



National
Defence

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Department of National Defence's Employee/Supervisor Competencies

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Competency-Based Management

Competency-Based Management (CBM) is a systematic approach to Human Resources (HR) management that focuses on worker qualifications and the identification of skills and characteristics (competencies) necessary for job success.² It includes two components:

- a) a **business planning component** that allows executives and managers to assess their resources and needs, and to link employee competencies with organizational objectives; and
- b) a **career management component** that provides employees with information they need to progress in the organization and in their careers.

Competencies are the skills and abilities and knowledge required to perform the work of DND employees.

Behavioural Indicators (BI) are observable, measurable and objective behaviours that exemplify a competency.

A **competency profile** consists of key universal skills and abilities and knowledge competencies, and may include key Leadership competencies, that are required of an employee to perform her/his work.

Competency Types:

There are three types of competencies that have been identified for civilian DND employees:

- *Leadership Competencies*: focus on the ability to establish a shared vision, to build the organization required to deliver program results, and to mobilize the energies and talents of staff.³ For example, the “*Thinking Strategically*” competency uses an understanding of broader internal and external context to identify what must be changed or created to achieve the organization’s vision or goals.
- *Universal Skills and Abilities Competencies*: focus on the application and demonstration of various skills and abilities required by employees to perform their work. For example, the “Planning and Organizing” competency focuses on an employee’s ability to plan and organize projects.
- *Specialized Knowledge Competencies*: focus on the awareness and understanding of the legislative requirements (Acts and Regulations), theories, principles and practices that are specific to the type of work being

² Bonder, Arieh (HRDC). *A Blue-Print For the Future. Competency-Based Management in the Public Service of Canada. A Background And Issues Paper.*

³ Treasury Board of Canada. *Framework for Good Human Resources Management in the Public Service. 1999.*

performed. For example, “*Knowledge of the Financial Administration Act*” is a critical knowledge competency for the Finance community.

Contents of the Competency Dictionary

This competency dictionary was developed based on feedback and lessons learned from various department and other government department CBM initiatives e.g., Competency Skills Gap Analysis pilot and Future Skills project. This dictionary includes the Leadership and Universal Skills and Abilities competencies required by employees and supervisors in DND. Since the initial development, organizations that have used the dictionary to implement CBM in their organization have assisted in further refining the dictionary.

The Competency Dictionary presents 30 competencies including:

- 5 *Leadership* competencies; and
- 25 *Universal Skills and Abilities* competencies that can be used to identify the competencies that are critical to various types of work/job communities.

The Leadership and Universal Skills and Abilities competencies have four parts:

- The *definition* describes what the competency means, it provides a common understanding that all can share.
- The *scale progression* explains the overall theme of how the scale is progressing through the various behavioural levels for that competency. As you progress in the scale, you may see some of the following: a higher degree of complexity, scope, and impact; increasing complex decision making; and a higher degree of ambiguity.
- The *underlying notion* describes the theme of the behavioural indicator levels. As the behavioural indicators listed under each level are not an exhaustive list, the underlying notion provides an idea of what other possible behaviours may be exhibited.
- The *scale* for each competency describes the *behavioural levels* of demonstration of the competency. Each competency scale is cumulative.

The Competency Dictionary also includes *Specialized Knowledge* competencies. The Specialized Knowledge competencies are written as statements of knowledge in specific areas. They are not written as cumulative and employees may require some but not all of the statements within a knowledge area.

The Specialized Knowledge competencies have a competency scale that is used when rating the knowledge level required. This competency scale ranges from 0 (not-required) to 5 (mastery). The DND Knowledge competencies will continue to be developed as Groups and Commands roll out CBM within their organizations.

Note: When the term “the organization” is used in the scales, it can refer to the

immediate organizational unit/area in which an individual works or to broader parts of the organization. As well, for a number of competencies, examples are provided of behaviours at certain levels of the competency scale. These examples are illustrative rather than exhaustive; that is, other examples are possible.

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Part I: Leadership Competencies

L1. Partnering:

Seeking, building and maintaining relationships with stakeholders outside DND/CF to achieve shared goals.

Note: “Partnering” involves working co-operatively with stakeholders outside DND/CF (i.e., with other federal government departments or agencies, the private sector, provincial and municipal governments, universities, governments of other countries, and NATO), whereas “Teamwork” involves working with others in DND/CF.

(Scale progression: increasingly strategic optic)

Underlying Notion	<i>Level 1</i> <i>Operates effectively within partnerships</i>	<i>Level 2</i> <i>Oversees existing partnerships</i>	<i>Level 3</i> <i>Facilitates partnering</i>	<i>Level 4</i> <i>Sets the direction for partnering</i>
	<ul style="list-style-type: none"> ❑ Communicates openly, builds trust, and treats current and potential partners fairly and ethically. ❑ Strives for mutual in-depth understanding of respective organization’s roles, policies etc. ❑ Makes self accessible. ❑ Meets partners’ needs by responding to requests efficiently and effectively. 	<ul style="list-style-type: none"> ❑ Monitors partnership arrangements to ensure that the objectives of the partnership remain on target. ❑ Recognizes when adjustments to the partnership may be required and negotiates such adjustments. 	<ul style="list-style-type: none"> ❑ Oversees and, as needed, participates in negotiations with new partners. ❑ Intervenes, as necessary, to assist others to address issues or resolve problems surrounding potential or current partners. ❑ Ensures co-ordination and equity in partnership arrangements. 	<ul style="list-style-type: none"> ❑ Provides strategic direction on the types of organizations with which to form partnerships and the types of arrangements to pursue. ❑ Establishes an infrastructure that supports effective partnership arrangements.

L2. Thinking Strategically:

Uses an understanding of the broader internal and external context to identify what must be changed or created to achieve the organization's vision or goals.

(Scale progression: increasingly broad and future-oriented perspective, dealing with increasingly complex variables)

Underlying Notion	<i>Level 1</i> <i>Identifies emerging trends</i>	<i>Level 2</i> <i>Applies broad perspective</i>	<i>Level 3</i> <i>Shapes strategic direction</i>
	<ul style="list-style-type: none">❑ Identifies and considers current and emerging trends and patterns, internal and/or external to own organization, in making decisions or recommendations about activities, programs, policies or initiatives in own area of responsibility.	<ul style="list-style-type: none">❑ Identifies relationships among different policies, programs or initiatives across the organization, linking these to broad external trends (e.g., across various fields or industries) to enhance the development or application of policies, programs or strategies.	<ul style="list-style-type: none">❑ Thinks several years ahead in relating broad (e.g., global) trends to a whole-systems perspective of the organization when developing or inputting to strategies that will further the organization's vision.❑ Recognizes strategic opportunities for success and shifts orientation to capitalize on them.

