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Core Competencies Project: Executive Directors

HayGroup®

*A Collaborative Initiative Between the
Provincial Network on Developmental Services
and the
Ministry of Community and Social Services*

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Introduction

Hay Group's approach to determining the characteristics of superior job performance goes beyond traditional task and skill analysis to identify the specific competencies of highly effective people in a specific role. Several assumptions underlie Hay Group's methodology for identifying the characteristics that distinguish the top performers in a particular job from average performers:

- In every job, some people perform more effectively than others.
- Outstanding performers do their jobs differently and possess different competencies (i.e., characteristics, traits, motives) than average performers.
- The best way to identify the characteristics that predict superior performance is to study the behaviours of top performers.

Competencies, therefore, are the underlying personal characteristics and behaviours of an individual that are important contributors to predicting outstanding performance in a job within a particular organization. They mark the difference between average job performance and outstanding performance. Furthermore, the competencies in a specific model are aligned with the organization's strategy and culture.

Competencies enable top performers to demonstrate critical behaviours:

- More often,
- In more situations, and
- With better results.

In this document we have identified the target level required for Executive Directors for each competency.

We have also identified *threshold competencies* in a separate section. Threshold competencies are fundamental to all roles in the sector. It is recommended that they be used during recruitment as a way to identify "fit" since threshold competencies generally reflect the values in an organization. By comparison, the core competencies – developmental competencies – are also relevant in hiring as a reference for considering one's natural predisposition to develop a strength in the respective competencies. Once an individual is hired, the core competencies become a personal development and coaching focal point for developing one's behavioural strength in one's role.

Introduction, continued

Competency title

A short definition of the competency. This is supported by the “why it’s important” statement. Together, they should capture the essence of the competency, what is being measured, and the way it helps support the agency’s goals and values.

Advocating for Others (AFO)																					
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The level number and title. All of the competencies have four or more levels. There is a natural build in sophistication from one level to the next.

Behavioural indicators. In all cases, several indicators are given which exemplify the behaviours seen at that level and for that competency; they are intended to show what the level “looks like” and do not provide an exhaustive list.

Core Competencies

Building & Leveraging Collaborative Networks (BLCNET)	
<p>Definition</p> <p>Building and Leveraging Collaborative Networks is about making connections and maintaining, nurturing and utilizing the relationships for the present and future benefit of the agency, e.g., politicians, other agency executive directors, lobbyists, educators, business enterprises, etc.</p>	<p>Level 1</p> <p style="text-align: right;">Recognizes the need</p>
	<ul style="list-style-type: none"> • Recognizes the need for being a part of a collaborative network. • Expresses to others the importance of participating in collaborative networks.
	<p>Level 2</p> <p style="text-align: right;">Identifies important connections</p>
	<ul style="list-style-type: none"> • Identifies individuals and groups that could be beneficial to the agency. • Thoughtfully considers the needs of the organization and based on those needs considers appropriate collaborative connections.
	<p>Level 3</p> <p style="text-align: right;">Builds relationships</p>
<ul style="list-style-type: none"> • Takes action to meet individuals or join groups that could be beneficial to the agency. • Looks beyond own agency to build relationships with other partners in the field, government and community. • Shares knowledge to support the needs of other members of the network. • Proactively develops and maintains a planned network of beneficial and senior working relationships with individuals in the Ministry of Community and Social Services, community organizations, local business and other agencies to support the achievement of immediate and future needs and/or objectives of the agency. 	
	<p>Level 4 (target)</p> <p style="text-align: right;">Strategically builds and leverages coalitions</p>
	<ul style="list-style-type: none"> • <i>Proactively builds coalitions of individuals/groups beneficial to the agency based on a strategic understanding of the agency's mandate and challenges.</i> • <i>Takes a long term view of the needs of the agency when focusing on potential alignments.</i> • <i>Identifies interdependencies, defines priorities and drives resolution of issues across groups, as appropriate.</i> • <i>Insists others transcend formal organizational boundaries to create increased value for their organization by leveraging capabilities of others.</i> • <i>Creates strategic alliances with key stakeholders to better meet emerging and future client needs and enhance the agency's and/or sector's long term strategy.</i>

