange and/or confirm information and/or establish partnerships. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: confident, approachable, resourceful, motivated, discreet, empathetic...</i></p>
<b>Team/Independence</b>	<ul style="list-style-type: none"> <li>• Ability to work independently, and as a contributing member of a team to establish and maintain positive working relationships and achieve common goals. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: objective, confident, thorough, motivated, reliable...</i></p>
<b>Organizational</b>	<ul style="list-style-type: none"> <li>• Ability to independently, or as part of a team, plan, organize and prioritize work activities taking into consideration deadlines, resource availability and program mandate. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: thorough, resourceful, motivated, flexible...</i></p>
<b>Analytical</b>	<ul style="list-style-type: none"> <li>• Ability to examine, understand and appropriately apply complex and sometimes conflicting policies, agreements, contracts, acts and regulations to difficult situations/daily operations. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: analytical, creative, detail oriented...</i></p> <ul style="list-style-type: none"> <li>• Ability to examine, interpret and appropriately apply applicable federal and provincial statutes/regulations, policies, programs and agreements to complex, controversial and/or ambiguous situations with disputed or limited facts. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: objective, thorough, resourceful, perceptive, motivated, flexible, intuitive...</i></p> <ul style="list-style-type: none"> <li>• Ability to recognize problems; collect, compile, identify, assess, analyze and verify records/ information/statements to conduct claim adjustments and/or investigations and/or respond to inquiries. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: thorough, resourceful, motivated, discreet...</i></p>
<b>Technical</b>	<ul style="list-style-type: none"> <li>• Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents utilizing word processing, databases, spreadsheets, communications and other</li> </ul>

	<p>software packages with accuracy. <b>(Bring)</b></p> <p><i>Personal attributes which may link with this skill statement include: accurate, detail-oriented...</i></p> <ul style="list-style-type: none"> <li>• Ability to complete all types of SCIC claims and for the forms relating to them with customers in the field. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, thorough, reliable...</i></p>
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<p><b>Personal Attributes</b></p> <p><b>(Bring)</b></p> <p>Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics, which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.</p> <p>Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.</p>		
<p><b>Personal attributes for the Field Supervisor and Fieldperson include:</b></p>		
<p><b>To Be.....</b></p>		
<ul style="list-style-type: none"> <li>• analytical</li> <li>• creative</li> <li>• open-minded/ patient</li> <li>• diplomatic</li> <li>• confident</li> <li>• accurate/ detail-oriented</li> </ul>	<ul style="list-style-type: none"> <li>• thorough</li> <li>• approachable</li> <li>• resourceful</li> <li>• perceptive</li> <li>• motivated</li> <li>• discreet</li> </ul>	<ul style="list-style-type: none"> <li>• reliable</li> <li>• flexible</li> <li>• empathetic</li> <li>• intuitive</li> <li>• persuasive</li> <li>• objective</li> </ul>

**Note to users:**

Attributes are directly connected to outcomes, or behaviours that are requirements of a given job, therefore one needs to describe **WHY** they are critical or necessary for that job.

For Example:

You will be diplomatic **in order to explain complex information in a manner appropriate to the audience.**

This could be linked to a skill competency such as the ability to clearly and accurately explain complex legislation, policies, programs and processes to others in a manner appropriate to the audience.

You will be sensitive **when responding to people who may be angry, confused, and upset.**

This could be linked to a skill competency such as the ability to calmly listen, assess and clarify concerns and respond appropriately to clients/ co-workers/ stakeholders/ consumers/ public who may be angry/ confused/ upset/ uncooperative.

## Competency Profile: Grain Graders

Primary responsibilities for employees in the grain grading occupation are grading grain for quality using grading standards set out in the Grain Grading handbook for Western Canada.

**Intermediate Level (I)** - employees at the entry level are responsible for duties such as: grading samples of grain including weighing, cleaning, calculating dockage, and performing moisture tests on samples

**Senior Level (S)**- employees at the senior level are responsible for duties similar to that at the intermediate level but also supervise other grain graders.

### NOTE TO USER:

To ensure ease of competency selection for the recruitment and selection process for these occupational groups, we have identified the competencies as entry, intermediate and senior. As a guideline:

- Intermediate level is typically classified at level 2
- Senior (S) is level typically classified at level 3

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There may be a critical aspect of an individual job for which no competency has been developed. The flexibility of the competency approach allows for a competency to be "borrowed" from another job type, OR for a new competency to be developed, OR for an existing competency to be adapted in order to accurately reflect the competency required in the individual job being staffed.

The Manager and Staffing Officer will identify which competencies are most often critical for an employee to *bring to a job* and which ones are most often *learned on the job*. The **Bring/Learn** notations after each of the following competency **statements are intended to guide** the staffing panel in determining whether or not a competency will be used in the selection process or for learning and development. These notations are in no way absolute.

**Recruitment and Selection (Staffing) - Bring** - The "bring" competencies are those that have been identified as key to successful performance on the job. In other words, they are the knowledge, skills and personal attributes which candidates have learned, developed or acquired *prior* to commencement in the position. These are the competencies that are used to assess candidates in the recruitment and selection process.

**For Learning and Development - Learn** - The "learn" competencies are generally thought of as critical to successful performance of the duties of the job, but *not* at the onset of employment in the position. These *would not* be assessed during the recruitment and selection process; however, they can and *must* be learned, generally within the probationary period. Depending on the tasks identified in the position description, "learn" competencies *may* occasionally be used to staff a position.

<b>Knowledge</b>	
<p>Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.</p>	
<b>Acts/Regulations/ Legislation</b>	<ul style="list-style-type: none"> <li>• Knowledge of the Grain Grading Handbook for Western Canada and the Grain Grading Guide <b>(Bring)</b></li> </ul>
<b>Theories/Principles</b>	<ul style="list-style-type: none"> <li>• Knowledge of grain grading standards, processes and specialized terminology. <b>(All Levels - Bring)</b></li> <li>• Knowledge of human resources principles and practices which includes supervision, staffing, performance evaluation, coaching and counseling. <b>(S - Bring/Learn)</b></li> </ul>
<b>Technical</b>	<ul style="list-style-type: none"> <li>• Knowledge of processes in weighing, docking and grading of all cereal grains as well as flax and canola. <b>(All Levels - Bring)</b></li> <li>• Knowledge of quality and tolerance standards by commodity. <b>(All Levels - Bring)</b></li> <li>• Knowledge of grain and oilseed characteristics and end uses. <b>(All Levels - Bring)</b></li> <li>• Knowledge of administrative procedures, protocols and equipment <b>(All Levels – Bring/Learn)</b></li> <li>• Knowledge of relevant corporate programs, processes and specialized terminology. <b>(II – Learn, S – Bring)</b></li> <li>• Knowledge of some computer applications such as data entry. <b>(I - Bring/Learn, S – Bring)</b></li> </ul>

<b>Skills</b>	
<p>Skills are those <b>demonstrated</b> abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities and formal training.</p> <p>Skills are demonstrable, measurable and are transferable from one situation to another.</p>	
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Ability to listen, accurately comprehend and orally respond to inquiries from internal clients. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: polite, organized, accurate....</i></p>

	<ul style="list-style-type: none"> <li>• Ability to respond accurately, clearly and courteously to inquires from internal clients. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, organized, assertive...</i></p>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Ability to clearly and concisely share information with others to enhance their working knowledge on items such as policies, programs, procedures and computer operations. <b>(S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: organized, accurate, patient....</i></p> <ul style="list-style-type: none"> <li>• Ability to objectively and accurately evaluate and provide feedback regarding employee performance to (ensure compliance with clearly stated work goals and standards/help others achieve success in their work.). <b>(S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: objective, diplomatic, supportive, positive, fair....</i></p> <ul style="list-style-type: none"> <li>• Ability to lead, guide, coach, advise and encourage co-workers and/or assigned staff in order to establish and maintain a harmonious and co-operative environment. <b>(S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: objective, fair, supportive, patient, flexible, calm, tactful....</i></p> <ul style="list-style-type: none"> <li>• Ability to assign work to others, taking into consideration priorities, employees' workloads and skills and the work that needs to be accomplished. <b>(S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: creative, flexible, assertive, consistent adaptable, fair....</i></p>
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>• Ability to identify, clarify and analyze relevant issues, concerns or problems in order to provide options/recommendations and/or to implement solutions in a timely fashion. <b>(All Levels – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: resourceful, creative, influential...</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately reference policies and guidelines to make decisions and solve problems and coach employees and for issues management. <b>(All Levels – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: attentive to detail, thorough....</i></p> <ul style="list-style-type: none"> <li>• Ability to collect and analyze relevant data to make accurate and timely decisions. <b>(All Levels – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: confident, diplomatic, decisive, independent, consistent....</i></p>

<p><b>Interpersonal</b></p>	<ul style="list-style-type: none"> <li>• Ability to establish and maintain open and honest work relationships with other staff, to obtain, exchange, coordinate and/or confirm information. <b>(I – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: focused, organized, cooperative, influential, confident, diplomatic...</i></p> <ul style="list-style-type: none"> <li>• Ability to influence, persuade or convince others in order to reach mutually acceptable or workable solutions/agreements. <b>(S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: influential, resourceful, assertive, decisive, diplomatic....</i></p> <ul style="list-style-type: none"> <li>• Ability to actively listen to, acknowledge concerns, provide explanations and/or options to resolve difficult or confrontational situations with co-workers in a calm and courteous manner. <b>(All Levels – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: discreet, courteous, tactful....</i></p>
<p><b>Team/Independence</b></p>	<ul style="list-style-type: none"> <li>• Ability to work independently and/or as a contributing member of a team to complete work assignments, achieve common goals and contribute towards a positive work environment. <b>(All Levels – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: organized, independent, team player, positive....</i></p>
<p><b>Organizational</b></p>	<ul style="list-style-type: none"> <li>• Ability to independently plan, coordinate, organize, delegate, prioritize and manage workload while remaining cognizant of changing priorities and competing deadlines. <b>(I – Learn, S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: self-motivated, responsible....</i></p>
<p><b>Analytical</b></p>	<ul style="list-style-type: none"> <li>• Ability to accurately reference, interpret and appropriately apply policies and guidelines to daily operations. <b>(I – Bring/Learn, S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, objective, fair, attentive to detail, consistent....</i></p> <ul style="list-style-type: none"> <li>• Ability to thoroughly evaluate, provide recommendations and implement improvements to administrative systems to improve efficiency of the workplace. <b>(I – Learn, S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: attentive to detail, adaptable....</i></p>
<p><b>Technical</b></p>	<ul style="list-style-type: none"> <li>• Ability to accurately use grain grading equipment, including dockage, moisture and protein testers, and scales. <b>(All Levels – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, attentive to detail, consistent....</i></p> <ul style="list-style-type: none"> <li>• Ability to assess quality factors in grain and oilseeds. <b>(All Levels –</b></li> </ul>

	<p><b>Bring/Learn)</b></p> <p><i>Personal attributes which may link with this skill statement include: accurate, attentive to detail, consistent....</i></p> <ul style="list-style-type: none"> <li>• Ability to input, update, edit, retrieve, maintain data using the appropriate computer applications. <b>(I &amp; S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: independent, patient, accurate....</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately perform mathematical calculations in a timely manner. <b>(All Levels – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, attentive to detail, consistent....</i></p> <ul style="list-style-type: none"> <li>• Ability to operate, troubleshoot, maintain and/or arrange for the repair of grading equipment according to procedures in to order to minimize delays in service and ensure efficient usage. <b>(I – Learn, S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: resourceful, adaptable, independent, patient, tolerant....</i></p>
<p><b>Safety/Stress/Security</b></p>	<ul style="list-style-type: none"> <li>• Ability to recognize symptoms of stress in self and others AND take steps to minimize its impact and ensure good health and well-being. <b>(All Levels – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: patient, adaptable, sensitive....</i></p> <ul style="list-style-type: none"> <li>• Ability to quickly and accurately assess and respond to potentially volatile and dangerous situations in order to ensure the safety of self and/or others. <b>(I &amp; S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: confident, assertive, calm.....</i></p>
<p style="text-align: center;"><b>Personal Attributes</b></p> <p style="text-align: center;"><b>(Bring)</b></p> <p>Personal attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one’s personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by the behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.</p> <p>Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.</p>	

**Personal attributes for the Intermediate and Senior Level Grain Grading Group include:**

**To Be.....**

• Accurate	• Adaptable	• Approachable
• Fair/Objective	• Diplomatic	• Flexible/Adaptable
• Attentive To Detail	• Assertive	• Calm
• Patient	• Focused	• Cooperative
• Confident	• Positive	• Supportive
• Self-Motivated	• Creative/Innovative	• Consistent
• Decisive	• Organized	• Resourceful
• Polite/Tactful/Courteous	• Influential	• Thorough
• Creative	• Consistent	• Influential
• Independent	• Responsible	• Consistent
• Positive	• Discrete	• Team Player
• Decisive	• Tolerant	

**Note to users:**

Attributes are directly connected to outcomes, or behaviours that are requirements of a given job, therefore one needs to describe **WHY** they are critical or necessary for that job.