L3. Developing Talent:

Fosters the development of others to fulfill the organization’s current and future needs as well as the individual’s needs.

Note: Developing Talent focuses on taking specific actions to help individuals develop their competencies. In contrast, “Team Leadership” focuses on providing for the varied needs of a working group to help them achieve optimal results.

(Scale progression: from providing guidance to introducing structured organizational mechanisms to foster development)

Underlying Notion	<i>Level 1</i> <i>Shares expertise with others</i>	<i>Level 2</i> <i>Supports individual development</i>	<i>Level 3</i> <i>Enables self-development of individuals</i>	<i>Level 4</i> <i>Implements supportive organizational mechanisms</i>
	<ul style="list-style-type: none"> ❑ Coaches, guides or mentors others by advising on, discussing or demonstrating how to handle current or future work-related situations (e.g., gives on-the-job demonstrations and advises on/discusses various ways to deal with a situation). 	<ul style="list-style-type: none"> ❑ Sets challenging, yet achievable, goals for others, using individual or group goal setting as appropriate. ❑ Expresses confidence in others’ competence. ❑ Regularly assesses individual strengths and developmental needs and provides clear, constructive and timely feedback on work performance. 	<ul style="list-style-type: none"> ❑ Provides opportunities for employee self-development in light of current or future work (e.g., recommends or provides assignments, training or other opportunities, such as, coaches or mentors). ❑ Strives to ensure that resources and time are available for employee self-development. ❑ Assists employees in developing learning or career development plans. 	<ul style="list-style-type: none"> ❑ Implements structures, mechanisms and processes within own area of responsibility that promote continuous learning and improvement in line with the organization’s strategic direction (e.g., establishes apprenticeship and occupational training programs; ensures processes are in place to identify and share lessons learned).

L4. Team Leadership:

Assumes a leadership role to assist team members in achieving excellent results.

Note: Team Leadership focuses on providing for the varied needs of a working group to help them achieve optimal results. In contrast, Developing Talent focuses on taking specific actions to help individuals develop their competencies.

(Scale progression: from administrative, to management, to leadership orientation)

Underlying Notion	<i>Level 1</i> <i>Meets team's fundamental needs</i>	<i>Level 2</i> <i>Facilitates the achievement of team results</i>	<i>Level 3</i> <i>Empowers team members</i>	<i>Level 4</i> <i>Inspires team members</i>
	<ul style="list-style-type: none"> ❑ Ensures that team members have the information they need (e.g., informs others of decisions that affect them; explains rationale for decisions). ❑ Ensures that team members' health and safety are safeguarded in daily workplace activities, and that they have the fundamental tools/equipment needed to do their jobs. ❑ Treats team members fairly and equitably. ❑ Demonstrates concern for employees as individuals, helping them balance their work and personal lives. 	<ul style="list-style-type: none"> ❑ Considers team members' competencies, interests and concerns in establishing team structures, roles, and responsibilities. ❑ Actively encourages and values team members' input and suggestions. ❑ Recognizes and shows appreciation for effective teamwork. 	<ul style="list-style-type: none"> ❑ To the extent possible, assigns decision-making authority and accountability to the team to maximize performance. ❑ Explains linkages of team activities to the broader organization's objectives, and team members' part in achieving those objectives. ❑ Brings excellent performance to the attention of the larger organization. ❑ Seeks to secure resources that will enhance productivity. 	<ul style="list-style-type: none"> ❑ Cultivates a feeling of energy, excitement and optimism in the team. ❑ Creates an environment within own area of responsibility where team members consistently push for improvement in team performance and productivity.

L5. Leading and Managing Change:

Initiates, implements and supports change, while helping employees with the transition.

(Scale progression: from explaining to championing the change)

Underlying Notion	<i>Level 1</i> <i>Fosters understanding of change</i>	<i>Level 2</i> <i>Fosters acceptance of and commitment to change</i>	<i>Level 3</i> <i>Manages change</i>	<i>Level 4</i> <i>Champions change</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates personally and clearly why change is needed, the benefits of change, what is at stake and any new performance expectations associated with the change. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fosters acceptance and commitment to change (e.g., involves others in planning for and implementing the change, and helps others deal with their resistance to change). 	<ul style="list-style-type: none"> <input type="checkbox"/> Translates the organization's change strategies into specific and practical directions, goals and timeframes for own work area. <input type="checkbox"/> Plans for major types of resistance, roadblocks and crises. 	<ul style="list-style-type: none"> <input type="checkbox"/> Spearheads the development and implementation of broad change strategies, developing or adjusting the organization's systems to facilitate the change and employee transition. <input type="checkbox"/> Generates momentum for change. <input type="checkbox"/> Ensures that communication strategies are in place to facilitate understanding and commitment to the change. <input type="checkbox"/> Personally communicates a clear vision of what change will accomplish.

Part II: Universal Skills and Abilities

U1. Supporting DND’s Mission, Vision, and Ethical Values:

Personally demonstrating commitment to DND’s mission, vision and ethical values through one’s words and actions.

Note: Ethical approaches can include, for example, those that emphasize rules, those that emphasize consequences, those that emphasize care for others, and those that emphasize values. In terms of values, the DND/CF Statement of Defence Ethics includes, but is not limited to, the following ethical values: Integrity, Loyalty, Courage, Honesty, Fairness, and Responsibility. (Regarding “Courage”: Being prepared to give one’s life for one’s country is part of the commitment made by military but not by civilian personnel. Moral courage is, however, applicable to civilian personnel; and physical courage can apply to certain civilian positions, such as Firefighters.)