Core Competencies, continued

Creative Problem Solving & Decision Making (PSDM)	
<p>Definition</p> <p>Creative Problem Solving and Decision Making is the demonstration of behaviours that enable one to identify and solve problems by understanding the situation, seeking additional information, developing and weighing alternatives, and choosing the most appropriate course of action given the circumstances. Problems can be solved by breaking the issue into smaller pieces or by identifying patterns or connections between situations that are not obviously related. It involves the demonstration of behaviours associated with taking a creative approach to problems or issues. It includes “thinking outside of the box”, to go beyond the conventional, and to explore creative uses of resources.</p>	<p>Level 1</p> <p style="text-align: center;">Uses a common sense approach to solve problems</p>
	<ul style="list-style-type: none"> • Uses simple rules, common sense and past experiences to recognize problems. Responds to situations at face value. • Identifies component parts of problems or situations. • Breaks problems down into simple lists, activities or tasks, without assigning values or priorities. • Sees single causal links between components of a problem/situation (e.g., “if this, then that” thinking).
	<p>Level 2</p> <p style="text-align: center;">Is open to new ideas/solutions</p>
	<ul style="list-style-type: none"> • Is open minded when presented with a new perspective. • Applies new information to work problems and situations. • Recognizes when a situation calls for or can be improved by an approach different from the usual.
	<p>Level 3</p> <p style="text-align: center;">Understands and acts on basic relationships</p>
<ul style="list-style-type: none"> • Breaks down a problem/issue into its component parts. • Identifies discrepancies, trends and interrelationships in data. • Recognizes and acts on cause and effect relationships (A leads to B). • Recognizes that problems may be multi-dimensional. • Divides issues into categories (e.g., pros and cons). • Looks behind the face value of a set of facts; understands less obvious implications. • Uses knowledge and/or experience to understand, evaluate and solve problems/issues. 	
<p>Level 4</p> <p style="text-align: center;">Identifies and considers options to solve a problem or issue</p>	
<ul style="list-style-type: none"> • Generates multiple alternative solutions. • Thinks imaginatively in order to develop creative solutions or options for which there are few or no precedents. • Thinks “outside of the box” to identify new solutions. • Evaluates alternative solutions and identifies and acts on the optimum course of action. • Is prepared to try out different solutions while maintaining a safe environment. • Recognizes underlying issues and the implications of decisions or courses of action. 	
<p>Level 5 (target)</p> <p style="text-align: center; color: white;">Solves complex problems</p>	
<ul style="list-style-type: none"> • <i>Solves complex problems that may involve using several analytical or creative techniques to break the problem down into component parts or issues.</i> • <i>Applies complex learned concepts when examining patterns or trends.</i> • <i>Adapts existing frameworks to approach a situation from a different perspective.</i> • <i>Examines potential implications of decisions/solutions on all affected stakeholder groups, which may include several areas/departments across the agency.</i> 	

Core Competencies, continued

Developing Others (DEV)	
<p>Definition</p> <p>Developing Others involves a genuine intent and passion to foster the long-term learning or development of others through encouraging, managing performance and coaching, in order to fulfill the current and future skill requirements of both individuals within the profession and the organization. Developing Others is not limited to formal positions of authority.</p>	<p>Level 1</p> <p style="text-align: center;">Shares task-related advice and expertise with others</p>
	<ul style="list-style-type: none"> • Within a developmental context, gives detailed instructions and/or on-the-job demonstrations e.g., volunteers to show how to do the task. • Willingly shares own task-related expertise with others. • Provides direction or advice on how to do the work.
	<p>Level 2</p> <p style="text-align: center;">Creates learning opportunities for others relative to technical skills acquisition</p>
	<ul style="list-style-type: none"> • Identifies or suggests activities that could help others develop new technical skills. • Gives directions or demonstrations with reasons or rationale as a training strategy. • Asks questions, gives tests, or uses other methods to verify that others have understood explanations or directions. • Have people work out answers to problems themselves, so they really know how, rather than simply giving them the answer.
	<p>Level 3</p> <p style="text-align: center;">Coaches others and provides advice relative to competency acquisition</p>
<ul style="list-style-type: none"> • Gives specific constructive feedback for developmental purposes. • Coaches others by providing feedback relative to learning new competencies. • Reassures and/or expresses positive expectations for future performance when giving corrective feedback and/or after a setback. • Gives individualized suggestions for improvement. 	
<p>Level 4</p> <p style="text-align: center;">Provides in-depth coaching</p>	
<ul style="list-style-type: none"> • Invests significant amount of time to help foster the growth and development of others. • Delegates full authority and responsibility with the latitude to do a task in their own way in order to develop specific characteristics, including the opportunity to make and learn from mistakes in a non-critical setting. • Understands and identifies a training or developmental need and establishes new programs or materials to meet it. • Encourages others to assess their strengths and weaknesses, career goals, and strategies for achieving them. 	
<p>Level 5 (target)</p> <p style="text-align: center;">Champions a supportive learning environment that facilitates employee growth and development</p>	
<ul style="list-style-type: none"> • <i>Creates an environment where mistakes are used as learning opportunities, feedback is freely offered and willingly received, and expertise is shared among employees.</i> • <i>Provides opportunities for employee development in light of current and future organizational needs.</i> • <i>Aligns organizational systems to support employee growth and development. Implements structures, succession planning mechanisms, and processes that promote employee development in line with the organization's goals.</i> • <i>Structures work processes to facilitate employee development (e.g., cross-functional training, participative management, etc.).</i> 	