For Example:

You will be diplomatic ***in order to establish and maintain open and honest work relationships with other staff.***

This could be linked to a skill competency such as the ability to establish and maintain open and honest work relationships with other staff, to obtain, exchange, coordinate and/or confirm information

You will be accurate ***when determining the quality level of grain and oilseeds.***

This could be linked to a skill competency such as the ability assess quality factors in grain and oilseeds.

## Competency Profile: Information Technology Occupational Group

The competencies included within this job family apply to the full range of information technology positions. IT staff are involved in activities such as: technical support network operations, software/hardware evaluation, project management, planning, information retrieval, analysis and reporting, systems analysis, software development and testing, and assist with end user training, systems coordination and implementation, data center administration, computer based training, and help desk support. The depth and complexity of these functions vary according to the level of work and the nature of the systems environment within which the position operates.

Staff may work with a mix of software, hardware and operating systems. The size of the system and its complexity will vary, depending on the specific position. The position emphasis may be on technical support, systems planning and acquisition, network operations, information analysis, systems design or programming. Staff will often be required to consult with users to identify issues and resolve problems, and are frequently required to have a good understanding of the business functions of the user areas which they support. User requirements may be determined through dialogue, data gathering, interviewing, creating screens, prototypes and output reports and/or establishing processes for analyzing requirements and workflows. Many positions involve installation, configuration and maintenance of hardware, software or network technologies or system/technical documentation. IT staff may create test material to evaluate hardware, software, programs and/or system functions. They may inform and train users and help prepare user manual documentation. These positions may also supervise other staff or contracted analysts. They may be responsible for the development and management of projects involving new hardware, software and information systems.

For some positions, analysts may need to be available after hours to perform some of the duties.

### Selection of Competencies

The following is a brief overview on how to use competencies:

Individual tasks can vary within the same job type; therefore, the staffing panel must review the position description and identify the critical knowledge, skills and personal attribute competencies required of the new employee in order to perform the duties of the specific job being staffed.

There may be a critical aspect of an individual job for which no competency has been developed. The flexibility of the competency approach allows for a competency to be "borrowed" from another job type, OR for a new competency to be developed, OR for an existing competency to be adapted in order to accurately reflect the competency required in the individual job being staffed.

Competencies identified are those most often critical for an employee to *bring to a job* and those ones most often *learned on the job*. The **Bring/Learn** notations after each of the following competency **statements are intended to guide** the staffing panel in determining whether or not a competency will be used in the selection process or for learning and development. These notations are in no way absolute.

**Recruitment and Selection (Staffing) - Bring** - The "bring" competencies are those that have been identified as key to successful performance on the job. In other words, they are the knowledge, skills and personal attributes which candidates have learned, developed or acquired *prior* to commencement in the

position. These are the competencies that are used to assess candidates in the recruitment and selection process.

**For Learning and Development - Learn** - The "learn" competencies are generally thought of as critical to successful performance of the duties of the job, but *not* at the onset of employment in the position. These *would not* be assessed during the recruitment and selection process; however, they can and *must* be learned, generally within the probationary period. Depending on the tasks identified in the position description, "learn" competencies *may* occasionally be used to staff a position.

<b>Knowledge</b>	
<p>Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.</p>	
<b>Acts/Regulations/Legislation</b>	<ul style="list-style-type: none"> <li>• Knowledge of applicable government legislation, regulations and procedures. <b>(Learn)</b></li> <li>• Knowledge of departmental programs, standards, policies and expectations. <b>(Learn)</b></li> </ul>
<b>Theories/Principles</b>	<ul style="list-style-type: none"> <li>• Knowledge of strategic and project planning techniques. <b>(Bring/Learn)</b></li> <li>• Knowledge of corporate systems and associated programs, processes and specialized terminology. <b>(All Levels - Bring/Learn)</b></li> <li>• Knowledge of human resources principles and practices which includes supervision, staffing, performance evaluation, coaching and counseling. <b>(Supervisor - Bring/Learn)</b></li> </ul>
<b>Technical</b>	<p><b>For the following technical statements, depending on the individual position requirements, either a general or specific knowledge may be required, for example, of a database, operating system, programming language, and so on.</b></p> <ul style="list-style-type: none"> <li>• Knowledge of database concepts, theories and principles. <b>(Bring)</b></li> <li>• Knowledge of requirements analysis and solution design techniques. <b>(Bring)</b></li> <li>• Knowledge of networking architecture. <b>(Bring / Learn)</b></li> <li>• Knowledge of operating systems. <b>(Bring/Learn)</b></li> <li>• Knowledge of computer hardware and architecture. <b>(Bring)</b></li> <li>• Knowledge of programming concepts, techniques and languages. <b>(Bring)</b></li> <li>• Knowledge of commercial software applications. <b>(Bring/learn)</b></li> <li>• Knowledge of information analysis techniques. <b>(Bring/Learn)</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Knowledge of office and/or administrative procedures, protocols and equipment (<b>Bring/Learn</b>)</li> <li>• Knowledge of relevant corporate programs, processes and specialized terminology. (<b>Bring/ Learn</b>)</li> <li>• Knowledge of word processing, databases, and/or spreadsheet software (<b>Bring/ Learn</b>)</li> <li>• Knowledge of computer applications (such as word processing, security, communication, web-browser, scheduling, spreadsheet, database software) and operating systems and/or computer hardware. (<b>Bring/Learn</b>)</li> </ul>
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<b>Skills</b>	
<p>Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.</p> <p>Skills are demonstrable, measurable and are transferable from one situation to another.</p>	
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Ability to write a variety of detailed, accurate and clear (technical) material such as documentation and procedures, project plans, letters, requests for proposals, feasibility studies, recommendations and reports, at a level appropriate to the target groups. (<b>Bring</b>)</li> </ul> <p><i>Personal attributes which may link with this skill statement include: logical, concise, creative, thorough....</i></p> <ul style="list-style-type: none"> <li>• Ability to orally explain or present (technical) information to a wide variety of technical and non-technical individuals and/or groups in a clear, accurate and understandable manner. (<b>Bring</b>)</li> </ul> <p><i>Personal attributes which may link with this skill statement include: self-confident, concise, creative....</i></p> <ul style="list-style-type: none"> <li>• Ability to actively listen, paraphrase and ask precise questions in order to clarify and understand information being received. (<b>Bring</b>)</li> </ul> <p><i>Personal attributes which may link with this skill statement include: diplomatic/tactful, patient, quick to learn....</i></p> <ul style="list-style-type: none"> <li>• Ability to demonstrate and promote the use and value of new technology, programs and services in a manner that creates understanding, captures interest and enhances users' computer skills. (<b>Bring/Learn</b>)</li> </ul> <p><i>Personal attributes which may link with this skill statement include: self-confident, concise, logical, creative....</i></p>

	<ul style="list-style-type: none"> <li>• Ability to listen, accurately comprehend and orally respond to inquiries from users, and to relay information, directions or questions in person or over the phone in an accurate, clear concise and courteous manner. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: polite, organized, accurate....</i></p> <ul style="list-style-type: none"> <li>• Ability to gather relevant information from incoming calls, walk in clients and co-workers in order to relay complete and accurate messages to appropriate persons. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: approachable, polite, patient...</i></p> <ul style="list-style-type: none"> <li>• Ability to ask clear, concise and relevant questions in order to obtain relevant information from users <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: approachable, polite, patient...</i></p> <ul style="list-style-type: none"> <li>• Ability to provide clear, concise and accurate information and/or explanations to a variety of people in both formal and informal settings and in a manner appropriate to the audience. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: sincere, accurate, diplomatic, flexible....</i></p> <ul style="list-style-type: none"> <li>• Ability to verbally and in writing provide clear, concise and timely information in response to often complex inquiries at a level appropriate to the recipient. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: informative, positive, assertive....</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately, concisely and in a timely manner compose, record, proofread and/or edit a variety of correspondence (using correct grammar, spelling and punctuation/for your own and others' signatures/in a visually pleasing format). <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: focused, accurate, organized, tactful, diplomatic, assertive, creative....</i></p>
<p><b>Leadership</b></p>	<ul style="list-style-type: none"> <li>• Ability to constructively lead, advise and encourage others to achieve success in their work and contribute to the effectiveness of the work team. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: honest/accountable/disciplined, assertive, diplomatic/tactful....</i></p> <ul style="list-style-type: none"> <li>• Ability to assign work and evaluate employee performance</li> </ul>

	<p>taking into consideration priorities, workload and employees' skills. <b>(Learn)</b></p> <p><i>Personal attributes which may link with this skill statement include: organized, thorough, assertive, diplomatic/tactful, self-confident....</i></p> <ul style="list-style-type: none"> <li>• Ability to conceptualize, develop, monitor, adjust and implement projects, taking into consideration numerous and changing priorities, and/or resources to achieve project goals. <b>(Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: proactive, service oriented, logical, creative, adaptable/flexible, thorough....</i></p> <ul style="list-style-type: none"> <li>• Ability to facilitate a group process to successfully implement technological change and business transition within the organization. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: self-confident, adaptable, flexible, patient, assertive....</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately, concisely and in a timely manner compose, record, proofread and/or edit a variety of correspondence (using correct grammar, spelling and punctuation/for your own and others' signatures/in a visually pleasing format). <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: focused, accurate, organized, tactful, diplomatic, assertive, creative....</i></p> <ul style="list-style-type: none"> <li>• Ability to clearly and concisely share information with others to enhance their working knowledge on items such as policies, programs, procedures and computer operations. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: organized, accurate, patient....</i></p> <ul style="list-style-type: none"> <li>• Ability to objectively and accurately evaluate and provide feedback regarding employee performance to (ensure compliance with clearly stated work goals and standards/help others achieve success in their work.). <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: objective, diplomatic, supportive, positive, fair....</i></p>
<p><b>Problem Solving</b></p>	<ul style="list-style-type: none"> <li>• Ability to independently interpret, comprehend and apply technical instructions and concepts to successfully acquire, install, modify, configure and maintain hardware and software components and administer networks. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement</i></p>

	<p><i>include: logical, thorough, adaptable/flexible....</i></p> <ul style="list-style-type: none"> <li>• Ability to diagnose technical problems such as delays, malfunctions and errors in order to determine the true cause of the problem and provide a (workable/reasonable/optimal) solution in a reasonable timeframe. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: creative, logical, thorough, organized....</i></p> <ul style="list-style-type: none"> <li>• Ability to extract, recall, synthesize, conceptualize and apply ideas, processes and information to incorporate new technology and create new solutions in a constantly changing technological and business environment. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: Adaptable/flexible, self-confident, quick to learn....</i></p> <ul style="list-style-type: none"> <li>• Ability to identify and respond to issues and concerns of others who may be angry or frustrated to reach a mutual understanding. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: diplomatic/tactful, assertive, empathetic/sensitive, conciliatory....</i></p> <ul style="list-style-type: none"> <li>• Ability to identify, clarify and analyze relevant issues, concerns or problems in order to provide options/recommendations and/or to implement solutions in a timely fashion. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: resourceful, creative, influential...</i></p> <ul style="list-style-type: none"> <li>• Ability to collect and analyze relevant data to make accurate and timely decisions on a variety of issues. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: confident, diplomatic, decisive, independent, consistent....</i></p>
<p><b>Interpersonal</b></p>	<ul style="list-style-type: none"> <li>• Ability to liaise with other agencies, staff, departments, and the public to obtain, exchange, coordinate or confirm information while maintaining confidentiality and staying within policies and procedures. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: focused, organized, co-operative, influential confident, diplomatic....</i></p> <ul style="list-style-type: none"> <li>• Ability to interact empathetically with users/staff who may be angry, confused, rude, upset, or difficult, to calm them, provide additional information and/or clarify procedures. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: self-confident, focused, considerate, courteous, patient, confident...</i></p>