(Scale progression: increased scope)

Underlying Notion	<i>Level 1 Personal support</i>	<i>Level 2 Operational support</i>	<i>Level 3 Strategic support</i>
	<ul style="list-style-type: none"> ❑ Meets personal work goals in line with operational goals of own work area. ❑ Performs work in an ethical manner and demonstrates an understanding of different ethical approaches and values when making decisions and recommendations. 	<ul style="list-style-type: none"> ❑ Implements strategic direction (e.g., sets operational goals and work plans in line with strategic direction). ❑ Generates understanding of, and commitment to, DND’s mission, vision and ethical values (e.g., by helping staff understand what the mission, vision and ethical values mean for the work area). ❑ Ensures that expectations regarding ethical approaches and values are understood by others. ❑ Regularly monitors own area of responsibility to ensure that work is performed in a manner congruent with ethical approaches and values, and takes appropriate steps if lapses in ethical behaviour occur. 	<ul style="list-style-type: none"> ❑ Sets strategic directions that support DND’s mission and vision (e.g., assesses the gap between current state and desired future state and establishes ways of closing; ensures that the organization’s structure, functions and resource allocations support strategic direction). ❑ Champions the organization’s values (e.g., encourages open discussion of DND’s values and their application in decision making). ❑ Develops, communicates and implements action plans to deal with risks related to ethical approaches and values.

U2. Valuing Diversity:

Demonstrates understanding and appreciation of differences among individuals and groups.

(Scale Progression: increased organizational responsibility for promoting the value of diversity)

Underlying Notion	<i>Level 1</i> Demonstrates respect and fairness through individual actions	<i>Level 2</i> Makes additional efforts to understand and accommodate others' needs and perspectives	<i>Level 3</i> Promotes a culture of respect, fairness and trust	<i>Level 4</i> Sets the standard for valuing diversity
	<ul style="list-style-type: none"> ❑ Demonstrates respect for others (e.g., seeks to understand differing viewpoints). ❑ Seeks to accommodate differing needs and perspectives of individuals. 	<ul style="list-style-type: none"> ❑ Goes out of one's way to more fully understand and accommodate the needs and perspectives of employment equity group members (e.g., by learning more about cultural differences, or about persons with disabilities). 	<ul style="list-style-type: none"> ❑ Coaches/advises others on ways of accommodating and unleashing the benefits of differences among individuals and between groups (e.g., disseminates information on best practices in employment equity through managers' forums or other activities). 	<ul style="list-style-type: none"> ❑ Monitors the work environment to identify and implement ways to optimize the contributions of diverse staff members (e.g., ensures that staffing practices are fair and transparent; within the context of merit, ensures an equitable representation of employment equity group members in recruitment and promotion).

U3. Teamwork:

Works co-operatively with others in DND/CF to achieve common goals (e.g., works co-operatively with civilian and military personnel, and with bargaining agents to achieve shared goals).

Note: A team can be formal or informal, within an operating unit or across one or more organizations. For example, a team can be a project team/working group within a unit, or an intra-departmental committee. “Teamwork” involves working co-operatively with others in DND/CF, whereas “Partnering” involves working co-operatively with others outside DND/CF (i.e., with other federal government departments or agencies, the private sector, provincial and municipal governments, universities, governments of other countries, and NATO).

(Scale progression: from fundamental co-operation, to proactive efforts to involve others and enhance team functioning)

Underlying Notion	<i>Level 1 Co-operates with others</i>	<i>Level 2 Proactively assists and involves others</i>	<i>Level 3 Models high performance teamwork</i>	<i>Level 4 Coaches others/resolves thorny teamwork issues</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates an understanding of team members’ roles and responsibilities. <input type="checkbox"/> Carries out “own share of the work” while keeping in mind the overall team’s goal(s). <input type="checkbox"/> Assists in helping other team members as required. <input type="checkbox"/> Shares information with others upon request. <input type="checkbox"/> Participates in, and supports, team decision-making. 	<ul style="list-style-type: none"> <input type="checkbox"/> Actively seeks others’ input. <input type="checkbox"/> Demonstrates that he/she values others’ input/expertise. <input type="checkbox"/> Proactively keeps others informed, making the effort to share all relevant information. 	<ul style="list-style-type: none"> <input type="checkbox"/> Verifies that all team members’ contributions are aligned with the goals of the team. <input type="checkbox"/> Makes outstanding efforts to help other team members accomplish their tasks. <input type="checkbox"/> Provides constructive feedback to co-workers. <input type="checkbox"/> Publicly credits team members’ contributions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coaches others on teamwork skills to encourage a high performance team. <input type="checkbox"/> Proactively and constructively encourages or facilitates beneficial solutions for the team. <input type="checkbox"/> Uses varied means to promote an understanding of differing viewpoints and build consensus among team members.

U4. Commitment to Continuous Learning:

Continuously strives to increase or build on own competence/skills set in order to enhance own work performance and/or career growth.

(Scale progression: increased personal responsibility for lifelong learning and scope of learning)

Underlying Notion	<i>Level 1</i> <i>Learns from available opportunities</i>	<i>Level 2</i> <i>Seeks out new opportunities to maintain and increase own competence/skills set</i>	<i>Level 3</i> <i>Continuously scans environment for future developments</i>	<i>Level 4</i> <i>Focuses learning on future needs</i>
	<ul style="list-style-type: none"> ❑ Demonstrates understanding of own strengths and development needs in focusing own learning activities. ❑ Learns from available opportunities (e.g., from own and others' successes/challenges; from performance feedback from supervisor; from training approved by supervisor). 	<ul style="list-style-type: none"> ❑ Personally identifies and seizes new opportunities to meet own development needs in current job (e.g., seeks additional feedback; undertakes learning activities; joins professional association). 	<ul style="list-style-type: none"> ❑ Continuously scans environment to keep abreast of emerging/leading edge developments, approaches, methods, tools and trends. 	<ul style="list-style-type: none"> ❑ Identifies the future needs of the organization, anticipates own potential role in meeting those needs, and actively seeks opportunities to learn and to develop oneself to fulfill those needs.

U5. Client Service:

Provides excellent service to internal and/or external clients.