Core Competencies, continued

Integrity (ING)	
<p>Definition</p> <p>This competency involves acting with integrity, ensuring one's actions are consistent with what one says is important (i.e., walking the talk). It is also about sharing information candidly, accurately and openly with employees, peers and managers.</p>	<p>Level 1</p> <p style="text-align: center;">Is open and honest about work situations</p>
	<ul style="list-style-type: none"> • Communicates information that is useful to others in the same or other departments, especially direct reports. • Expresses what one is thinking even when it is not required or when it would be easy to refrain from being open about the situation.
	<p>Level 2</p> <p style="text-align: center;">Gives honest feedback to individuals and team</p>
	<ul style="list-style-type: none"> • Provides open and honest feedback, on performance, to individuals and to the team even when it would be easier to refrain from addressing issues.
	<p>Level 3</p> <p style="text-align: center;">Is publicly candid with the team, acting with integrity consistent with one's beliefs</p>
	<ul style="list-style-type: none"> • Conveys relevant and important information or opinions, even when they may be negative or unpopular. • Openly admits to having made mistakes when this will benefit the business; fosters a climate of openness through own example.
	<p>Level 4</p> <p style="text-align: center;">Is honest and candid with managers, peers or external parties</p>
	<ul style="list-style-type: none"> • Acts to promote an open and cooperative atmosphere within and between departments and functional areas. • Supports the sharing of valuable opinions and information, whether it is positive or negative. • Does not hide a problem or avoid an issue. • Openly and directly addresses others who exhibit behaviour not in the best interests of the organization. • Challenges others to uphold organizational values.
	<p>Level 5 (target)</p> <p style="text-align: center;">Applies strong personal moral compass to high level strategic decision making and action</p>
	<ul style="list-style-type: none"> • <i>Applies the highest standards of business conduct to all organization-wide decision making.</i> • <i>Acts on principles to do the right thing for the organization.</i> • <i>Actively and persuasively advocates for the organization based on strong, supported conviction.</i>

Core Competencies, continued

Leading Change (LC)	
<p>Definition</p> <p>Leading Change involves initiating, implementing, and managing the implementation of new approaches, practices and processes, energizing and alerting relevant groups, stakeholders and professionals to the need for specific changes in the way things are done. At higher levels, it involves not only understanding the concept of change management (a structured approach to transitions in individuals, teams, organizations and societies that moves the target from a current state to a desired state), but also involves managing change, from communicating and implementing the change to taking action to reinforce new ways of thinking.</p>	<p>Level 1</p> <p style="text-align: right;">Defines areas for change</p>
	<ul style="list-style-type: none"> • Openly describes a need for change in the organization. • Candidly defines a specific area where change is needed. • Delivers the message and rationale for change to those affected by it. • Outlines the business case for change.
	<p>Level 2</p> <p style="text-align: right;">Expresses vision for change</p>
	<ul style="list-style-type: none"> • Defines an explicit vision for change. • May simplify, modify, or redefine a previous vision in specific terms. • Explains new policies and processes to others in a positive manner, highlighting the future benefits of the changes.
	<p>Level 3</p> <p style="text-align: right;">Ensures change message is heard</p>
	<ul style="list-style-type: none"> • Takes efforts to deliver the message or vision for change to everyone affected. • Repeats message wherever possible. • Posts change messages as banners, plaques, or other physical reminders. • Promotes the advantages of change. • Clarifies the potential opportunities and consequences of proposed changes.
<p>Level 4</p> <p style="text-align: right;">Fosters acceptance and commitment to change in others</p>	
<ul style="list-style-type: none"> • Encourages dialogue among all parties affected by the change. • Also considers the interests of related external parties such as families, suppliers, or other community or sector groups. • Identifies types of resistance, their root causes and knows what steps to propose to overcome the resistance. • Takes efforts to deliver the message or vision for change to everyone affected. • Involves others in planning for and implementing changes and in so doing gains buy-in for change. • Directs development of an appropriate change management plan for key stakeholder groups and individuals. • Effectively supports the change process by seeking opportunities and using change management techniques that anticipate and remove obstacles and resistance, and promote the desired change. • Ensures ongoing communication strategies are in place to facilitate understanding and commitment to change. 	
<p>Level 5 (target)</p> <p style="text-align: right; color: white;">Creates the future</p>	
<ul style="list-style-type: none"> • <i>Shapes and moulds the future.</i> • <i>Assesses readiness to proceed with the change process.</i> • <i>Creates a compelling case for organization-wide changes.</i> • <i>Takes actions to change the culture and direction of the agency.</i> • <i>Inspires others to become champions for the needed change(s).</i> • <i>Creates an environment that promotes and encourages change or innovation.</i> • <i>Personally exemplifies or embodies the desired change through strong, symbolic actions that are consistent with the change.</i> • <i>Demonstrates that the new way of operating or working is a priority, and the change management process a serious matter.</i> • <i>Spearheads the development and implementation of change strategies, developing or adjusting organizational systems to facilitate the change.</i> 	