	<ul style="list-style-type: none"> <li>• Ability to influence, persuade or convince others in order to reach mutually acceptable or workable solutions/agreements. <b>(Bring/Learn)</b>  <i>Personal attributes which may link with this skill statement include: influential, resourceful, assertive, decisive, diplomatic....</i></li> <li>• Ability to actively listen to, acknowledge concerns, provide explanations and/or options to resolve difficult to confrontational situations with co-workers in a calm and courteous manner. <b>(Bring)</b>  <i>Personal attributes which may link with this skill statement include: discreet, courteous, tactful....</i></li> </ul>
<b>Team/Independence</b>	<ul style="list-style-type: none"> <li>• Ability to work independently and participate as a team member to meet the needs of clients and co-workers and to build productive, positive relationships. <b>(Bring)</b>  <i>Personal attributes which may link with this skill statement include: adaptable/flexible, patient....</i></li> <li>• Ability to evaluate and understand priorities. <b>(Bring)</b>  <i>Personal attributes which may link with this skill statement include: logical, thorough, diplomatic, organized...</i></li> </ul>
<b>Organizational</b>	<ul style="list-style-type: none"> <li>• Ability to independently prioritize and organize one's own workload to meet tight deadlines and successfully complete projects in a changing environment. <b>(Bring/Learn)</b>  <i>Personal attributes which may link with this skill statement include: organized, thorough....</i></li> <li>• Ability to independently plan, coordinate, organize, delegate, prioritize and manage workload while remaining cognizant of changing priorities and competing deadlines. <b>(Bring)</b>  <i>Personal attributes which may link with this skill statement include: self-motivated, responsible....</i></li> <li>• Ability to independently assess, establish and adjust and accurately complete multiple tasks while taking into consideration task complexity, frequent interruptions, deadlines/quota, available resources and multiple reporting relationships. <b>(Bring)</b>  <i>Personal attributes which may link with this skill statement include: adaptable, independent, focused....</i></li> </ul>
<b>Analytical</b>	<ul style="list-style-type: none"> <li>• Ability to gather, understand and synthesize specialized information in a way that can be applied to meet the needs of the organization and within given constraints. <b>(Bring/Learn)</b></li> </ul>

	<p><i>Personal attributes which may link with this skill statement include: organized, thorough....</i></p> <ul style="list-style-type: none"> <li>• Ability to identify, explore and evaluate options on applications, data, processes and methodologies, information technology and potential systems design to make feasible recommendations. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: logical, concise....</i></p> <ul style="list-style-type: none"> <li>• Ability to thoroughly evaluate, recommend and implement improvements to a variety of administrative and computer systems to improve efficiency of the workplace. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: creative, attentive to detail, adaptable....</i></p> <ul style="list-style-type: none"> <li>• Ability to systematically search and assess statistical, financial and other data to develop informational materials and diverse reports and/or make decisions about the application of policies and procedures. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, attentive to detail, decisive....</i></p> <ul style="list-style-type: none"> <li>• Ability to thoroughly evaluate, provide recommendations and implement improvements to a variety of administrative, business and computer systems to improve efficiency of the workplace. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: attentive to detail, adaptable....</i></p>
<p><b>Technical</b></p>	<ul style="list-style-type: none"> <li>• Ability to design new or adapt existing systems/applications taking into account design alternatives, business requirements and cost, resource and time constraints. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: creative, logical, organized, thorough....</i></p> <ul style="list-style-type: none"> <li>• Ability to create and/or modify a sequence of computer instructions in order to compile, link, build and test computer executables that meet design requirements within established guidelines. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: Logical, creative, visionary, quick to learn, methodical....</i></p> <ul style="list-style-type: none"> <li>• Ability to operate, troubleshoot, maintain and/or arrange for the repair of a variety of computer equipment according to procedures in to order to minimize delays in service and ensure efficient usage. <b>(Bring/Learn)</b></li> </ul>

	<p><i>Personal attributes which may link with this skill statement include: resourceful, adaptable, independent, patient, tolerant....</i></p> <ul style="list-style-type: none"> <li>• Ability to diagnose or troubleshoot hardware and/or software and network problems to determine and perform necessary repairs, provide direction and training to users and consult appropriate resources to maintain and/or improve technical and operational requirements. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: analytical, attentive to detail, approachable....</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately develop programs, formats and systems, to prepare and monitor and/or provide input for statistical and/or financial reports in a timely manner. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: analytical, attentive to detail, creative....</i></p> <ul style="list-style-type: none"> <li>• Ability to analyze, administer, monitor and enhance the performance of computerized data and/or systems by the design, development, testing and implementation of necessary changes to ensure the information and functional needs are met. <b>(Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: analytical, attentive to detail, creative....</i></p> <ul style="list-style-type: none"> <li>• Ability to independently analyze, diagnose and correct network problems by investigating, evaluating and implementing corrective measures to maintain or restore computer operation. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: analytical, attentive to detail, decisive....</i></p> <ul style="list-style-type: none"> <li>• Ability to administer and maintain a Local Area Network, Wide Area Network, SAN, and storage area networks to ensure that the security and integrity of the network is not jeopardized. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: independent, attentive to detail, decisive....</i></p> <ul style="list-style-type: none"> <li>• Ability to install, configure and support operating systems, hardware and software applications and programs for stand alone or network users to ensure systems are operating in a controlled and efficient manner. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, attentive to detail, focused....</i></p>
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## Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's own personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possess the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

**Personal attributes for the Information Technology Occupational Group include:**

**To Be.....**

• Honest/accountable/ responsible/disciplined	• Adaptable/flexible	• Patient
• Logical	• Thorough	• Self-confident
• Organized	• Creative	• Empathetic/sensitive/conciliatory
• Methodical	• Diplomatic/tactful	• Visionary
• Learning oriented	• Assertive	• Concise

### Note to users:

Attributes are directly connected to outcomes, or behaviours that are requirements of a given job; therefore, one needs to describe WHY they are critical or necessary for that job.

For Example:

You will be flexible **in order to adapt to a dynamic environment and to respond effectively to non-routine work assignments.**

This could be linked to a skill competency such as the ability to independently prioritize and organize one's own workload to meet tight deadlines and successfully complete projects in a changing environment.

You will be diplomatic and tactful **when assisting users/clients to resolve problems with software applications.**

This could be linked to a skill competency such as the ability to clarify, listen, paraphrase and ask precise questions in order to clarify and understand information being received.

## Competency Profile: Program Support

**Occupational Groupings: General Clerk, Secretary, Statistical Clerk, Customer Service Representative**

Primary responsibilities for employees in the program support family consist of information processing office administration or records maintenance and statistical. Specific duties in each of these areas of responsibility vary depending on position level.

**Entry Level (E)** - employees at the entry level are responsible for duties such as: operating computers and office equipment; entering and retrieving data using pre-packaged software programs; keeping records and retrieving or searching files; receiving, sorting or distributing mail; providing reception services and general program information.

**Intermediate Level (I)** - employees at the intermediate level are responsible for duties similar to that at the entry level but also for duties such as: composing or editing brief, routine correspondence; maintaining office equipment; explaining policies; supervising staff; maintaining office processes and procedures; reviewing, assessing, approving, coding and processing documents such as claims, and applications; ordering supplies; compiling reports, providing updated statistics, creating drafts and tables and keeping budget records.

**Senior Level (S)**- employees at the senior level are responsible for duties similar to that at the intermediate level but also for duties such as: composing, compiling or computing more complex statistics, information or documents; manipulating data using pre-packaged software programs; coordinating, establishing and maintaining operating standards and records; providing advice on policies and procedures; supervising staff; completing fiscal forecasts, authorizing expenditures and preparing budget submissions.

### **NOTE TO USER:**

To ensure ease of competency selection for the recruitment and selection process for these occupational groups, we have identified the competencies as entry, intermediate and senior. As a guideline:

- entry (E) level is typically classified as levels 1–2
- intermediate (I) is level 3 - 4
- senior (S) is level 5 - 6

## **Selection of Competencies**

The following is a brief overview on how to use competencies:

Individual tasks can vary within the same job type; therefore, the staffing panel must review the position description and identify the critical knowledge, skills and personal attribute competencies required of the new employee in order to perform the duties of the specific job being staffed.

There may be a critical aspect of an individual job for which no competency has been developed. The flexibility of the competency approach allows for a competency to be "borrowed" from another job type,

OR for a new competency to be developed, OR for an existing competency to be adapted in order to accurately reflect the competency required in the individual job being staffed.

The Manager and Staffing Officer will identify which competencies are most often critical for an employee to *bring to a job* and which ones are most often *learned on the job*. The **Bring/Learn** notations after each of the following competency **statements are intended to guide** the staffing panel in determining whether or not a competency will be used in the selection process or for learning and development. These notations are in no way absolute.

**Recruitment and Selection (Staffing) - Bring** - The "bring" competencies are those that have been identified as key to successful performance on the job. In other words, they are the knowledge, skills and personal attributes which candidates have learned, developed or acquired *prior* to commencement in the position. These are the competencies that are used to assess candidates in the recruitment and selection process.

**For Learning and Development - Learn** - The "learn" competencies are generally thought of as critical to successful performance of the duties of the job, but *not* at the onset of employment in the position. These *would not* be assessed during the recruitment and selection process; however, they can and *must* be learned, generally within the probationary period. Depending on the tasks identified in the position description, "learn" competencies *may* occasionally be used to staff a position.

<b>Knowledge</b>	
Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.	
<b>Acts/Regulations/ Legislation</b>	<ul style="list-style-type: none"> <li>• Knowledge of relevant legislation regulations, acts, agreements, policies and/or procedures <b>(E &amp; I – Learn, S – Bring/Learn)</b></li> <li>• Knowledge of government structure, responsibilities and operations. <b>(All Levels - Learn)</b></li> </ul>
<b>Theories/Principles</b>	<ul style="list-style-type: none"> <li>• Knowledge of corporate systems and associated programs, processes and specialized terminology. <b>(All Levels - Bring/Learn)</b></li> <li>• Knowledge of human resources principles and practices which includes supervision, staffing, performance evaluation, coaching and counseling. <b>(I &amp; S - Bring/Learn)</b></li> <li>• Knowledge of basic financial accounting principles and practices. <b>(I &amp; S - Bring/Learn)</b></li> <li>• Knowledge of budget, expenditure and fiscal forecasting processes. <b>(S - Learn)</b></li> <li>• Knowledge of communication theories and principles. <b>(Learn)</b></li> <li>• Knowledge of graphic design theories and principles. <b>(Bring/learn)</b></li> </ul>
<b>Technical</b>	<ul style="list-style-type: none"> <li>• Knowledge of office filing procedures and systems. <b>(E – Learn; I &amp; S - Bring)</b></li> <li>• Knowledge of office and/or administrative procedures, protocols and equipment <b>(I &amp; S – Bring/Learn)</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Knowledge of relevant corporate programs, processes and specialized terminology. <b>(E &amp; I – Learn, S – Bring)</b></li> <li>• Knowledge of word processing, databases, and/or spreadsheet software <b>(E – Learn)</b></li> <li>• Knowledge of computer applications (such as word processing, security, communication, web-browser, scheduling, spreadsheet, database software) and operating systems and/or computer hardware <b>(I - Bring/Learn, S – Bring)</b></li> <li>• Knowledge of computer hardware and software applications and terminology. <b>(All Levels - Bring)</b></li> <li>• Knowledge of various operating systems, networks and network design. <b>(Systems job type knowledge only. S – Bring)</b></li> <li>• Knowledge of communication techniques, methods, standards, mediums, equipment and software. <b>(Learn)</b></li> <li>• Knowledge of the use of appropriate grammar, syntax, spelling and vocabulary. <b>(Bring)</b></li> <li>• Knowledge of applicable programs/stakeholders/issues. <b>(Learn)</b></li> <li>• Knowledge of organizational behaviour and group dynamics. <b>(Bring/Learn)</b></li> </ul>
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<b>Skills</b>	
<p>Skills are those <b>demonstrated</b> abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities and formal training.</p> <p>Skills are demonstrable, measurable and are transferable from one situation to another.</p>	
<b>Communication</b> ↓	
<b>Oral communication skills</b>	<ul style="list-style-type: none"> <li>• Ability to listen, accurately comprehend and orally respond to inquiries from clients, other agencies or the general public and/or relay information, directions or questions in person or over the phone in an accurate, clear concise and courteous manner. <b>(E – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: polite, organized, accurate....</i></p> <ul style="list-style-type: none"> <li>• Ability to actively listen and calmly and courteously acknowledge the concerns of clients who may be hostile, angry, rude, confused or frustrated to diffuse potentially dangerous or threatening situations. <b>(All Levels – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: polite, organized, accurate...</i></p>