(Scale progression: increased complexity and scope as scale progresses from serving diverse clients, to improving client service systems, to meeting clients' long-term needs)

Underlying Notion	<i>Level 1 Meets client needs</i>	<i>Level 2 Clarifies and meets complex client needs</i>	<i>Level 3 Facilitates service delivery</i>	<i>Level 4 Improves organizational systems/processes to support client service</i>	<i>Level 5 Anticipates client long-term needs</i>
	<ul style="list-style-type: none"> ❑ Meets client needs, by responding to requests efficiently and effectively. ❑ Provides accurate information about products/services. ❑ Checks own work for quality. ❑ Makes and keeps realistic commitments to clients, within own area of authority. ❑ Asks for client feedback on the service transaction to ensure client needs are met. 	<ul style="list-style-type: none"> ❑ Strives to fully understand the needs of the client, as well as identifying the internal and/or external factors that may have an impact on fulfilling these needs. ❑ Provides the client with regular updates on the status and/or any changes that may affect the timely delivery of the product/service. 	<ul style="list-style-type: none"> ❑ Ensures that others (e.g., staff, vendors) take all reasonable measures to satisfy the client, within the fully explored limits dictated by law, mandate, policy and budgets. ❑ Provides the client with alternatives to reduce the impact a change may have on the timely delivery of the product/service. ❑ Constructively challenges policies and/or practices that present barriers to customer service. 	<ul style="list-style-type: none"> ❑ Systematically involves clients in assessing the effectiveness of current products or services, the requirement for improvement(s), and the need for new products or services. ❑ Incorporates client feedback, to the extent possible. ❑ Ensures that clients are fully informed before new or revised products or services are introduced (e.g., purpose, timing, impact, benefits of new/revised services). 	<ul style="list-style-type: none"> ❑ Strategically and systematically identifies and evaluates opportunities to meet client future needs. ❑ Determines strategic business direction to meet projected client needs.

U6. Analysis:

Systematically identifies key issues, organizes and compares aspects of the issues, and reaches logical conclusions and recommendations.

(Scale progression: increased complexity of issues dealt with and of mental processing)

Underlying Notion	<i>Level 1</i> <i>Analyzes information</i>	<i>Level 2</i> <i>Identifies relationships</i>	<i>Level 3</i> <i>Identifies multiple complex relationships</i>	<i>Level 4</i> <i>Considers the organization as a whole*</i>
	<ul style="list-style-type: none"> ❑ Breaks down issues/situations into parts. ❑ Identifies basic relationships (e.g., A causes B). ❑ Considers relevant information from various sources in reaching conclusions or making recommendations (e.g., distinguishes between critical and irrelevant pieces of information). 	<ul style="list-style-type: none"> ❑ Analyzes complex issues/situations, breaking each into constituent parts. ❑ For each issue/situation, identifies complex relationships, patterns, or trends (e.g., A causes B, which in turn leads to C, and C produces D). 	<ul style="list-style-type: none"> ❑ Simultaneously deals with interrelated complex issues/situations. ❑ Identifies and assesses several likely causes or ways of interpreting the information. ❑ Thinks several steps ahead in deciding on the best course of action. 	<ul style="list-style-type: none"> ❑ Adopts a whole systems perspective, assessing and balancing vast amounts of highly diverse information on a set of sub-systems (parallel processing). ❑ Identifies multiple relationships and disconnects in systems or processes in order to identify options, make recommendations, or reach conclusions.

* The term “systems” and “sub-systems” are used generically and are not limited to computer systems. The term “system” includes all functional areas that the organization utilizes such as: financial management, human resources management and information management. When the individual considers the organization as a whole, the person is identifying multiple relationships across organizational systems.

U7. Creativity:

Generates innovative solutions, approaches, products or services that improve the status quo.

(Scale progression: degree of innovation and impact)

Underlying Notion	<i>Level 1</i> <i>Recognizes the need for new solutions/approaches</i>	<i>Level 2</i> <i>Modifies current solutions/approaches</i>	<i>Level 3</i> <i>Creates new solutions/approaches</i>	<i>Level 4</i> <i>Discovers high impact solutions/approaches</i>
	<input type="checkbox"/> Constructively questions conventional methods/approaches and identifies alternatives.	<input type="checkbox"/> Modifies and adapts existing concepts, options or approaches to better meet the situation at hand.	<input type="checkbox"/> Creates new ideas, solutions, or approaches. <input type="checkbox"/> Often uses unconventional areas or fields as sources of inspiration and insight into new options or solutions.	<input type="checkbox"/> Creates groundbreaking concepts, theories, or innovations that have (or may have) a wide-ranging impact within a field.

U8. Judgement:

Makes high quality recommendations/decisions in line with the goals of the organization at the right time, based on consideration of alternatives.

(Scale progression: increasing complexity and ambiguity of information, increasingly complex decision-making criteria)

Underlying Notion	<i>Level 1</i> <i>Appropriately applies guidelines/procedures</i>	<i>Level 2</i> <i>Makes sound recommendations/decisions in complex situations</i>	<i>Level 3</i> <i>Makes sound recommendations/decisions despite incomplete or contradictory information</i>	<i>Level 4</i> <i>Makes sound recommendations/decisions in unique, high impact, time sensitive situations</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> While applying guidelines or standard operating procedures, considers available information and alternate solutions in selecting appropriate course of action. <input type="checkbox"/> Maintains objectivity in making decisions or recommendations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Makes sound recommendations/decisions on complex situations, issues or policies, in the absence of applicable guidelines, or standard procedures. While precedents may be limited, sufficient straightforward information is available to identify options and reach decisions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Makes sound recommendations/decisions about complex issues in the face of incomplete or contradictory information. <input type="checkbox"/> Balances a number of complex decision criteria. <input type="checkbox"/> Recognizes that the most logical choice may not necessarily be the best choice. 	<ul style="list-style-type: none"> <input type="checkbox"/> Makes sound recommendations/decisions about complex issues, under time pressure in new, high impact situations where information is incomplete and/or contradictory.

U9. Networking:

Cultivates a network of contacts who may be useful in reaching work-related goals.

Note: Networking differs from Teamwork and Partnering in the following way. In “Teamwork” and “Partnering” the focus is on working well with others on a daily or ongoing basis given the fact that very few, if any, federal Public Service employees can accomplish their work totally alone without inevitable, daily or frequent contact with others inside the federal Public Service (i.e., Teamwork), or outside the federal Public Service (Partnering). In contrast, the focus in Networking is on cultivating contacts with others (inside or outside the federal Public Service) when the immediate demands of the job do require such contact; i.e., contact is made and maintained with others in view of meeting possible or future work-related needs as opposed to a current, immediate need for contact.