Core Competencies, continued

Leading Others (LO)	
<p>Definition</p> <p>Leading Others is about taking on the role of leader of a team or other group. It involves providing inspiration, clarity and direction through a compelling vision of the future. This includes ensuring that those who are led work together and are provided with the required resources and motivational support. Leaders measure their success through the success of others.</p>	<p>Level 1</p> <p style="text-align: right;">Facilitates the team function</p>
	<ul style="list-style-type: none"> • States agendas and objectives; controls time; makes assignments (gives assignments to employees), etc. • Conducts effective meetings and holds informal discussions with staff to keep them well informed on work issues and changes. • Involves staff in planning, problem-solving and decision-making on matters that affect them. • Makes sure the group has all the necessary information; communicates a direction. • Explains the reasons for a decision. Solicits input from team members by encouraging their ideas and contributions. • Identifies and provides information and resources required for the team to work effectively. • Uses group process skills to facilitate team meetings and ensure group tasks are completed.
	<p>Level 2</p> <p style="text-align: right;">Promotes team effectiveness</p>
	<ul style="list-style-type: none"> • Takes specific actions with the intent of enabling the team to function optimally. • Creates the conditions that enable the team to perform at its best (e.g., setting clear direction, providing appropriate structure, getting the right people). • Gets others' input for purposes of promoting the effectiveness of the group or process. • Resolves conflicts in the team, gives fair feedback (individual or collective). • Acts to build team spirit for purposes of promoting the effectiveness of the group or process. • Ensures all team members are fully deployed. • Recognizes staff efforts by celebrating accomplishments. • Takes a proactive, positive review of staff and their capabilities, ensuring they understand their role and responsibilities, counselling and supporting them in improving their skills. • Fosters a climate of openness, trust and solidarity among staff by treating each person as a valued team member and where people feel comfortable in expressing their opinions and needs. • Effectively diagnoses, and works to resolve, conflict situations.
	<p>Level 3</p> <p style="text-align: right;">Obtains resources/takes care of the team</p>
<ul style="list-style-type: none"> • Determines what tools/resources are required to get a job done and takes action to secure them. • Facilitates the work of others by providing tools (frameworks, examples) to help accomplish tasks. • Anticipates the implications of changes (e.g., caseload, staffing, funding, policy changes) on resource needs. 	
<p>Level 4</p> <p style="text-align: right;">Positions self as leader</p>	
<ul style="list-style-type: none"> • Establishes norms for group behaviour ("rules of engagement") and imposes sanctions on people who violate these norms. • Takes action to ensure that others buy into their mission, goals, agenda, climate, tone, policy, and creates the optimum climate for their achievement. • Leads by example; models behaviour desired of staff and aligns own behaviour with the organization's vision and values. • Combines clarity of purpose with personal conviction and a sense of determination to be the best. Is seen by others as a role model and credible leader. 	
<p>Level 5 (target)</p> <p style="text-align: right; color: white;">Builds commitment to a compelling vision</p>	
<ul style="list-style-type: none"> • <i>Inspires confidence in the mission.</i> • <i>Generates excitement, enthusiasm and commitment in people, by translating the agency's vision, mission and values into terms that are relevant to the work being performed.</i> • <i>Has genuine "charisma", communicates a long-term vision that goes beyond the team and generates excitement.</i> • <i>Shapes the efforts of others, (including the Board in the case of the Executive Director) towards the achievement of a common purpose.</i> • <i>Takes action to reinforce the vision and ensure processes and practices are aligned accordingly (e.g., rewards behaviour aligned with the vision).</i> 	

Core Competencies, continued

Organizational Awareness/Political Acuity (OA/POL)	
<p>Definition</p> <p>This competency is about understanding and learning the power relationships in the government. This includes identifying those who are the real decision makers and the individuals who influence them, and predicting how new events or situations at the Ministry of Community and Social Services will affect the agency.</p>	<p>Level 1</p> <p style="text-align: right;">Understands formal structure</p> <ul style="list-style-type: none"> Recognizes and/or uses the formal structure or hierarchy of the Ministry. Understands chain of command, positional power, rules and regulations, policies and procedures, etc.
	<p>Level 2</p> <p style="text-align: right;">Understands informal structure</p> <ul style="list-style-type: none"> Recognizes and/or uses the informal structure of the Ministry of Community and Social Services. Recognizes key decision makers, influencers, etc. Applies this knowledge, to further goals of the agency, when formal structure does not work as well as desired.
	<p>Level 3</p> <p style="text-align: right;">Understands climate and culture</p> <ul style="list-style-type: none"> Recognizes unspoken Ministry limitations, what is and is not possible at certain times or in certain positions. Recognizes and/or uses the “culture” of the Ministry (language, etc.) that will produce the best response.
	<p>Level 4</p> <p style="text-align: right;">Understands organizational politics</p> <ul style="list-style-type: none"> Recognizes and/or uses ongoing power and political relationships within the organization (alliances, rivalries) with a clear sense of organizational impact.
	<p>Level 5 (target)</p> <p style="text-align: right;">Understands underlying issues</p> <ul style="list-style-type: none"> <i>Understands (and addresses) the reasons for ongoing Ministerial behaviour.</i> <i>Recognizes underlying problems, opportunities, or external forces affecting the Ministry, such as current political trends, demographic changes, trade union policies, national or historical issues that affect government, etc.</i>

Core Competencies, continued

Organizational Sensitivity (OS)	
<p>Definition</p> <p>Organizational Sensitivity involves focusing on the public face of the agency and the need to maintain support for the agency by ensuring that it is represented in a manner that is above reproach and supportive of its purpose and values at all times.</p>	<p>Level 1</p> <p>Understands the need to present a positive public image</p> <ul style="list-style-type: none"> Speaks of a cognitive understanding of the need to act in a manner that presents a positive image of the agency to external stakeholders.
	<p>Level 2</p> <p>Presents a positive public image</p> <ul style="list-style-type: none"> Acts in a manner that presents a positive image of the agency to external stakeholders.
	<p>Level 3</p> <p>Expects others to present a positive public image</p> <ul style="list-style-type: none"> Holds others within the agency accountable for ensuring that their actions consistently present the agency in a positive light to external stakeholders.
	<p>Level 4</p> <p>Strategically plans actions to build respect</p> <ul style="list-style-type: none"> Strategically plans and executes a course of action designed to build respect for the agency with external stakeholders.
	<p>Level 5 (target)</p> <p>Includes others in the design and execution of plans to foster respect for the agency</p> <ul style="list-style-type: none"> <i>Strategically plans and executes, with the involvement of others, a course of action designed to build respect for the agency with external stakeholders.</i>