	<ul style="list-style-type: none"> <li>• Ability to respond accurately, clearly and courteously to inquires from clients, other agencies and the general public. <b>(E – Bring)</b> <i>Personal attributes which may link with this skill statement include: accurate, organized, assertive...</i></li> <li>• Ability to gather relevant information from incoming calls, walk in clients and co-workers in order to relay complete and accurate messages to appropriate persons. <b>(E – Bring)</b> <i>Personal attributes which may link with this skill statement include: approachable, polite, patient...</i></li> <li>• Ability to ask clear, concise ad relevant questions in order to obtain relevant information from clients (and relay complete and accurate messages to appropriate persons/respond appropriately/redirect to pertinent division. <b>(E &amp; I – Bring)</b> <i>Personal attributes which may link with this skill statement include: approachable, polite, patient...</i></li> <li>• Ability to clearly and accurately explain complex issues, policies, procedures, referencing legislation and other information to clients and co-workers. <b>(S – Bring)</b> <i>Personal attributes which may link with this skill statement include: attentive to detail, thorough, tactful, diplomatic...</i></li> <li>• Ability to provide clear, concise and accurate information and/or explanations to a variety of people in both formal and informal settings and in a manner appropriate to the audience. <b>(I &amp; S – Bring)</b> <i>Personal attributes which may link with this skill statement include: sincere, accurate, diplomatic, flexible....</i></li> </ul>
<p><b>Oral and written communication skills</b></p>	<ul style="list-style-type: none"> <li>• Ability to verbally and in writing provide clear, concise and timely information in response to often complex inquiries at a level appropriate to the recipient. <b>(I – Bring)</b> <i>Personal attributes which may link with this skill statement include: informative, positive, assertive....</i></li> <li>• Ability to clearly facilitate training sessions and/or meetings in order to promote programs and share relevant information. <b>(S – Bring)</b> <i>Personal attributes which may link with this skill statement include: confident, accurate, organized...</i></li> </ul>
<p><b>Written communication skills</b></p>	<ul style="list-style-type: none"> <li>• Ability to promote and creatively communicate to internal staff via the Intranet. <b>(Bring/Learn)</b> <i>Personal attributes which may link with this skill statement include: focused, accurate, organized, tactful, diplomatic, assertive, creative....</i></li> <li>• Ability to accurately, concisely and in a timely manner compose, record,</li> </ul>

	<p>proofread and/or edit a variety of correspondence (using correct grammar, spelling and punctuation/for your own and others' signatures/in a visually pleasing format). <b>(All Levels – Bring/Learn)</b></p> <p><i>Personal attributes which may link with this skill statement include: focused, accurate, organized, tactful, diplomatic, assertive, creative....</i></p> <ul style="list-style-type: none"> <li>• Ability to create written, verbal and visual communication materials using a variety of hardware and software applications such as word processing, databases, desktop publishing, graphics, web page and browsers/presentation programs. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: persistent, quick learner...</i></p> <ul style="list-style-type: none"> <li>• Ability to quickly and accurately record minutes of meetings. <b>(I &amp; S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, attentive to detail....</i></p>
<p><b>Leadership</b></p>	<ul style="list-style-type: none"> <li>• Ability to clearly and concisely share information with others to enhance their working knowledge on items such as policies, programs, procedures and computer operations. <b>(E – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: organized, accurate, patient....</i></p> <ul style="list-style-type: none"> <li>• Ability to objectively and accurately evaluate and provide feedback regarding employee performance to (ensure compliance with clearly stated work goals and standards/help others achieve success in their work.). <b>(I – Learn, S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: objective, diplomatic, supportive, positive, fair....</i></p> <ul style="list-style-type: none"> <li>• Ability to lead, guide, coach, advise and encourage co-workers and/or assigned staff in order to establish and maintain a harmonious and co-operative environment. <b>(I &amp; S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: objective, fair, supportive, patient, flexible, calm, tactful....</i></p> <ul style="list-style-type: none"> <li>• Ability to assign work to others, taking into consideration priorities, employees' workloads and skills and the work that needs to be accomplished. <b>(I &amp; S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: creative, flexible, assertive, consistent, adaptable, fair....</i></p> <ul style="list-style-type: none"> <li>• Ability to recruit and select qualified candidates according to the collective agreement and corporate policies and procedures. <b>(I &amp; S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: objective, assertive, fair, consistent....</i></p>

	<ul style="list-style-type: none"> <li>• Ability to contract for and manage contracted suppliers, taking into account budget, priorities, standards. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: persistent, flexible, assertive, diplomatic...</i></p>
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>• Ability to identify, clarify and analyze relevant issues, concerns or problems in order to provide options/recommendations and/or to implement solutions in a timely fashion. <b>(E &amp; I – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: resourceful, creative, influential...</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately reference acts, regulations, policies and guidelines to make decisions and solve problems, coach employees and for issues management. <b>(I &amp; S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: attentive to detail, thorough....</i></p> <ul style="list-style-type: none"> <li>• Ability to analyze and resolve problems by applying initiative, practicing due diligence and sound judgement when responding to requests and dealing with confidential information. <b>(I &amp; S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: confident, responsible....</i></p> <ul style="list-style-type: none"> <li>• Ability to collect and analyze relevant data to make accurate and timely decisions on a variety of issues. <b>(I &amp; S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: confident, diplomatic, decisive, independent, consistent....</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately apply relevant policies and procedures in complex and controversial situations. <b>(I &amp; S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: thorough, attentive to detail...</i></p>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Ability to liaise with other agencies, staff, departments, and the public to obtain, exchange, coordinate or confirm information while maintaining confidentiality and staying within policies and procedures. <b>(E &amp; I – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: focused, organized, co-operative, influential confident, diplomatic....</i></p> <ul style="list-style-type: none"> <li>• Ability to establish and maintain open and honest work relationships with other staff, departments, and the general public to obtain, exchange, coordinate and/or confirm information. <b>(E – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: focused, organized, cooperative, influential, confident, diplomatic...</i></p> <ul style="list-style-type: none"> <li>• Ability to interact empathetically with people who may be angry,</li> </ul>

	<p>confused, rude, upset, difficult, hostile or dangerous to calm them, provide additional information and/or clarify procedures. <b>(E &amp; I Bring)</b></p> <p><i>Personal attributes which may link with this skill statement include: self-confident, focused, considerate, courteous, patient, confident...</i></p> <ul style="list-style-type: none"> <li>• Ability to diplomatically facilitate a discussion of relevant issues and mediate a mutually agreeable or workable solution with a wide variety of people who can be difficult or confrontational. <b>(I – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: influential, resourceful, assertive....</i></p> <ul style="list-style-type: none"> <li>• Ability to influence, persuade or convince others in order to reach mutually acceptable or workable solutions/agreements. <b>(E – Learn; I &amp; S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: influential, resourceful, assertive, decisive, diplomatic....</i></p> <ul style="list-style-type: none"> <li>• Ability to actively listen to, acknowledge concerns, provide explanations and/or options to resolve difficult to confrontational situations with co-workers and the public in a calm and courteous manner. <b>(S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: discreet, courteous, tactful....</i></p>
<p><b>Team/Independence</b></p>	<ul style="list-style-type: none"> <li>• Ability to work independently and/or as a contributing member of a variety of teams to complete work assignments, achieve common goals and contribute towards a positive work environment. <b>(All Levels – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: organized, independent, team player, positive....</i></p> <ul style="list-style-type: none"> <li>• Ability to assess team dynamics and adjust role, as required. <b>(Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: intuitive, flexible, diplomatic...</i></p>
<p><b>Organizational</b></p>	<ul style="list-style-type: none"> <li>• Ability to accurately and in a timely manner, coordinate and/or schedule appointments, meetings, equipment and CVA vehicles. <b>(E – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: organized, resourceful, decisive....</i></p> <ul style="list-style-type: none"> <li>• Ability to precisely plan, schedule and coordinate travel and logistics for meetings, conferences and special events. <b>(I &amp; S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: flexible, thorough, patient...,</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately compile, sort and distribute high volumes of incoming and outgoing mail in a timely manner. <b>(E – Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include:</i></p>

	<p><i>focused, accurate, organized....</i></p> <ul style="list-style-type: none"> <li>• Ability to independently plan, coordinate, organize, delegate, prioritize and manage workload while remaining cognizant of changing priorities and competing deadlines. <b>(E &amp; I – Learn, S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: self-motivated, responsible....</i></p> <ul style="list-style-type: none"> <li>• Ability to plan and organize a large volume of work taking into consideration frequent interruptions, and conflicting and changing priorities to meet tight timelines. <b>(E – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: self-motivated, responsible....</i></p> <ul style="list-style-type: none"> <li>• Ability to independently (assess/establish/assign/adjust) your own and other’s workloads taking into consideration changing priorities, tight deadlines, multiple reporting relationships and constant interruptions. <b>(I &amp; - Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: focused, adaptable, decisive, independent, flexible....</i></p> <ul style="list-style-type: none"> <li>• Ability to independently assess, establish and adjust and accurately complete multiple tasks while taking into consideration task complexity, frequent interruptions, deadlines/quota, available resources and multiple reporting relationships. <b>(I – Learn, S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: adaptable, independent, focused....</i></p> <ul style="list-style-type: none"> <li>• Ability to track, monitor and acquire/purchase inventory such as forms, office supplies, promotional inventory and equipment to ensure adequate resources are available. <b>(E &amp; I – Learn, S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: attentive to detail, self-starter....</i></p> <ul style="list-style-type: none"> <li>• Ability to plan and balance diverse and conflicting workload pressures, accomplishing assigned tasks within established timeframes and budget. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: resilient, flexible, diplomatic...</i></p> <ul style="list-style-type: none"> <li>• Ability to organize and prioritize a high volume workload taking into consideration task complexity, frequent interruptions and deadlines. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: flexible, thorough, quick learner...</i></p> <ul style="list-style-type: none"> <li>• Ability to plan and execute public events. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include:</i></p>
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	<i>thorough, flexible...</i>
<b>Analytical</b>	<ul style="list-style-type: none"> <li>Ability to compile, evaluate and organize relevant information to respond to inquiries, produce in-depth documents or reports and make recommendations and/or decisions. <b>(E – Learn; I – Bring)</b>  <i>Personal attributes which may link with this skill statement include: accurate, independent, resourceful....</i></li> <li>Ability to thoroughly evaluate, recommend and implement improvements to a variety of administrative and computer systems to improve efficiency of the workplace. <b>(S – Bring)</b>  <i>Personal attributes which may link with this skill statement include: creative, attentive to detail, adaptable....</i></li> <li>Ability to accurately reference, interpret and appropriately apply acts, regulations, policies and guidelines to daily operations. <b>(E – Learn: I – Bring/Learn, S – Bring)</b>  <i>Personal attributes which may link with this skill statement include: accurate, objective, fair, attentive to detail, consistent....</i></li> <li>Ability to systematically search and assess statistical, financial and other data to develop informational materials and diverse reports and/or make decisions about the application of policies and procedures. <b>(S – Bring)</b>  <i>Personal attributes which may link with this skill statement include: accurate, attentive to detail, decisive....</i></li> <li>Ability to precisely gather, analyze, evaluate and generate statistical, financial or other data to produce diverse reports/stories. <b>(I – Learn, S – Bring)</b>  <i>Personal attributes which may link with this skill statement include: attentive to detail, thorough...</i></li> <li>Ability to accurately forecast and analyze expenditures in order to meet allocated budget. <b>(I – learn, S – Bring)</b>  <i>Personal attributes which may link with this skill statement include: anticipatory, attentive to detail, thorough....</i></li> <li>Ability to thoroughly evaluate, provide recommendations and implement improvements to a variety of administrative, business and computer systems to improve efficiency of the workplace. <b>(I – Learn, S – Bring)</b>  <i>Personal attributes which may link with this skill statement include: attentive to detail, adaptable....</i></li> </ul>
<b>Technical</b> ↓	
<b>The creation or recreation of electronic documents</b>	<ul style="list-style-type: none"> <li>Ability to create, format and edit a variety of visually pleasing, clear and presentable documents using various software applications/packages</li> </ul>