(Scale progression: increasingly broad, strategic orientation)

Underlying Notion	<i>Level 1</i> <i>Personally maintains contacts</i>	<i>Level 2</i> <i>Personally builds new contacts and networks</i>	<i>Level 3</i> <i>Facilitates networking by others</i>
	<ul style="list-style-type: none"> ❑ Initiates and maintains contact with others in order to share information, best practices, lessons learned etc. 	<ul style="list-style-type: none"> ❑ Creates opportunities to initiate and maintain contact with a wider circle of people with whom one has not dealt with directly (e.g., uses established contacts to build relationships with new key contacts). 	<ul style="list-style-type: none"> ❑ Identifies shared interests across varied networks. ❑ Creates varied forums (e.g., conferences, inter-departmental meetings) to further develop and expand networks for mutual advantage (e.g., brings networks of contacts together to address shared issues and improve the “state of the art” in their respective areas).

U10. Influencing:

Gains others' support for ideas, solutions or initiatives in line with the organization's objectives.

(Scale progression: increasingly complex approaches to influencing others)

Underlying Notion	Level 1 <i>Uses direct persuasion</i>	Level 2 <i>Uses customized, direct persuasion</i>	Level 3 <i>Uses indirect, leveraging strategies</i>	Level 4 <i>Uses complex leveraging strategies</i>
	<ul style="list-style-type: none"> ❑ Uses direct persuasion based on facts and logic (e.g., refers to concrete examples, data, a larger purpose) to gain support/agreement. 	<ul style="list-style-type: none"> ❑ Adapts/tailors discussion(s) or presentation of information to appeal to the viewpoints and interests of others. ❑ Anticipates and prepares for their reactions. 	<ul style="list-style-type: none"> ❑ Adopts an <i>indirect</i>, leveraging influence strategy instead of using direct persuasion (e.g., uses a third party as a subject matter expert who possesses the credibility and/or authority to present an argument or provide support; personally builds "behind the scenes" support to obtain acceptance for ideas and initiatives). 	<ul style="list-style-type: none"> ❑ Uses an <i>interrelated series</i> of indirect, leveraging strategies (e.g., links a proposed approach/idea etc. to one that is already favourably perceived in order to gain the support of influential individuals, who in turn will obtain buy-in from senior departmental officials).

U11. Negotiating and Mediating:

Finds mutually acceptable solutions with others when the parties have different interests or different perspectives on what should be done.

Note: As illustrated in the examples provided, Negotiating and Mediating involves formal “give-and-take” situations rather than informal ones such as trying to reach a mutually agreeable meeting date.

(Scale progression: increased complexity of situation/issue requiring resolution)

Underlying Notion	<i>Level 1</i> <i>Negotiates/mediates straightforward issues</i>	<i>Level 2</i> <i>Negotiates/mediates highly complex issues</i>	<i>Level 3</i> <i>Negotiates/mediates highly complex issues marked by conflict</i>
	<input type="checkbox"/> Reaches mutually acceptable solutions in straightforward, formal negotiations with internal or external stakeholders (e.g., negotiates with external contractors on straightforward service delivery, negotiates with other departments on cost sharing, mediates straightforward staff relations issues).	<input type="checkbox"/> Reaches mutually acceptable solutions in complex, formal negotiations (e.g., negotiates highly complex, multi-year contracts, negotiates/mediates in situations where the positions of the parties are ambiguous or keep shifting).	<input type="checkbox"/> Reaches mutually acceptable solutions on highly complex issues, marked by conflict among the parties. <input type="checkbox"/> Personally draws upon a wide range of negotiation/mediation strategies and tactics as the situation unfolds.

U12. Resolving Conflict:

Identifies sources of conflict and works toward resolving the situation.

Note: The conflict can be between two individuals or between groups of individuals (e.g., units).

(Scale progression: increasingly active and strategic approach to dealing with conflict)

Underlying Notion	<i>Level 1</i> <i>Recognizes and takes constructive steps to resolve conflict</i>	<i>Level 2</i> <i>Reduces or resolves conflict</i>	<i>Level 3</i> <i>Manages conflict</i>	<i>Level 4</i> <i>Coaches others on dealing effectively with conflict *</i>
	<input type="checkbox"/> Recognizes conflict and attempts to resolve it, while respecting others' points of view. If conflict is not resolved, seeks assistance.	<input type="checkbox"/> Uses varied, effective approaches to reduce or resolve conflict (e.g., facilitates open, respectful, two-way discussion by identifying shared interests, building shared understanding).	<input type="checkbox"/> Recognizes the disadvantages as well as the advantages of current and potential conflict (e.g., recognizes that challenges to the status quo can lead to improvements). <input type="checkbox"/> Manages conflict (e.g., through mediation, negotiation and encouragement) to facilitate a positive outcome for all parties and for the organization while preserving positive working relationships.	<input type="checkbox"/> Coaches others on reducing, resolving and/or leveraging current or potential conflicts to achieve "win/win" outcomes to the extent possible.

* Coaching others does not require the presence of a supervisory relationship.

U13. Self-Confidence:

Demonstrates realistic trust in one's own abilities.

(Scale progression: demonstrates confidence under increasingly challenging circumstances)

Underlying Notion	<i>Level 1</i> <i>Demonstrates confidence in typical situations</i>	<i>Level 2</i> <i>Demonstrates confidence when challenged</i>	<i>Level 3</i> <i>Offers expertise</i>	<i>Level 4</i> <i>Speaks truth to power</i>	<i>Level 5</i> <i>Demonstrates confidence under close public scrutiny</i>
	<ul style="list-style-type: none"> ❑ Works independently and interdependently, without seeking ongoing re-assurance (e.g., makes appropriate, independent decisions). ❑ Expresses views willingly and confidently, while remaining open to alternative viewpoints. 	<ul style="list-style-type: none"> ❑ Demonstrates confidence in own abilities, views or decisions when challenged. ❑ Effectively presents rationale or counter-argument. 	<ul style="list-style-type: none"> ❑ Realistically presents self as an expert, offering talents to resolve highly complex problems, while recognizing others' viewpoints. 	<ul style="list-style-type: none"> ❑ Demonstrates the confidence required to stand alone when this is the best course. ❑ Speaks "truth to power" (e.g., to superiors, political officials or others in positions of power or influence), expressing and defending views without confrontation. 	<ul style="list-style-type: none"> ❑ Confidently makes high impact decisions in the midst of close public/external scrutiny, even when the anticipated short-term reaction may be unfavourable.