Core Competencies, continued

Planning, Coordination & Execution (PCE)	
<p>Definition</p> <p>This competency is about planning and coordinating work and executing individual and team activities in a way that ensures the achievement of a set of objectives. At the highest levels, individuals are able to achieve desired results on a consistent basis despite having to deal with unpredictable or unexpected circumstances.</p>	<p>Level 1</p> <p style="text-align: right;">Plans own work activities</p>
	<ul style="list-style-type: none"> • Efficiently uses time and completes tasks/projects on time through the routine planning of own work and organization of resources. • Keeps appropriate people informed on progress of tasks/projects. • Ensures that resources will be sufficient for the task.
	<p>Level 2</p> <p style="text-align: right;">Manages multiple priorities</p>
	<ul style="list-style-type: none"> • Demonstrates the ability to multitask, and prioritize a variety of competing tasks in a fast-paced environment. This involves determining their relative importance and switching gears quickly and efficiently.
	<p>Level 3</p> <p style="text-align: right;">Coordinates activities involving others within one's team</p>
	<ul style="list-style-type: none"> • Prioritizes the team's involvement on several initiatives simultaneously, organizing work to maximize efficiency. • Optimizes their schedule by taking time to organize the work environment.
	<p>Level 4</p> <p style="text-align: right;">Plans and executes broad implementation efforts</p>
	<ul style="list-style-type: none"> • Develops and implements efficient work plans for complex projects, which involve many groups. • Is prepared for, anticipates, and effectively deals with problems and roadblocks.
	<p>Level 5 (target)</p> <p style="text-align: right;">Assigns priorities to complex, multiple, competing projects and plans effectively</p>
	<ul style="list-style-type: none"> • <i>Uses expertise to devise and drive the most complex or difficult plans involving multiple organizations</i> • <i>Demonstrates a keen understanding of the relationships between different organizations and takes timely, strategic actions in facilitating groups and organizations ensuring that they work together effectively.</i>

Core Competencies, continued

Strategic Thinking (ST)	
<p>Definition</p> <p>Strategic Thinking is linking long-range visions and concepts to daily work, ranging from a simple understanding to a sophisticated awareness of the impact of the world at large on strategies and on choices.</p>	<p>Level 1</p> <p style="text-align: right;">Demonstrates personal work alignment</p>
	<ul style="list-style-type: none"> • Sets personal work goals in line with operational goals of work area. • Continually evaluates personal progress and actions to ensure alignment with agency/organizational vision and operational goals. • Liaises with others to ensure alignment with the goals and vision of the agency/organization.
	<p>Level 2</p> <p style="text-align: right;">Promotes team alignment</p>
	<ul style="list-style-type: none"> • Effectively communicates and interprets the strategic vision to employees within area of responsibility. • Clearly articulates and promotes the significance and impact of employee contributions to promoting and achieving agency/organizational goals. • Monitors the work of the team to ensure alignment with strategic direction, vision and values of the agency/organization. • Identifies potential future directions for work area in line with the vision. • Proactively helps others to understand the importance of the strategy and vision.
	<p>Level 3</p> <p style="text-align: right;">Aligns program/operational goals and plans</p>
	<ul style="list-style-type: none"> • Works with teams to set program/operational goals and plans in keeping with the strategic direction. • Regularly promotes the agency/organization, its vision and value to clients, stakeholders and partners. • Works with staff to set strategic goals for own area/department of the agency. • Assesses the gap between the current state and desired future direction and establishes effective ways for closing the gap.
	<p>Level 4 (target)</p> <p style="text-align: right; color: white;">Influences strategic direction</p>
	<ul style="list-style-type: none"> • <i>Foresees obstacles and opportunities for the agency (with a long-term horizon) and acts accordingly.</i> • <i>Defines issues, generates opinions and selects solutions that are consistent with the strategy and vision.</i> • <i>Scans, seeks out and assesses information on potential future directions.</i> • <i>Provides direction and communicates the vision to encourage alignment with the organization.</i> • <i>Energetically and persistently promotes strategic objectives with colleagues in other departments.</i> • <i>Promotes new directions using sound, leading edge conceptual approaches.</i>
	<p>Level 5</p> <p style="text-align: right;">Develops vision</p>
	<ul style="list-style-type: none"> • Leads the development of the vision for the agency. • Defines and continuously articulates the vision and strategy in the context of wider agency/sector priorities. • Describes the vision and values in compelling terms to develop understanding and promote acceptance/commitment among staff and stakeholders. • Identifies, conceptualizes and synthesizes new trends or connections between organizational issues and translates them into priorities for the agency/sector. • Develops strategies that fundamentally change the way the agency/sector does business.