	<p>within required/reasonable time frames. <b>(E &amp; I – Bring/Learn)</b></p> <p><i>Personal attributes which may link with this skill statement include: accurate, creative, organized....</i></p> <ul style="list-style-type: none"> <li>• Ability to input, update, edit, retrieve, maintain, merge format and transmit information/data using a variety of hardware, software and/or electronic systems with speed and accuracy. <b>(E – Learn; I &amp; S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: independent, patient, accurate....</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately and quickly create, design, format and modify complex documents using advanced features of computer software packages such as word processing, spreadsheets, desk top publishing and web page design programs. <b>(I &amp; S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, independent, creative....</i></p> <ul style="list-style-type: none"> <li>• Ability to keyboard quickly and accurately. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: thorough, quick learner, persistent...</i></p>
<p><b>Financial or statistical applications</b></p>	<ul style="list-style-type: none"> <li>• Ability to accurately perform mathematical applications to calculate and balance financial and/or statistical information (e.g. invoices, program statistical reports, budgets, petty cash, bank deposits). <b>(E – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, focused, decisive....</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately code, verify, reconcile and safeguard cash or financial records in accordance with guidelines while maintaining confidentiality. <b>(E – Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, focused, decisive...</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately collect, gather, code, record, monitor, verify, calculate or forecast money and/or financial/statistical information such as budgets, accounts receivables and payables, collections, invoices, purchase orders, bank deposits and statistics. <b>(I – bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: independent, accurate, attentive to detail....</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately collect and compile statistics, perform mathematical calculations in a timely manner. <b>(S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, attentive to detail, consistent....</i></p>
<p><b>Electronic records management, electronic</b></p>	<ul style="list-style-type: none"> <li>• Ability to design, establish, update or archive hard copy or electronic records management systems in order to preserve, locate and retrieve</li> </ul>

<p><b>support and evaluation of software:</b></p>	<p>information <b>(I – Bring)</b></p> <p><i>Personal attributes which may link with this skill statement include: creative, innovative, accurate....</i></p> <ul style="list-style-type: none"> <li>• Ability to provide support and orientation to people in office procedures and the use of office equipment such as photocopiers, fax machines, computers, printers and telephones to ensure proper and efficient usage of equipment. <b>(E – Learn; I – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: Patient, approachable, informative....</i></p> <ul style="list-style-type: none"> <li>• Ability to evaluate and accurately select appropriate software programs and files. <b>(S- Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: Decisive, analytical....</i></p>
<p><b>The operation and maintenance of electronic equipment</b></p>	<ul style="list-style-type: none"> <li>• Ability to operate, troubleshoot, maintain and/or arrange for the repair of a variety of office equipment according to procedures in to order to minimize delays in service and ensure efficient usage. <b>(E – Learn, I &amp; S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: resourceful, adaptable, independent, patient, tolerant....</i></p> <ul style="list-style-type: none"> <li>• Ability to design, establish, update, archive and maintain electronic or manual filing systems to preserve, locate and retrieve easily accessible and up-to-date information. <b>(E – Bring/Learn, I &amp; S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: Accurate, organized, focused, creative, innovative, resourceful....</i></p>
<p><b>Systems job type occupations only:</b></p>	<ul style="list-style-type: none"> <li>• Ability to diagnose or troubleshoot hardware and/or software and network problems to determine and perform necessary repairs, provide direction and training to users and consult appropriate resources to maintain and/or improve technical and operational requirements. <b>(S – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: analytical, attentive to detail, approachable....</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately develop programs, formats and systems, to prepare and monitor and/or provide input for statistical and/or financial reports in a timely manner. <b>(S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: analytical, attentive to detail, creative....</i></p> <ul style="list-style-type: none"> <li>• Ability to analyze, administer, monitor and enhance the performance of computerized data and/or systems by the design, development, testing and implementation of necessary changes to ensure the information and functional needs are met. <b>(S – Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: analytical, attentive to detail, creative....</i></p>

	<ul style="list-style-type: none"> <li>• Ability to independently analyze, diagnose and correct network problems by investigating, evaluating and implementing corrective measures to maintain or restore computer operation. <b>(S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: analytical, attentive to detail, decisive....</i></p> <ul style="list-style-type: none"> <li>• Ability to administer and maintain a Local Area Network or Wide Area Network to ensure that the security and integrity of the network is not jeopardized. <b>(S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: independent, attentive to detail, decisive....</i></p> <ul style="list-style-type: none"> <li>• Ability to install, configure and support operating systems, hardware and software applications and programs for stand alone or network users to ensure systems are operating in a controlled and efficient manner. <b>(S – Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: accurate, attentive to detail, focused....</i></p>	
<b>Safety/Stress/Security</b>	<ul style="list-style-type: none"> <li>• Ability to recognize symptoms of stress in self and others AND take steps to minimize its impact and ensure good health and well-being. <b>(All Levels – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: patient, adaptable, sensitive....</i></p> <ul style="list-style-type: none"> <li>• Ability to quickly and accurately assess and respond to potentially volatile and dangerous situations in order to ensure the safety of self and/or others. <b>(All levels – Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill statement include: confident, assertive, calm.....</i></p>	
<p><b>Personal Attributes</b></p> <p><b>(Bring)</b></p> <p>Personal attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one’s personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by the behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.</p> <p>Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.</p>		
<p><b>Personal attributes for the Entry, Intermediate and Senior Level Program Support Group include:</b></p> <p><b>To Be.....</b></p>		
<ul style="list-style-type: none"> <li>• Accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Diplomatic</li> </ul>	<ul style="list-style-type: none"> <li>• Approachable</li> </ul>
<ul style="list-style-type: none"> <li>• Fair/Open-minded/ Objective</li> </ul>	<ul style="list-style-type: none"> <li>• Assertive</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible/Adaptable</li> </ul>

• Attentive To Detail	• Focused	• Calm
• Patient	• Compassionate/Understanding/ Sensitive	• Persistent
• Confident	• Positive	• Cooperative
• Self-Motivated	• Creative/Innovative	• Supportive
• Decisive	• Trustworthy	• Consistent
• Polite/Tactful/Courteous	• Organized	• Resourceful
• Creative	• Influential	• Thorough
• Independent	• Consistent	• Influential
• Sincere	• Responsible	• Considerate
• Decisive	• Discreet	• Team Player
• Informative	• Tolerant	• Self-starter

**Note to users:**

Attributes are directly connected to outcomes, or behaviours that are requirements of a given job, therefore one needs to describe WHY they are critical or necessary for that job.

For Example:

You will be diplomatic ***in order to explain complex information in a manner appropriate to the audience.***

This could be linked to a skill competency such as the ability to clearly and accurately explain complex legislation, policies, programs and processes to others in a manner appropriate to the audience.

You will be sensitive ***when responding to people who may be angry, confused, and upset.***

This could be linked to a skill competency such as the ability to calmly listen, assess and clarify concerns and respond appropriately to clients/ co-workers/ stakeholders/ consumers/ public who may be angry/ confused/ upset/ uncooperative.

## Competency Profile: Research Analysts and Research Officers

**Research Analysts** provide advice and services to support senior and executive management on a range of related program and policy issues. In consultation with internal and external stakeholders, policy analysts develop, implement and monitor policies, programs projects and evaluations. The work involves a broad knowledge of relevant acts and programs, and theories and principles. Technical skills involving analysis, research, monitoring and evaluation are applied to effectively and creatively address problems and issues. Research analysts are required to work cooperatively and collaboratively in a timely and organized way on multiple and often complex problems.

**Research Officers** identify data sources, assess the quality and limitations of data and determine whether data are appropriate for use in reports and models. In addition to creating and using models to perform research on a variety of topics, research officers interpret the results of research and communicate those results to others in the corporation

### Selection of Competencies

The following is a brief overview on how to use competencies:

Individual tasks can vary within the same job type; therefore, the staffing panel must review the position description and identify the critical knowledge, skills and personal attribute competencies required of the new employee in order to perform the duties of the specific job being staffed.

There may be a critical aspect of an individual job for which no competency has been developed. The flexibility of the competency approach allows for a competency to be “borrowed” from another job type, OR for a new competency to be developed, OR for an existing competency to be adapted in order to accurately reflect the competency required in the individual job being staffed.

The Manager and Staffing Officer will identify which competencies are most often critical for an employee to *bring to a job* and which ones are most often *learned on the job*. The **Bring/Learn notations** after each of the following competency statements **are intended to guide** the staffing panel in determining whether or not a competency will be used in the selection process or for learning and development. These notations are in no way absolute.

**Recruitment and Selection (Staffing) – Bring** – The “bring competencies are those that have been identified as key to successful performance on the job. In other words, they are the knowledge, skills and personal attributes which candidates have learned, developed or acquired *prior* to commencement in the position. These are the competencies that are used to assess candidates in the recruitment and selection process.

**For Learning and Development – Learn** - The “learn” competencies are generally thought of as **critical** to successful performance of the duties of the job, but *not* at the onset of employment in the position. These *would not* be assessed during the recruitment and selection process; however, they can and *must* be learned, generally within the probationary period. Depending on the tasks identified in the position description, “learn” competencies “*may* occasionally be used to staff a position.

**Note:** The “Bring” and/or “learn” notations have not been identified for every competency in this profile. Managers and Staffing Officers using this profile are required to determine the competencies that the

successful candidate must bring with him/her to the job and those competencies that can be learned during the probationary period. Whether a competency is designated as a “Bring” or “learn” will be dependent upon the type of job being staffed, the classification level of the job, the circumstances surrounding the job, et cetera.