U14. Initiative:

Goes beyond the routine demands of the job by taking action without being prompted to do so; i.e., a self-starter.

Note: Initiative does not include formal planning, e.g., project planning, budget planning.

(Scale progression: from present to future, with increased scope and complexity)

Underlying Notion	<i>Level 1</i> <i>Initiates work on non-routine tasks</i>	<i>Level 2</i> <i>Initiates work on current problems, obstacles or issues</i>	<i>Level 3</i> <i>Initiates work on specific, future opportunities or issues</i>	<i>Level 4</i> <i>Initiates work on broad future trends</i>
	<input type="checkbox"/> Identifies and undertakes straightforward tasks that go beyond the routine demands of the job (e.g., offers to help others when own work is completed).	<input type="checkbox"/> Identifies and personally acts* to address current problems, obstacles or issues that affect present job/area of responsibility.	<input type="checkbox"/> Identifies and personally acts* to capitalize on/deal with specific, future opportunities or threats.	<input type="checkbox"/> Identifies and personally acts* to deal with future trends that are not obvious to others and/or future trends that affect major initiatives and programs, or the direction of DND as a whole.

* An individual may recognize a current or future problem or opportunity yet not have the authority to personally deal directly with it. Nonetheless, the individual can demonstrate initiative, for example by bringing the issue to the attention of those who have the authority and by advising and/or following-up on steps taken to address the situation.

U15. Flexibility:

Adapts one's behavior to meet the demands of a changing work environment.

(Scale progression: Increased proactive orientation and increased need to adjust given increased pace and scope of change)

Underlying Notion	<i>Level 1</i> <i>Accepts change as a reality</i>	<i>Level 2</i> <i>Remains positive and goal oriented in the midst of change</i>	<i>Level 3</i> <i>Modifies behaviour to suit a wide variety of situations</i>	Level 4 <i>Thrives on ambiguity and change</i>
	<ul style="list-style-type: none"> ❑ Recognizes and accepts changes to the current work environment. ❑ Considers different viewpoints as well as new methods or approaches for conducting work. 	<ul style="list-style-type: none"> ❑ Displays a positive attitude and strives to meet objectives when working under changing or unclear conditions (e.g., revises daily/weekly work priorities). ❑ Strives to make timely changes to work style/habits in order to adapt to new methods/approaches. 	<ul style="list-style-type: none"> ❑ Tailors approach across a wide variety of changing situations, individuals and groups. ❑ Adapts to new ideas and initiatives across a wide variety of issues. 	<ul style="list-style-type: none"> ❑ Thrives on continuous change, ambiguity and, at times, apparent chaos, not only in the organization's priorities but also in the organization's direction.

U16. Stress Management:

Maintains effectiveness and perspective in the face of stressors (e.g., increased workload and stringent deadlines).

(Scale progression: increasing intensity and frequency of stressors)

Underlying Notion	<i>Level 1</i> <i>Works effectively in the face of ongoing, low-level stress</i>	<i>Level 2</i> <i>Works effectively in the face of temporary increases in stress levels</i>	<i>Level 3</i> <i>Adapts to ongoing, high-level stress</i>	<i>Level 4</i> <i>Assists others to deal with ongoing stress</i>
	<input type="checkbox"/> Remains focused and productive in the face of ongoing, low-level stress (e.g., uses constructive stress management/coping mechanisms, such as viewing frustrations as challenges rather than as threats).	<input type="checkbox"/> Remains effective and retains perspective in the face of periodic, high-intensity stress (e.g., identifies own personal limit for work load and makes appropriate adjustments).	<input type="checkbox"/> Remains effective and retains perspective in the face of prolonged exposure to difficult or demanding situations entailing high levels of stress.	<input type="checkbox"/> Helps others remain calm, yet focused and energized in the face of ongoing or frequent situations involving high-level stress.

U17. Verbal Communication:**

Listens/pays attention and communicates with others so that information and messages are understood.

Note: This competency is focused on ensuring mutual understanding rather than on necessarily ensuring other communication outcomes, such as persuasion.

(Scale progression: more proactive and interactive, with increased complexity of information and messages)

Underlying Notion	<i>Level 1 Actively listens and accurately presents information that others understand</i>	<i>Level 2 Fosters two-way communication</i>	<i>Level 3 Adapts communication to situations</i>	<i>Level 4 Communicates effectively in high profile, high impact, and/or high complexity situations</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> Listens/pays attention actively and objectively without interrupting. <input type="checkbox"/> Presents information accurately. <input type="checkbox"/> Asks fundamental questions to clarify facts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Goes out of one’s way to elicit comments or feedback (e.g., asks probing, open-ended questions). <input type="checkbox"/> Conveys that one understands things from the other person’s perspective. 	<ul style="list-style-type: none"> <input type="checkbox"/> Anticipates and prepares for others’ reactions to better address their information needs or concerns. <input type="checkbox"/> Adapts the content, style, tone and medium of communication* to suit the target audience and situation. <input type="checkbox"/> Appropriately handles difficult on-the-spot questions in high- pressure situations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands others’ complex or underlying needs, motivations, emotions or concerns, and communicates effectively with them despite the fluidity, ambiguity, complexity, or potential sensitivity of the situation.

*Medium of communication can include a “face-to-face” conversation, telephone conversation, or a voice mail message. Making effective presentations is not treated as a distinct level in this competency scale because it can be considered to be the outcome of a number of competencies (e.g., Self-confidence; Judgment; and various behaviors in the Verbal Communication competency scale).

**Please note: choose only 1 of the 3 communication competencies either Verbal, Written or Communication (capturing both Verbal and Written)..

U18. Written Communication*:

Communicates ideas and information in writing to ensure that the message(s) is/are understood by others.