Threshold Competencies

Advocating for Others (AFO)	
<p>Definition</p> <p>Individuals demonstrating the competency “Advocating for Others” show through their behaviours an inclination to champion a cause or issue and try to get others to support it (i.e., trying to win the support of others).</p>	<p>Level 1</p> <p style="text-align: right;">States facts to persuade or motivate</p>
	<ul style="list-style-type: none"> • Uses direct persuasion in a discussion or presentation. • May appeal to reason, data, others’ self-interest. • May use concrete examples, visual aids, demonstrations, etc. • At this level, focuses on fact but makes no apparent attempt to adapt presentation to the interest and level of the audience (adapting presentation or language is level 3).
	<p>Level 2</p> <p style="text-align: right;">Takes multiple actions to encourage</p>
	<ul style="list-style-type: none"> • Makes two or more <i>different</i> arguments or points in a presentation or a discussion. • Takes two or more steps to convince. Includes careful preparation of multiple sets of data for presentation (e.g. may use both statistics and actual examples).
	<p>Level 3</p> <p style="text-align: right;">Calculates impact of actions or words</p>
<ul style="list-style-type: none"> • Adapts a presentation or discussion to appeal to the interest and level of others. • Anticipates the effect of one’s words or actions on others’ perceptions of himself/herself. • Takes a well-thought-out dramatic or unusual action in order to have a specific impact. • Anticipates and prepares for others’ reactions. 	
<p>Level 4</p> <p style="text-align: right;">Uses indirect influence</p>	
<ul style="list-style-type: none"> • Uses chains of indirect influence: “get A to show B so B will tell C such-and-such”. • Takes two or more steps to influence, with each step adapted to the specific audience. • Anticipates areas where support or influence will be required and takes steps to add these key individuals to own network. • Judges when to seek support to enlist the involvement of credible resources/objective experts to bolster arguments or improve buy-in of reluctant or resistant people. • Solicits and engages the support of like-minded individuals to help convince others. • Uses experts or other third parties to influence. • Sounds out key decision-makers and influencers prior to meetings. • Uses a combination of logical argument, personal conviction and passion to create a winning case. 	
<p>Level 5</p> <p style="text-align: right;">Uses complex influence strategies</p>	
<ul style="list-style-type: none"> • Uses an in-depth understanding of the interactions within a group to move toward a specific agenda (e.g., may give or defer information among individuals to have specific effects); uses “group process skills” to lead or direct a group. • Assembles political coalitions; uses complex manoeuvring to reach a goal or have an effect. • Builds “behind the scenes” support for ideas. This may include building support within the Board for management suggestions. • Builds and continuously maintains a network of contacts and resources to support initiatives. 	

Threshold Competencies, continued

Flexibility (FLX)	
<p>Definition</p> <p>Flexibility is adapting to and working effectively within a variety of situations, and with various individuals or groups. Flexibility entails understanding and appreciating different and opposing perspectives on an issue or situation, adapting one's approach as the requirements of a situation change, and changing or easily accepting changes in one's own organization or job requirements.</p>	<p>Level 1</p> <p style="text-align: right;">Accepts need for flexibility</p> <ul style="list-style-type: none"> • Understands and respects differences in culture, working style and priorities, and tailors approach to deal with an issue/situation accordingly. • Acknowledges that people are entitled to their opinions, and accepts that they are different. • Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence. • Understands that other people's points of view can be as valuable and as reasonable as one's own. • Projects an open attitude when dealing with change.
	<p>Level 2</p> <p style="text-align: right;">Applies rules flexibly</p> <ul style="list-style-type: none"> • Alters normal procedures or guidelines to fit a specific situation to get a task done and/or meet goals (within acceptable boundaries). • Temporarily altering procedures or guidelines is in contrast to changing processes in a more permanent way. • Juggles multiple tasks, putting one or more on hold to handle an immediate need, and then returning to the original activities. • Adjusts behaviour to meet changing demands. • Exercises judgement to decide when special cases require flexibility in applying policies and procedures.
	<p>Level 3</p> <p style="text-align: right;">Adapts tactics</p> <ul style="list-style-type: none"> • Decides what to do or how to do something based on the situation. • While maintaining the same overall goal or strategy, changes how to accomplish the goal. Acts to fit the situation or the person involved. • Evaluates the situation and decides what approach to take based on the demands of the situation or the needs of the person. • This may involve changing guidelines, processes, outcomes, etc., but would not include changing the overall strategy.
	<p>Level 4</p> <p style="text-align: right;">Adapts strategy</p> <ul style="list-style-type: none"> • Changes the overall plan or goal (i.e., what you're trying to accomplish) to fit the situation. • Questions and revisits validity of own ideas and approaches, and changes strategy when existing approach proves ineffective. • Makes organizational changes to meet the needs of a specific situation.