<b>Knowledge</b>	
<p>Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.</p>	
<b>Acts/Regulations/ Legislation</b>	<ul style="list-style-type: none"> <li>• Knowledge of relevant acts, regulations, policies and legislation. <b>(Learn)</b></li> <li>• Knowledge of the legislative process. <b>(Learn)</b></li> <li>• Knowledge of government structures, process, responsibilities, operations. <b>(Bring/Learn)</b></li> </ul>
<b>Theories/Principles</b>	<ul style="list-style-type: none"> <li>• Knowledge of theories and practices relevant to the job assignment. <b>(Bring/Learn)</b></li> <li>• Knowledge of qualitative and quantitative research methodologies. <b>(Bring/Learn)</b></li> </ul>
<b>Technical</b>	<ul style="list-style-type: none"> <li>• Knowledge of agricultural expertise and economics relevant to the position. <b>(Bring)</b></li> <li>• Knowledge of relevant environmental issues. <b>(Bring/Learn)</b></li> <li>• Knowledge of relevant sectors including trends, issues, structure and composition. <b>(Bring/Learn)</b></li> <li>• Knowledge project management methods, principles and processes. <b>(Bring/Learn)</b></li> <li>• Knowledge of human resource management practices. <b>(Bring/Learn)</b></li> <li>• Knowledge of complex mathematical formulas. <b>(Bring/Learn)</b></li> <li>• Knowledge of program/policy/project evaluation techniques. <b>(Bring/Learn)</b></li> <li>• Knowledge of communication techniques and methods. <b>(Bring/Learn)</b></li> <li>• Knowledge of applicable computer hardware, software applications and databases. <b>(Bring/Learn)</b></li> </ul>

<b>Skills</b>
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Skills are those **demonstrated** abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

**Communication**

- Ability to clearly and concisely plan/develop/facilitate information sessions or meetings and/or respond to questions to promote a greater understanding of programs/issues/initiatives/legislation. **(Bring/Learn)**

*Personal attributes which may link with this skill include: confident, diplomatic, flexible...*

- Ability to provide/obtain/exchange clear and accurate information in both formal and informal settings to a variety of people (e.g. clients, colleagues, corporation Board of Directors, other governments, industry) in a manner appropriate to the audience. **(Bring/Learn)**

*Personal attributes which may link with this skill include: confident, flexible, diplomatic, objective...*

- Ability to communicate information by speaking and writing in a clear, concise and accurate manner appropriate to the audience. **(Bring/Learn)**

*Personal attributes which may link with this skill include: thorough...*

- Ability to paraphrase and ask precise questions in order to clarify and understand information being received. **(Bring/Learn)**

*Personal attributes which may link with this skill include: tolerant, thorough, curious...*

- Ability to identify, interpret and transfer accurate, relevant, impartial information related to the crop insurance program to agriculture producers, industry and colleagues. **(Bring)**

*Personal attributes which may link with this skill include: thorough, assertive, objective, curious...*

- Ability to clearly and accurately explain complex legislation, policies, programs and processes to others, in a manner appropriate for the audience. **(Bring/Learn)**

*Personal attributes which may link with this skill include: confident, detail-oriented, diplomatic...*

- Ability to ask clear, concise and relevant questions in order to obtain and analyze information from community/clients/colleagues/industry/service providers/other governments. **(Bring/Learn)**

*Personal attributes which may link with this skill include: curious, confident, proactive...*

	<ul style="list-style-type: none"> <li>• Ability to persuade/influence/motivate by articulating the implications of proposed policy/program/legislative directions and/or changes. <b>(Bring/Learn)</b> <i>Personal attributes which may link with this skill include: confident, tenacious/persistent, objective...</i></li> <li>• Ability to articulate and convey innovative messages to your audience. <b>(Bring/Learn)</b> <i>Personal attributes which may link with this skill include: creative, confident...</i></li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Ability to anticipate the need for teamwork and lead/assemble the team to meet goals and objectives. <b>(Bring/Learn)</b> <i>Personal attributes which may link with this skill include: initiative/independent, proactive, sensitive...</i></li> <li>• Ability to objectively and fairly evaluate employee performance against clearly stated work goals and standards. <b>(Bring/Learn)</b> <i>Personal attributes which may link with this skill include: objective, diplomatic, confident...</i></li> <li>• Ability to constructively encourage, share information and provide feedback to help others meet common goals and objectives to ensure compliance. <b>(Bring/Learn)</b> <i>Personal attributes which may link with this skill include: confident, creative, detail-oriented...</i></li> <li>• Ability to guide, coach, counsel and provide direction and feedback on performance to others. <b>(Bring/Learn)</b> <i>Personal attributes which may link with this skill include: confident, objective, sensitive...</i></li> <li>• Ability to assign work to others taking into consideration priorities, employees' workloads and skills. <b>(Bring/Learn)</b> <i>Personal attributes which may link with this skill include: creative, flexible, sensitive...</i></li> </ul>
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>• Ability to clearly define problems; select and apply appropriate methods to analyze and address the problems. <b>(Bring/Learn)</b> <i>Personal attributes which may link with this skill include: creative, flexible, analytical...</i></li> <li>• Ability to collect and analyze relevant data to make accurate and timely decisions/recommendations on a variety of issues. <b>(Bring/Learn)</b> <i>Personal attributes which may link with this skill include: analytical,</i></li> </ul>

	<p><i>creative, flexible...</i></p> <ul style="list-style-type: none"> <li>• Ability to analyze trends and issues, identify and develop options and solutions, and make policy recommendations in order to meet corporate goals and client needs. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill include: creative, flexible, detail-oriented...</i></p> <ul style="list-style-type: none"> <li>• Ability to accurately reference and interpret acts, regulations, policies and guidelines. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill include: detail-oriented, tenacious/persistent, analytical...</i></p> <ul style="list-style-type: none"> <li>• Ability to assess the current and historical context and consider all factors when conducting research and analysis in response to an issue. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill include: flexible, detail-oriented...</i></p> <ul style="list-style-type: none"> <li>• Ability to anticipate, identify and evaluate the potential impact/implications of changes in the external/internal environment on corporate activities. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill include: creative, flexible, analytical</i></p>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Ability to interact with internal and external clients to establish and maintain workable relationships built on trust and respect. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill include: flexible, tolerant, open, empathetic, confident...</i></p> <ul style="list-style-type: none"> <li>• Ability to influence, persuade or convince others to work towards a mutually acceptable or workable solution/agreement. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill include: tenacious/persistent, confident, diplomatic...</i></p>
<b>Team/Independence</b>	<ul style="list-style-type: none"> <li>• Ability to work independently or collaborate as a team member with co-workers, agencies and others to consistently meet program and client needs. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill include: flexible, sensitive, objective...</i></p>
<b>Organizational</b>	<ul style="list-style-type: none"> <li>• Ability to prioritize and accurately complete tasks within established timelines. <b>(Bring)</b></li> </ul> <p><i>Personal attributes which may link with this skill include: flexible, thorough...</i></p> <ul style="list-style-type: none"> <li>• Ability to plan and organize multiple, complex tasks and projects</li> </ul>

	<p>taking into consideration conflicting and changing priorities to meet strict and/or changing deadlines. <b>(Bring/Learn)</b></p> <p><i>Personal attributes which may link with this skill include: flexible, dedicated, proactive...</i></p>
<b>Analytical</b>	<ul style="list-style-type: none"> <li>• Ability to identify information requirements and organize and interpret the information collected. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill include: analytical, detail-oriented...</i></p> <ul style="list-style-type: none"> <li>• Ability to apply information collected in order to develop, implement, and evaluate programs/policies/procedures. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill include: analytical...</i></p> <ul style="list-style-type: none"> <li>• Ability to identify the opportunity for changes to improve program delivery. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill include: proactive, curious...</i></p> <ul style="list-style-type: none"> <li>• Ability to search for and assess data/information to develop materials, reports and/or make decisions/recommendations/conclusions about the application of programs, policies, procedures, acts, regulations, guidelines and contracts. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill include: analytical, proactive...</i></p> <ul style="list-style-type: none"> <li>• Ability to examine, understand and appropriately apply complex and sometimes conflicting policies, agreements, contracts, acts and regulations to daily operations and situations. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill include: detail-oriented, confident, analytical...</i></p>
<b>Technical</b>	<ul style="list-style-type: none"> <li>• Ability to design/develop/select research methodologies (including surveys, focus groups, interviews, literature reviews) and apply appropriate statistical and analytical techniques. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill include: detail-oriented, confident...</i></p> <ul style="list-style-type: none"> <li>• Ability to create and generate queries, reports and documents using internet, work processing databases, spreadsheets, and other software packages. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill include: curious, detail-oriented, creative...</i></p> <ul style="list-style-type: none"> <li>• Ability to provide direction/advice on the development or modification of data systems to meet operational needs. <b>(Bring/Learn)</b></li> </ul> <p><i>Personal attributes which may link with this skill include: detail-</i></p>

oriented, confident, sensitive...

## Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

### Personal attributes for the Research Analysts, and Research Officers include:

<ul style="list-style-type: none"><li>• Creative</li></ul>	<ul style="list-style-type: none"><li>• Objective</li></ul>
<ul style="list-style-type: none"><li>• Flexible</li></ul>	<ul style="list-style-type: none"><li>• Dedicated (going the extra mile/pride in your work)</li></ul>
<ul style="list-style-type: none"><li>• Detail oriented</li></ul>	<ul style="list-style-type: none"><li>• Proactive</li></ul>
<ul style="list-style-type: none"><li>• Analytical</li></ul>	<ul style="list-style-type: none"><li>• Honest</li></ul>
<ul style="list-style-type: none"><li>• Tenacious/persistent</li></ul>	<ul style="list-style-type: none"><li>• Diplomatic</li></ul>
<ul style="list-style-type: none"><li>• Confident</li></ul>	<ul style="list-style-type: none"><li>• Curious</li></ul>
<ul style="list-style-type: none"><li>• Intuitive/independent</li></ul>	<ul style="list-style-type: none"><li>• Sensitive</li></ul>

### Note to users:

Attributes are directly connected to outcomes, or behaviours that are requirements of a given job, therefore one needs to describe WHY they are critical or necessary for that job.

For Example:

You will be diplomatic **in order to explain complex information in a manner appropriate to the audience.**

This could be linked to a skill competency such as the ability to clearly and accurately explain complex legislation, policies, programs and processes to others in a manner appropriate to the audience.

You will be sensitive **when responding to people who may be angry, confused, and upset.**

This could be linked to a skill competency such as the ability to calmly listen, assess and clarify concerns and respond appropriately to clients/co-workers/stakeholders/consumers/public who may be angry/confused/upset/uncooperative.

## OUT-OF-SCOPE COMPETENCIES

## APPENDIX B

### COMPETENCIES FOR SASKATCHEWAN CROP INSURANCE CORPORATION GENERAL MANAGER, EXECUTIVE MANAGERS, SENIOR MANAGERS, MIDDLE MANAGERS, PROFESSIONAL POSITIONS AND EXECUTIVE ASSISTANT POSITIONS (OUT-OF-SCOPE)

The following profiles contain the competencies required to be an effective manager at each of the three levels of management and in a professional role or as an executive assistant at Saskatchewan Crop Insurance Corporation.

The behaviors identified for each competency are progressive and cumulative. As an individual ascends through the ranks to increasingly senior positions, the understanding and expectation is that he/she has demonstrated the “identified behaviors” at the previous and existing level(s) for all competencies.