(Scale progression: increasingly complex and subtle content, and progression from providing straightforward information to preparing highly complex documents, e.g., documents on complex policy or scientific issues)

Underlying Notion	<i>Level 1</i> Writes brief, factual documents	<i>Level 2</i> Writes longer, straightforward documents	<i>Level 3</i> Writes issue specific/creative documents	<i>Level 4</i> Writes documents on complex, specialized issues	<i>Level 5</i> Writes strategic documents from a broad, corporate perspective
	<ul style="list-style-type: none"> ❑ Writes short, factual material with the assistance of a template (e.g., completes forms, drafts notes/memos). ❑ Writes in a clear, concise manner, using correct grammar, spelling and punctuation. 	<ul style="list-style-type: none"> ❑ Writes longer documents where the content and sequencing of ideas is straightforward (e.g., instructions, summaries of other documents, meeting summaries), effectively producing written work that is clear, logical and comprehensive, while avoiding unnecessary detail. 	<ul style="list-style-type: none"> ❑ Writes documents on issues (e.g., letters, briefing notes, presentation speeches), producing written work that is well organized, clear, succinct, and that uses plain language, concepts and ideas appropriate to the intended audience. <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> ❑ Writes creative, promotional material, designed to influence the reader's beliefs or behavior. 	<ul style="list-style-type: none"> ❑ Writes policy/scientific/legal documents on complex subjects that have significant impact on the affected communities (e.g. scientific community), departments, or public or private sectors. 	<ul style="list-style-type: none"> ❑ Writes strategically from a broad, corporate perspective, clearly and accurately presenting a position/initiative, while demonstrating an understanding of the needs and sensitivities of various stakeholders and environments (e.g., internal DND/CF environment, political stakeholders, policy considerations, the Canadian public).

*Please note: choose only 1 of the 3 communication competencies either Verbal, Written or Communication (capturing both Verbal and Written).

U19. Communication:

Communicates (verbal or written) ideas and information to ensure that the message(s) is/are understood by others.

(Scale progression: More proactive and interactive, with increased complexity of information and messages.)

Underlying Notion	<i>Level 1</i> Writes brief, factual documents, actively listens and accurately presents information that others understand	<i>Level 2</i> Writes longer, straightforward documents and fosters two-way communication	<i>Level 3</i> Writes issue specific/creative documents and adapts communication to situations	<i>Level 4</i> Writes documents on complex, specialized issues and communicates effectively in high profile, high impact, and/or high complexity situations	<i>Level 5</i> Writes strategic documents from a broad, corporate perspective
	<ul style="list-style-type: none"> <input type="checkbox"/> Writes short, factual material with the assistance of a template (e.g., completes forms, drafts notes/memos). <input type="checkbox"/> Writes in a clear, concise manner, using correct grammar, spelling and punctuation. <input type="checkbox"/> Listens/pays attention actively and objectively without interrupting. <input type="checkbox"/> Presents information accurately. <input type="checkbox"/> Asks fundamental questions to clarify facts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes longer documents where the content and sequencing of ideas is straightforward (e.g., instructions, summaries of other documents, meeting summaries), effectively producing written work that is clear, logical and comprehensive, while avoiding unnecessary detail. <input type="checkbox"/> Goes out of one's way to elicit comments or feedback (e.g., asks probing, open-ended questions). <input type="checkbox"/> Conveys that one understands things from the other person's perspective. 	<ul style="list-style-type: none"> <input type="checkbox"/> Anticipates and prepares for others' reactions to better address their information needs or concerns. <input type="checkbox"/> Adapts the content, style, tone and medium of communication* to suit the target audience and situation. <input type="checkbox"/> Appropriately handles difficult on-the-spot questions in high-pressure situations. <input type="checkbox"/> Writes documents on issues (e.g., letters, briefing notes, presentation speeches), producing written work that is well organized, clear, succinct, and that uses plain language, concepts and ideas appropriate to the intended audience. 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes policy/scientific/legal documents on complex subjects that have significant impact on the affected communities (e.g. scientific community), departments, or public or private sectors. <input type="checkbox"/> Understands others' complex or underlying needs, motivations, emotions or concerns, and communicates effectively with them despite the fluidity, ambiguity, complexity, or potential sensitivity of the situation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes strategically from a broad, corporate perspective, clearly and accurately presenting a position/initiative, while demonstrating an understanding of the needs and sensitivities of various stakeholders and environments (e.g., internal DND/CF environment, political stakeholders, policy considerations, the Canadian public). <p>*Medium of communication can include a "face-to-face" conversation, telephone conversation, or a voice mail message. Making effective presentations is not treated as a distinct level in this competency scale because it can be considered to be the outcome of a number of competencies (e.g., Self-confidence; Judgment; and various behaviors in the Verbal Communication competency scale).</p>

U20. Planning and Organizing:

Defines what needs to be done to reach objectives, and ensures the optimal use of resources to meet those objectives.

(Scale progression: increasing complexity, scope and future-orientation)

Underlying Notion	<i>Level 1</i> <i>Plans and organizes own time and work</i>	<i>Level 2</i> <i>Project/activity planning and organizing</i>	<i>Level 3</i> <i>Planning and organizing Multiple/diverse projects/activities</i>	<i>Level 4</i> <i>Strategic planning and organizing</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> Plans and organizes own workload, setting and/or clarifying priorities. <input type="checkbox"/> Monitors the quality and timeliness of one's work. <input type="checkbox"/> Appropriately uses the resources at one's disposal. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sets clear and realistic project goals, activities, timelines, deliverables, and accountabilities. <input type="checkbox"/> Estimates and allocates resources (e.g., people, supplies, services). <input type="checkbox"/> Assigns responsibilities. <input type="checkbox"/> Monitors progress, quality of work and use of resources. <input type="checkbox"/> Provides status updates. <input type="checkbox"/> Makes adjustments as needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Oversees diverse or large-scale projects/activities, avoiding duplication of work/effort. <input type="checkbox"/> Identifies, solicits and allocates optimal human, material, and financial resources to meet requirements. <input type="checkbox"/> Evaluates project-operational plans to ensure goals will be reached. <input type="checkbox"/> Regularly ensures that allocated resources are in line with current and future requirements and that goals are being met. <input type="checkbox"/> Makes adjustments and/or re-negotiates commitments or deadlines as needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Secures and allocates program resources in line with strategic direction. <input type="checkbox"/> Ensures that the organization's structure supports strategic direction. <input type="checkbox"/> Ensures that programs are monitored to track progress and optimal resource utilization, and that adjustments are made as needed to support and meet strategic objectives.

U21. Taking Calculated Risks:

Takes calculated and responsible risks to support the attainment of the organization's goals while seeking to prevent or reduce the possible negative effects.