Threshold Competencies, continued

Holding People Accountable (HPA)	
<p>Definition</p> <p>Holding People Accountable is about communicating in a direct way what one wants or requires of others. It includes giving directions, setting limits, and holding people accountable for performance, insisting on high performance, confronting problem employees, and using appropriate positional authority to ensure performance with the long-term good of the organization in mind. It involves being firm and assertive, and stepping up to difficult decisions.</p>	<p>Level 1</p> <p style="text-align: right;">Gives directions</p> <ul style="list-style-type: none"> • Gives adequate directions; makes needs and requirements reasonably clear. • Ensures understanding of what needs to be accomplished in a defined time frame.
	<p>Level 2</p> <p style="text-align: right;">Sets limits</p> <ul style="list-style-type: none"> • Firmly says “no” to unreasonable requests, or sets limits for others’ behaviour.
	<p>Level 3</p> <p style="text-align: right;">Insists on high performance</p> <ul style="list-style-type: none"> • Sets standards and insists on performance, or insists on compliance with direction in a no-nonsense manner. • Follows through with interim checkpoints; rewards success and takes concrete, systematic steps to correct failures.
	<p>Level 4</p> <p style="text-align: right;">Holds people accountable for performance</p> <ul style="list-style-type: none"> • Reviews performance against clear standards or expectations. • Addresses performance problems in a timely way by confronting others openly and directly about performance problems and holding them accountable for taking action for improvement. • Creates an environment in which all systems and processes support high levels of performance and are used to motivate employees to achieve goals.
	<p>Level 5</p> <p style="text-align: right;">Steps up to difficult decisions</p> <ul style="list-style-type: none"> • Handles contentious issues directly and decisively even if actions adversely impact long-term employees or teams (i.e., performance problems, layoffs, redeployments). • Addresses performance issues in a timely manner by creating concrete goals, development steps or alternative working arrangements.

Threshold Competencies, continued

Initiative (INT)	
<p>Definition</p> <p>Initiative is about taking action, proactively doing things and not simply thinking about future actions. The time frame of this scale moves from addressing current opportunities or problems (being reactive) to acting on future opportunities or problems (being proactive). People with this competency are action-oriented – they act in the present to create value in the future.</p>	<p>Level 1</p> <p style="text-align: right;">Addresses current opportunities or problems</p> <ul style="list-style-type: none"> • Recognizes and acts upon present opportunities or problems (usually within a one or two day timeframe). • Takes the initiative – identifies a current problem and takes ownership of it, working on it until it is resolved. • Takes action to overcome immediate obstacles/barriers to success. • Is alert to opportunities for innovative solutions to problems and pursues them. Works independently, does his/her work without constant supervision.
	<p>Level 2</p> <p style="text-align: right;">Takes action under pressure</p> <ul style="list-style-type: none"> • Makes time-critical decisions even when only limited information may be available. • Acts promptly and with confidence when a situation requires a quick decision. • Proactively manages own time.
	<p>Level 3</p> <p style="text-align: right;">Thinks and plans ahead</p> <ul style="list-style-type: none"> • Thinks ahead and plans for contingencies and effectively prepares and organizes resources and activities (usually taking place within 3 months). • Makes sure things aren't left to chance; sets up contingency plans to deal with last minute changes, ensures sufficient follow-up to check on progress, uncover potential problems and identify areas where support/assistance might be needed. • Anticipates and prepares for problems that may interfere with work or attainment of results.
	<p>Level 4</p> <p style="text-align: right;">Implements short-term plans</p> <ul style="list-style-type: none"> • Puts plan(s) in place and effectively implements them. • Makes use of available resources and identifies alternatives to meet short-term goals.
	<p>Level 5</p> <p style="text-align: right;">Implements longer term comprehensive plan(s)</p> <ul style="list-style-type: none"> • Puts comprehensive plan(s) in place and effectively implements them. • Makes creative use of available resources or identifies alternatives to meet major or strategic goals. • Anticipates the potential ramifications of current actions on future events (e.g., liability, legal actions) and takes immediate long-term action to mitigate the risk/delays/difficulties they cause. • Creates an environment in which proactivity/initiative is valued.

Threshold Competencies, continued

Interpersonal Relations & Respect (IRR)	
<p>Definition</p> <p>Interpersonal Relations and Respect involves dealing with people in a respectful and sensitive manner. It implies truly listening, understanding, accepting and respecting the opinions, feelings, perspectives and motivations of others. It is also the demonstrated willingness to use this knowledge to shape one's own responses and to show a concern for the welfare, dignity and feelings of others.</p>	<p>Level 1</p> <p style="text-align: right;">Listens respectfully to others</p>
	<ul style="list-style-type: none"> • Treats people with respect, dignity and courtesy in all situations. • Listens respectfully to others; picks up clues to others' feelings or meanings, or listens when approached by others. • Pays close attention to and accurately interprets behaviours of others (e.g., body language, tone of voice, facial expressions, nuances, questions).
	<p>Level 2</p> <p style="text-align: right;">Actively seeks to understand and responds appropriately</p>
	<ul style="list-style-type: none"> • Takes the time to draw out and understand the interests, concerns and objectives of others. • Responds to people's concerns by altering one's own behaviour in a helpful, "responsive" manner. • Respects others' values and goals. • Shows concern, consideration and respect for others, including people with different values, background, culture and personalities. • Able to gain the confidence of others and establish good working rapport with people from different backgrounds or cultures.
	<p>Level 3</p> <p style="text-align: right;">Effectively uses empathy</p>
<ul style="list-style-type: none"> • Genuinely sees things from another person's perspective. • Takes a careful read of the atmosphere to accurately anticipate how individuals and groups will react, and tailors approach accordingly, pushing forward or holding back, as necessary. • Determines and uses the best response to calm irate, upset, or agitated individuals/clients who find themselves in stressful or crisis situations (e.g., uses humour, empathic listening, explanations, etc.). • Sincerely cares for what people are experiencing and acts accordingly. • Consistently and effortlessly adjusts behaviours to current, unexpressed or poorly expressed thoughts, concerns, or feelings to enhance the relationship. • Produces good results when working with others by displaying tact, cooperation, sensitivity and respect for the opinions and situations of others and their culture. 	
<p>Level 4</p> <p style="text-align: right;">Understands deep underlying issues/needs and adjusts behaviours accordingly</p>	
<ul style="list-style-type: none"> • Displays an in-depth understanding of the ongoing reasons for a person's behaviour or responses and adapts his or her behaviours and uses this information to present, persuade, interact and work effectively with others. • Makes an assessment of a person's specific strengths, weaknesses, and needs based on a deeper understanding of the individual. • Takes into account the interrelationships between the individual, their culture, their community, their history and how this impacts their behaviours. 	