COMPETENCIES Includes knowledge, skills and attributes	EXECUTIVE ASSISTANT	PROFESSIONAL	MIDDLE MANAGER	SENIOR MANAGER	EXECUTIVE MANAGER	GENERAL MANAGER
<p><b>Strategic/Conceptual Thinking . . .</b> <i>identifying, defining and analyzing issues and situations using rational and intuitive processes that result in the drawing of accurate conclusions, the generation of viable solutions and visualization of new potentials.</i></p>	<p><b><i>Aligns actions with organizational goals and strategies.</i></b> Comprehends basic goals and strategies developed by others and aligns own work accordingly. Prioritizes work in alignment with organizational goals and strategies.</p>	<p><b><i>Analyzes potential.</i></b> Makes decisions, sets priorities or develops goals on the basis of future potential. Analyzes for long term pay-offs or business outcomes.</p>	<p><b><i>Synthesizes information and identifies issues and linkages.</i></b> Recognizes patterns and trends in a context of ambiguity. Develops explanations and identifies causes. Foresees obstacles and navigates around them. Continually seeks new and better ways to accomplish objectives. Shows openness to new information, approaches and risk-taking. Invents new ways of doing business. Develops solutions to staff problems and assists employees in solving day-to-day problems.</p>	<p><b><i>Issue identification / anticipation and operational problem-solving</i></b> Extracts info from variety of sources. Looks behind symptoms to uncover root causes and anticipates potential problems. Considers linkages among all parts of operation and evaluates impacts of possible solutions. Develops solutions to staff problems and assists employees in solving day-to-day problems.</p>	<p><b><i>Extracts information from a variety of sources. Looks behind symptoms to uncover root causes and anticipates potential problems. Analyzes and comprehends corporate goals and strategies and how they relate to area of responsibility.</i></b> Uses alternative ways of looking at issues/problems. Considers linkages among all parts of operation and evaluates impacts of possible solutions. Adapts and applies concepts in new ways that improve the delivery of information and programs in support of corporate priorities. Pulls together large amounts of information into coherent picture.</p>	<p>Adds meaning to complex events and patterns of information by reducing phenomena to their fundamental concepts and basic objectives. Creates and applies concepts that are new and different to advance corporate direction. Understands how the department interacts with stakeholders internally and externally. Demonstrates leadership in integrating efforts and changes with stakeholders in order to achieve desired outcomes. Prioritizes work in alignment with corporate goals and acts in accordance with government</p>

COMPETENCIES Includes knowledge, skills and attributes	EXECUTIVE ASSISTANT	PROFESSIONAL	MIDDLE MANAGER	SENIOR MANAGER	EXECUTIVE MANAGER	GENERAL MANAGER
					Integrates new information and simultaneously weighs the value of each in moving the work of the branch forward. Aligns current actions with department's strategic goals. Effectively organizes resources and activities to deal with short-term branch concerns.	strategies, objectives and goals.
<b>Organizational Awareness</b> <i>... understanding, building and using formal and informal systems and contacts in a complex organizational environment in order to get results.</i>	<b><i>Demonstrates understanding of formal and informal structure.</i></b> Recognizes or uses the surface structure and/or informal relationships of own or others' organizations. Knows who to ask for what, and when (i.e. "chain of command", positional power, rules and regulations).	<b><i>Demonstrates understanding of climate and culture.</i></b> Recognizes unspoken organizational limitations - what is and is not possible at certain times or in certain positions. Incorporates into actions when needed.	<b><i>Understands the inner workings of the organization</i></b> Knows the organization's vision, mission, mandate and business lines. Establishes influential connections within the organization. Builds and contributes support for ideas and decisions. Understands organizational decision points and processes and how to influence them.	<b><i>Developing linkages</i></b> Develops and uses contacts throughout the org. to achieve objectives. Understands when issues/problems can and should be dealt with at their level and when issues should be elevated to higher levels. Uses the services available in the org. to get things done. Provides assistance to staff in dealing with other parts of the org. and in applying policies and procedures.	<b><i>Develops and uses contacts throughout the department to achieve objectives. Understands when issues/problems can and should be dealt with at their level and when issues should be elevated to higher levels. Uses the services available in the department to get things done.</i></b> Provides assistance to staff in dealing with other parts of the department and in applying policies and procedures. Understands the formal and informal internal relationships and processes within government and the	Gains cooperation and support from others through understanding and being sensitive to the political and org. culture. Understands how the department interacts with the external world. Builds and maintains alliances and networks of clients, colleagues and interest groups and uses this knowledge in achieving results.

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					players in it and uses this to gain support for initiatives and determine optimum timing for achieving results.	
<b>Interpersonal Relations . . .</b> <i>interacting with others in ways that advance the work of the organization by developing respect, mutual understanding, and productive working relationships.</i>	<b><i>Builds informal relationships.</i></b> Makes a conscious effort to have informal or casual contacts with clients and organizational members. Shows an interest in their issues and activities that go beyond the workplace.	<b><i>Develops win/win relationships.</i></b> Actively seeks opportunities to contribute to positive outcomes for clients, stakeholders, and organizational members. Approaches issues or disagreements with the objective of reaching win/win solutions.	<b><i>Maintains cooperative work relationships</i></b> Recognizes contribution of others. Shows warmth and empathy for others and their situations. Expresses opinions and disagreements with both honesty and tact. Cultivates networks.	<b><i>Handling group situations</i></b> Encourages group members to participate and acknowledges value of their contributions. Stimulates constructive discussion. Promotes cooperation between work teams. Accurately perceives needs and feelings of others. Shows awareness of impact of one's own behaviour on others. Takes actions that reflect a respect for others. Considers the 'people' side of issues. Relates effectively to a diversity of people and upholds the principles of employment equity.	<b><i>Is willing and able to see things from another person's perspective and demonstrates understanding of other's concerns. Shows awareness of impact of one's own behavior on others. Takes actions that reflect respect for others.</i></b> Handles delicate negotiations. Resolves conflict and attains branch objectives through strong collaboration and interpersonal skills. Makes tough interpersonal decisions with sensitivity and caring. Promotes cooperation between individuals and/or work teams. Relates effectively to a diversity of people and upholds the principles of employment equity.	Accurately assesses and is sensitive to the underlying complex root causes for individual and group behavior patterns. Adapts interpersonal style to diverse relationships with a variety of internal and external stakeholders. Represents the department with finesse and polish at high level and "grass roots" events. Creates favorable impression on initial contact that gains esteem and respect.
<b>Communication . . .</b> <i>clearly conveying and</i>	<b><i>Communicates effectively.</i></b>	<b><i>Listens with sensitivity.</i></b> Seeks to	<b><i>Communicates for understanding and</i></b>	<b><i>Briefing and instructing</i></b>	<b><i>Identifies and collects pertinent</i></b>	Effectively handles 'on the spot'

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<i>receiving messages in ways which capture interest, inform and gain support.</i>	Communicates in a way that is accurate, timely and easy to understand, verbally and in writing. Shares information in an open and honest way. Explains the reasons for a decision.	understand others from their own frame of reference. Probes to understand unexpressed or poorly expressed thoughts, concerns or feelings. Accurately assesses root causes of behaviour. Predicts others' response and alters own behaviour to respond appropriately.	<b>learning</b> Expresses organizational messages clearly both orally and in writing. Ensures that staff, superiors and key decision-makers and stakeholders are kept well-informed. Seeks to understand and incorporate the perspectives of others.	Identifies and collects all pertinent info. Determines required level of detail and key points. Organizes material to facilitate understanding. Presents material in clear and convincing manner. Clearly explains work, decisions, etc. to subordinates. Provides appropriate forums for subordinates to express ideas, etc. Listens attentively, thereby conveying understanding of subordinates' comments/views.	<b>information.</b> <b>Determines required level of detail and key points.</b> <b>Organizes material to facilitate understanding.</b> <b>Presents material in clear and convincing manner.</b> Clearly explains work, decisions, etc. to subordinates. Provides appropriate forums for subordinates to express ideas, etc. Listens attentively, thereby conveying understanding of subordinates' comments/ views. Presents complex issues with clarity, credibility and impact. Adapts content and style of communication appropriately. Is sensitive to cross-cultural differences, non-verbal cues, feelings and emotions. Responds with sensitivity and directness.	questioning by media and others. Provides answers that show awareness of sensitivities and interests of stakeholders. Willing and able to see things from another person's perspective and demonstrates an understanding of others' concerns. Promotes open dialogue throughout the department. Uses personal examples to clearly and compellingly relate future state/direction, which generates enthusiasm and commitment. Capitalizes on existing communication vehicles and creates new ones.
<b>Results Orientation</b> . . . achieving expected results by setting goals and priorities that	<b>Creates own measures of excellence.</b> Uses own specific methods of	<b>Contributes to work unit success.</b> Initiates improvement processes within the	<b>Plans work and deploys resources to achieve results and manages implementation</b>	<b>Planning and coordination</b> Develops practical plans and allocates	<b>Develops practical plans and seeks ways to maximize efficient use of</b>	Establishes and maintains effective accountability systems to review

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<i>maximize resources and by successfully completing activities and delivering products/services in a timely manner.</i>	measuring outcomes against a standard of excellence that exceeds established standards or expectations.	unit for the greater good of the organization. Commits resources to improve performance while taking action to minimize risks.	Sets a direction and a course of actions to reach objectives. Ensures appropriate consultation with stakeholders. Ensures that required financial human and informational/technological material resources are in place. Keeps progress on track by clarifying objectives and providing feedback. Monitors actions and evaluates results. Reflects on results and processes and uses that learning for the future.	resources to achieve goals. Seeks ways to maximize efficient use of resources. Assigns work appropriately and ensures individuals are aware of requirements. Monitors activities to ensure they are carried out. Redirects staff activities to ensure timely completion.	<b>resources. Monitors self and others to ensure activities are carried out. Involves people in decision-making.</b> Makes specific changes in work methods or resources to improve performance and deliver timely results within allocated budget. Develops challenging performance expectations and keeps activities and programs on track by clarifying expectations and objectives and providing feedback. Translates corporate strategies into concrete action plans. Provides structure, but allows for initiative. Delegates responsibility and ensures individuals are aware of expectations.	activities and goals against strategies. Analyzes performance information to set priorities and take calculated risks to improve the delivery of services and operations. Predicts emerging issues and manages associated risks.
<b>Knowledge . . .</b> <i>knowledge of the Public Service environment, government systems and operational policies, and the programs and policies of one's own department.</i>	Some knowledge of financial policies and procedures Some knowledge of human resource management including policies, procedures, processes, etc.	Some financial management responsibility within a defined area. Human resource management knowledge including policies, procedures, processes, etc. Administrative	Financial management responsibility. Human resource management responsibility including policies, procedures, processes, etc. Administrative policies. Rel'ship of org's vision to that of Sk. Agriculture &	Gov't structure and public service culture. Financial management responsibility. Human resource management responsibility including policies, procedures, processes, etc. Administrative policies.	Department and government formal structure, processes and capabilities/limitations of the department. Vision, mandate and values of the department.	Fed-Prov. issues of day and forecasted issues that impact the department/ industry. International and global issues that have impact on or influence the

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	<p>Administrative policies. Corporate policy on employment equity, access to info, privacy, safety and health. Vision, mandate and values of one's own department. One's own operational role.</p>	<p>policies. Rel'ship of org's vision to that of Sk. Agriculture &amp; Food. Gov't policy on individual rights, employment equity, access to info, privacy, safety and health. Vision, mandate and values of one's own department. One's own operational role.</p>	<p>Food. Gov't policy on individual rights, employment equity, access to info, privacy, safety and health. Vision, mandate and values of one's own department. One's own operational role.</p>	<p>Rel'ship of org's vision and mandate to that of other org's and to gov'ts. Gov't policy on individual rights, employment equity, access to info, privacy, safety and health. Vision, mandate and values of one's own department. One's own operational role.</p>	<p>Relationship of the department's vision and mandate to that of other departments, external stakeholders and the agriculture industry. One's own operational role. Government policy-making and legislative processes. Department/branch current priorities and issues of the day. Agricultural industry's current and forecasted issues. Financial management responsibility. Human resource management responsibility including policies, procedures, processes, etc. Administrative policies. Gov't policy on individual rights, employment equity, access to information, privacy, safety and health.</p>	<p>department and/or industry. Government's current priorities. Current and emerging management issues. Media and how it operates.</p>
<p><b>Innovation/Creativity</b> . . . <i>takes an innovative approach to problem-solving which includes "thinking outside the box", going beyond the conventional, and championing innovation and encouraging new ideas from others.</i></p>	<p><b>Enhances processes or products.</b> Initiates continuous improvements to enhance processes or products. Adapts quickly to change.</p>	<p><b>Develops new approaches.</b> Develops new approaches and solutions to problems that have not been previously done. Anticipates change and suggests implementation strategies.</p>	<p><b>Takes an innovative approach to problem solving</b> "Thinks outside the box" to go beyond the conventional , and a willingness to try out different solutions. Makes specific changes in work methods or</p>	<p><b>Open to new ideas and questions conventional methodology</b> Is open-minded when presented with new perspectives and will accept other solutions when conventional 'methods' don't work. Constructively</p>	<p><b>Questions and challenges the quality of conventional work methodology. Is open-minded when presented with new perspectives and will try out and accept other solutions and take</b></p>	<p>Fosters innovation and adaptation to change. Generates and maintains a creative environment. Anticipates and responds to external change. Is flexible when faced with constraints and</p>

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			operations to improve performance and deliver timely results. Develops challenging performance expectations ensuring the right mix of activities and resources that leads to optimal results. Develops and weighs alternatives to conventional thinking before settling on a solution.	challenges existing processes and procedures on the job and developing original approaches to improve or replace them.	<b><i>an unorthodox approach. Understands and appreciates different and opposing perspectives on an issue. Accepting of changes in the department or job requirements.</i></b> Generates varied solutions to problems. Is prepared to look beyond the data for solutions. Is innovative and creative when generating solutions. Willing to change ideas or perceptions based on new information or contrary evidence. Understands other people's points of view.	adapts quickly to real or anticipated changes in external environment. Modifies procedures and processes to fit a specific situation to get a job done in order to meet department goals.
<b>Change Leadership</b> . . . <i>energizes and alerts groups to the need for specific changes in the way things are done. Champions change effort by building and maintaining support and commitment to the change.</i>	Recognizes and readily adapts to changes in the workplace and external environment Adjusts one's personal and professional behaviour accordingly. Accepts responsibility to work through own change process by recognizing and admitting own feelings	Recognizes and readily adapts to changes in the workplace and external environment Adjusts one's personal and professional behaviour accordingly. Accepts responsibility to work through own change process by recognizing and admitting own feelings	Effectively supports individuals through times of change. Helps people understand the key issues driving the need for change.	Establishes structure to plan and manage the orderly implementation of change. Helps individuals and groups manage the anxiety associated with significant change.	Identifies and describes a need for change internally and manages the change.	Defines explicit vision for change. Creates a sense of urgency by comparing status quo to the vision. Communicates the vision for change and actively involves them in the change process.

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	and by taking appropriate actions. Willingly uses available technologies to work and learn.	and by taking appropriate actions. Willingly uses available technologies to work and learn.				
<b>Empowering/Sharing Responsibility . . .</b> <i>enabling individuals and groups by sharing responsibility so that others have a deep sense of commitment and ownership.</i>	<b>Express positive expectations</b> Speaks positively about others' potential for development and ability to assume greater responsibility. Shows respect for others' capabilities.	<b>Express positive expectations and delegate routine tasks</b> Speaks positively about others' potential for development and ability to assume greater responsibility. Shows respect for others' capabilities. Gives routine tasks to employees and demonstrates trust in their ability to accomplish them.	<b>Express positive expectations and delegate routine tasks</b> Speaks positively about others' potential for development and ability to assume greater responsibility. Shows respect for others' capabilities. Gives routine tasks to employees and demonstrates trust in their ability to accomplish them.	<b>Express positive expectations and delegate routine tasks</b> Speaks positively about others' potential for development and ability to assume greater responsibility. Shows respect for others' capabilities. Gives routine tasks to employees and demonstrates trust in their ability to accomplish them.	<b>Encourages others to take responsibility by speaking positively about others' potential for development and their ability to assume greater responsibility. Shows respect for others' capabilities. Accepts and supports others' considered views, recommendations and actions.</b> Demonstrates trust by recognizing and acknowledging others' skills and abilities necessary to achieve higher level goals. Supports others' learning and development. Provides opportunities for others to demonstrate newly acquired competencies. Gives employees the latitude to do a task in own way.	Delegates full authority and responsibility and provides the opportunity to make and learn from mistakes in a non-critical setting.
<b>Team Leadership . . .</b>	<b>Actively participates</b>	<b>Encourages and</b>	Contributes as a team	Expresses positive	Expresses positive	Creates and instills a

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<i>mobilizes people to work toward a shared purpose in the best interests of the department, its people and its stakeholders/clients.</i>	<b>on team.</b> Contributes positively by sharing information and listening and accepting others' points of view. Able to give and receive constructive criticism. Shares the workload with others. Maintains a positive outlook and shows flexibility to new approaches and ideas. Demonstrates a belief in the team concept.	<b>involves other team members.</b> Solicits ideas and opinions to help form specific decisions or plans. Demonstrates that he or she genuinely values others' input and expertise and is willing to learn from others. Positively influences the way the team works together.	player and leads teams. Works effectively with colleagues to achieve common goals and enhance the overall effectiveness of the organization. Collaborates with others in meeting objectives. Empowers team members. Provides a supportive environment based on trust, respect and commitment. Identifies and resolves counter-productive conflicts.	expectations and communicates regularly. Facilitates team interaction, conflict management, recognizes team success, etc. to promote team morale and productivity. Communicates objectives and accomplishments internally and externally. Works to resolve obstacles outside of the team's control.	expectations and communicates regularly. Facilitates team interaction and conflict management AND recognizes individual and team success to promote team morale and productivity. Facilitates and celebrates progress. Communicates objectives and accomplishments internally and externally. Works to resolve obstacles outside of the team's control.	vision, a set of values, a long-term strategy and a corporate climate in which goals can be achieved. Gains and sustains interest/support of senior management. Ensures cross-team collaboration to contribute to organizational effectiveness (e.g., providing information to other areas of the organization to help make decisions collaboratively and sharing resources to solve mutual problems).
<b>Impact and Influence</b> . . . acts to persuade, convince or influence others in order to have a specific impact or effect.	<b>Uses direct persuasion.</b> Uses direct persuasion in a discussion or presentation. Appeals to reason, uses data or concrete examples, visual aids, demonstrations, etc to the interest and level of the audience.	<b>Calculates the impact of own actions or words.</b> Tailors a presentation or discussion to appeal to the interest and perspectives of others. Anticipates the impact of an action or other detail.	Persuades through oral and/or written presentations using data, concrete examples, reason and/or rationale. Customizes presentation to fit with the audience. Anticipates and prepares for reactions of others.	Persuades through oral and/or written presentations using data, concrete examples, reason and/or rationale. Customizes presentation to fit with the audience. Anticipates and prepares for reactions of others.	Persuades through oral and/or written presentations using data, concrete examples, reason and/or rationale. Customizes presentation to fit with the audience. Anticipates and prepares for reactions of others.	Uses experts or third parties to influence others.
<b>Client-service Orientation</b> . . . understanding and meeting or exceeding client needs.	<b>Establishes effective client relationships.</b> Develops and maintains effective working relationships with clients based on	<b>Contributes to positive outcomes for the client.</b> Makes concrete attempts to make things better for the client in some	<b>Establishes and maintains effective client relationships</b> Develops and maintains effective working relationships with clients	<b>Establishes and maintains effective client relationships</b> Develops and maintains effective working relationships with	<b>Develops and maintains effective working relationships with clients based on trust. Follows</b>	Takes into consideration public and stakeholder needs when establishing program, policy,

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	trust. Responds to specific needs to the client's satisfaction. Actively supports the interests of the client by making choices and setting priorities to meet their needs.	way. Gives service beyond clients' expectations by seeking information about the real, underlying needs of the client, providing insights, and recommending actions to address these needs.	based on trust. Follows through on inquiries, requests and complaints in timely fashion. Monitors public need and keeps them informed of programs and services offered.	clients based on trust. Follows through on inquiries, requests and complaints in timely fashion. Monitors public need and keeps them informed of programs and services offered.	<b>through on inquiries, requests and complaints in a timely fashion.</b> Monitors public need and keeps them informed of programs and services offered. Gives service beyond the clients' expectations by seeking information about the underlying needs, providing insights and recommending action to address the needs.	programs and services.
<b>Concern for Political Impact</b> ... recognize how organizational issues, policies and decisions impact public interests/concerns. Sensitive to differing needs/agendas of multiple stakeholders.	Understands the impact of organizational issues on client interests/concerns.	Understands the impact of organizational issues on client interests/concerns. Assists in decisions and actions responding to specific public interests/concerns.	Understands corporate implications of key issues re: potential impact on client interests/concerns. Makes decisions and takes action to respond to specific public interests/concerns.	Understands corporate implications of key issues re: potential impact on client interests/concerns. Makes decisions and takes action to respond to specific public interests/concerns.	Identifies and understands corporate implications of key issues re: potential impact on client interests/concerns. Makes decisions and takes action to respond to specific public interests/concerns.	Works to reconcile needs of multiple stakeholders. Conducts risk assessment to maximize results.
<b>Human, Financial and Information Resource Management</b> ... effectively managing internal and/or external resources to achieve organizational goals.	Understands performance management, budget tracking and other resource management systems to assist management in managing human, financial and information resources.	Understands performance management, budget tracking and other resource management systems to assist management in managing human, financial and information resources.	Understands and applies performance management, budget tracking and other resource management systems in effectively managing human, financial and information resources.	Understands and applies performance management, budget tracking and other resource management systems in effectively managing human, financial and information resources. Taps into a variety of resources like: cross-	Understands and applies performance management, budget tracking and other resource management systems in effectively managing human, financial and information resources. Taps into a variety of resources like: cross-	Supplements available resources by managing external resourcing approaches. Sets performance standards, monitors progress and intervenes at early stage to ensure deliverables meet

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				functional teams, secondments, collaborative funding approaches, etc.	functional teams, secondments, collaborative funding approaches, etc. Provides constructive feedback and addresses performance problems in a timely fashion. Attracts, retains, develops and promotes talented employees.	quality and time standards.
<b>Judgment</b>	Uses appropriate strategies to achieve objectives, considering the situation, the issues and the people involved. Reaches sound decisions and takes wise courses of action.					
<b>Integrity</b>	Takes actions that are congruent with what he/she says. Establishes trust by reliably delivering on promises and honoring commitments. Demonstrates consistency in upholding the ethical and social norms of the organization in actions and decisions. Treats people fairly and equitably by maintaining consistent values and performance standards.					
<b>Self-confident / Independent</b>	Willing to state and defend ideas and convictions, while recognizing other options. Has the confidence required to stand alone when this is the best course. Realistically trusts own talents.					
<b>Behavioral Flexibility</b>	Demonstrates sensitivity to the environment. Tolerates ambiguity, shifts priorities, changes style and responds with new approaches as needed to deal with the demands of changing conditions. Modifies procedures, plans, goals, projects and processes to fit a specific situation/ to get a job done/in order to meet corporate goals.					
<b>Initiative and Perseverance</b>	Actively and enthusiastically attempts to influence events. Seeks opportunities to originate action. Takes action beyond explicit requests and approaches work in an optimistic manner. A self-starter. Stays with a plan of action or position until the desired objective is attained or no longer appropriate. Thinks ahead and plans (both long-term and short-term) for contingencies.					
<b>Organizational Commitment</b>	Aligns behaviour with department values, principles and goals. Stands by decisions that are perceived to be a benefit to the organization even if they are unpopular and controversial. Demonstrates willingness to sacrifice one's own and one's unit's short-term good for the long-term good of the organization. Asks others to make sacrifices in order to meet the larger organization's needs.					
<b>Self Aware</b>	Understands one's own patterns, preferences and style under normal and stressful conditions and their impact on others, as well as the need to modify those traits to meet the needs of others. Leaders know themselves; they know their strengths and nurture them. They have an excellent grasp of their own values, and they live by them. They also have an understanding of the organizational values and they strive to ensure that the stated values (the "talk") of the organization are consistent with the operational values (the "action").					
<b>Responsible</b>	Being accountable for one's decisions and actions. Accepts responsibility for influencing the results and for the performance of the people in the					

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	organization.					
<b>Optimistic</b>	Believes that people in the organization generally want to be productive, to make a difference, to be proud of their accomplishments, and they want the organization to succeed. Good leaders make people hopeful.					
<b>Values Diversity</b>	Recognizes and values differences and creates environments that are motivating to all group members. Is prepared to allow individuals' talents and styles to be expressed in different ways and at different times.					
<b>Commitment to Learning</b>	Actively pursues learning and development in order to achieve results and contribute to continuous improvement. Has ability to learn from experience. Supports and encourages the learning and development of others. Designs/creates developmental opportunities to stretch and motivate self and others.					
<b>Authentic</b>	Reveals one's true self to others. Maintains congruence between the inner self and the outer self.					
<b>Caring/Empathetic/Sensitive</b>	Acts to understand and respond appropriately to concerns of others. Willing and able to see things from others' perspectives.					
<b>Teamwork</b>	Works cooperatively and productively with others to achieve results. Acts to promote a friendly climate, good morale and cooperation between team members (resolves conflicts, promotes team reputation with others, and takes leadership when appropriate). Promotes teamwork by building commitment and maintaining optimism.					

SOURCES: The Saskatchewan Public Service Management Competency Framework  
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