Threshold Competencies, continued

Resilience (RES)	
<p>Definition</p> <p>Resilience involves maintaining stamina and performance under continuing stress, and to act effectively under pressure. It includes bouncing back from disappointments or confrontations, not letting them negatively influence ongoing performance. Resilient people consistently display determination, self-discipline and commitment in spite of setbacks or lack of support, and a willingness to take a stand when appropriate.</p>	<p>Level 1</p> <p style="text-align: center;">Tries to maintain consistency of performance</p>
	<ul style="list-style-type: none"> • Accepts the need to perform monotonous and routine tasks and sees their value. • Tries hard to maintain level of work effort as pressure increases. • Tries to maintain a positive outlook as pressure increases.
	<p>Level 2</p> <p style="text-align: center;">Performs well under normal pressure</p>
	<ul style="list-style-type: none"> • Maintains self-motivation in face of routine/repetitive tasks. • Maintains high quality standards regardless of task performed. • Maintains level of outputs as pressure increases.
	<p>Level 3</p> <p style="text-align: center;">Overcomes obstacles and/or distractions in specific situations (short to medium term)</p>
<ul style="list-style-type: none"> • Focuses on how to successfully meet a challenge rather than on the obstacles or constraints. • Persists with tasks and maintains output when barriers are perceived/encountered. • Maintains positive demeanour and self-motivation under trying conditions. 	
<p>Level 4</p> <p style="text-align: center;">Delivers results with a high level of consistency over a long period of time</p>	
<ul style="list-style-type: none"> • Demonstrates ongoing commitment to complete routine tasks over the long term. • Persists (over a long period of time) with difficult tasks. Manages own stress effectively. • Sticks with tasks despite meeting frequent and/or repeated rejection and/or frustration. • Maintains positive demeanour and high levels of self-motivation whatever the circumstances. • Remains steadfast and ensures service providers, agencies, community partners, etc., continue to deliver the level of service agreed upon. 	

Threshold Competencies, continued

Values & Ethics (VE)	
<p>Definition</p> <p>Values and Ethics refers to depicting conduct, dispositions and viewpoints consistent with personal integrity, as well as concern for, and sensitivity to, the fundamental values and ethics of the agency/organization/sector and the profession. It includes the capacity for sound ethical judgment in an ethically complex work environment and in the face of pressures and constraints.</p>	<p>Level 1</p> <p style="text-align: center;">Demonstrates overall personal integrity and orientation towards fundamental values of the workplace</p>
	<ul style="list-style-type: none"> • Shows basic awareness of and concern for fundamental values and goals of the helping profession as a whole. • Seeks guidance on details and norms of the profession and grasps the rationales behind them. • Demonstrates evidence of character traits such as honesty, fairness, respect, tact, sensitivity to personal/professional boundaries and to personal differences, courage, equal concern for means and ends. • Takes responsibility for one's own actions and for own mistakes once cognizant of them. • Is able to avoid misbehaviour by following instructions, guidelines, procedures and policies. Is careful to understand his/her own limited knowledge and to act accordingly.
	<p>Level 2</p> <p style="text-align: center;">Acts consistently with professional values and ethics</p>
	<ul style="list-style-type: none"> • Broadly understands professional values and ethics and the essential tensions among them. • Seeks full understanding of facts and interests of all concerned when confronting ethical issues and dilemmas, and reflects upon all options in search of optimal solution (ethical judgment). • Depicts a thorough understanding of the relevance of fundamental values and ethics of the profession to everyday work, and consistently attempts to apply them. • Acts in support of an open and safe workplace atmosphere in which individuals feel encouraged to safely raise, discuss and address ethical issues. • Openly acknowledges own errors of judgment without being prompted by others.
	<p>Level 3</p> <p style="text-align: center;">Acts in accord with values and ethics when it is not easy to do so and promotes values and ethics in the profession</p>
<ul style="list-style-type: none"> • Recognizes workplace practices and conventions that diverge from espoused professional ethics of the workplace and questions and challenges the discrepancies, occasionally at considerable risk to personal interests in the workplace. • Practices and fosters in others ongoing, creative inquiry into the practical meaning of fundamental values of the profession. • Demonstrates adherence to all ethical standards and encourages others to do the same. • Promotes dialogue on relevance of ethics and values to daily issues and relevance of daily issues to the public good. 	
<p>Level 4</p> <p style="text-align: center;">Acts in accord with values and ethics when significant cost or risk is associated with doing so</p>	
<ul style="list-style-type: none"> • Challenges powerful (more experienced and senior) persons to act on espoused values and ethics. • Actively and intensely challenges directives that do not align with professional values and ethics. • Explains and develops ethical knowledge, standards and conduct in others. 	