Note: Risks refer to uncertain outcomes that can affect the achievement of an objective. As such, risks are inevitable. There are various types of risk (e.g., financial and operational risks arising from investments in new technologies that may not work).

(Scale progression: increased scope, with shift in focus from individual risk taking/risk management to organizational risk taking/risk management)

Underlying Notion	<i>Level 1</i> <i>Participates in taking calculated risks</i>	<i>Level 2</i> <i>Leads initiatives that involve risk</i>	<i>Level 3</i> <i>Adjusts the boundaries of responsible risk taking</i>
	<ul style="list-style-type: none"><input type="checkbox"/> Participates in initiatives, activities or projects that involve risk, taking well-calculated risks and recognizing that every calculated risk will not payoff. <input type="checkbox"/> When risks don't pay off, focuses on lessons learned vs. fault-finding.	<ul style="list-style-type: none"><input type="checkbox"/> Leads the implementation of initiatives, activities or projects that involve risk, ensuring the development and application of guidelines, principles and approaches to assist decision-making when faced with risk.	<ul style="list-style-type: none"><input type="checkbox"/> Takes leading action in clarifying and adjusting the boundaries of acceptable risk to the organization.

U22. Business Perspective:

Uses an understanding of business issues, processes, and outcomes to enhance business performance.

(Scale progression: depth and scope/complexity of demonstrated understanding)

Underlying Notion	<i>Level 1</i> <i>Understands business fundamentals</i>	<i>Level 2</i> <i>Completely understands own business</i>	<i>Level 3</i> <i>Understands the business and the industry</i>	<i>Level 4</i> <i>Positions the organization for long-term success</i>
	<ul style="list-style-type: none"> ❑ Demonstrates understanding of how own responsibilities, activities and decisions relate to the strategy and success of the business. ❑ Demonstrates a working knowledge of products, services, customers and suppliers in own area. ❑ Offers suggestions to reduce cost, improve quality or revenue for key products or services in own area. ❑ Recognizes the value of all major business functions, avoiding a “single function” bias. 	<ul style="list-style-type: none"> ❑ Demonstrates thorough understanding of how own/section adds value to the organization. ❑ Makes decisions that are clearly linked to the business strategy (e.g., builds business cases for decisions/actions, takes a market perspective). ❑ Formulates optimal ways to improve services/products in the section, taking into account a longer-term and broader corporate perspective. ❑ Customizes the execution of broad business strategies in own area. 	<ul style="list-style-type: none"> ❑ Demonstrates thorough understanding of a wide range of elements of the organization’s business and the industries/partners with which the organization is involved. ❑ Integrates this understanding into strategic planning and decision-making across functions or business unit boundaries. 	<ul style="list-style-type: none"> ❑ Continuously develops ideas for positioning the organization for long-term success. ❑ Appropriately trades off short-term costs/disadvantages for long-term revenues/gains. ❑ Looks for breakthrough opportunities that will dramatically enhance business effectiveness.

U23. Using Financial Information:

Understands and uses financial information to accomplish own work and achieve the organization's goals.

(Scale progression: scope and complexity of decision making using financial information)

Underlying Notion	<i>Level 1</i> <i>Provides and/or explains standard financial data/reports</i>	<i>Level 2</i> <i>Uses standard financial data to advise on or manage an activity, project or organizational unit</i>	<i>Level 3</i> <i>Clarifies issues using data from new financial models or analyses</i>	<i>Level 4</i> <i>Uses financial information to advise on, or manage, a major program or organization</i>
	<ul style="list-style-type: none"> ❑ Accurately performs basic mathematical calculations. ❑ Obtains/compiles/organizes financial information to identify or estimate expenditures, costs and/or revenues for current or planned undertakings. ❑ Explains standard financial data/reports to others to facilitate their understanding and use of the data. 	<ul style="list-style-type: none"> ❑ Solicits input on financial requirements and prioritizes these requirements in terms of business plan objectives. ❑ Uses financial analysis data as one critical source of information to provide advice or make recommendations or decisions (e.g., compares actual to planned financial results to assess progress/problem areas, uses knowledge of costs, revenues and margins to identify opportunities, plan adjustments, and/or determine the impact/viability of alternatives involving an activity, project or program). 	<ul style="list-style-type: none"> ❑ Requests and uses information from new financial models/analyses to obtain new insights in solving difficult issues or making strategic decisions (e.g., use data to help reduce long-term risk and improve long-term viability). 	<ul style="list-style-type: none"> ❑ Quickly and accurately analyzes large amounts of financial data, identifying trends, anomalies, threats and opportunities. ❑ Uses understanding of the organization's overall financial performance as a key input to developing business strategies.

U24. Organizational Awareness:

Uses an understanding of the structure, roles, and culture of one's own organization (e.g., DND, CF and the chain of command) and/or other organizations (e.g., other departments), to accomplish work and achieve the organization's objectives.

(Scale progression: increasing breadth and depth of understanding)

Underlying Notion	<i>Level 1</i> <i>Understands formal structures</i>	<i>Level 2</i> <i>Understands informal structures</i>	<i>Level 3</i> <i>Understands organization's politics</i>	<i>Level 4</i> <i>Understands a broad spectrum of political, cultural and social contexts</i>
	<input type="checkbox"/> Strives to maintain an up-to-date awareness and understanding of formal structures, rules/guidelines, processes, methods or operations to accomplish work.	<input type="checkbox"/> Uses an understanding of unwritten structures, cultures and methods of operation to accomplish immediate goals (e.g., identifies the key "influencers"/decision makers). <input type="checkbox"/> Recognizes what is, and is not, acceptable/possible at certain times given organizational structure/direction/priorities.	<input type="checkbox"/> Uses an understanding of "organizational politics"/"dynamic tensions" among key stakeholders to achieve the organization's objectives (e.g., by taking this understanding into account when developing strategies, positions or networks, or when anticipating reactions, impacts or outcomes).	<input type="checkbox"/> Uses an understanding of a <i>broad</i> range of political, cultural and social contexts to gain support for critical or sensitive issues, to position the organization, or to address long-term, underlying issues affecting the success of the organization.

U25. Working with Computer Software:

Uses various types of computer software effectively to accomplish one's work.

(Scale progression: increased expertise in software use)

Underlying Notion	<i>Level 1 Fundamental proficiency</i>	<i>Level 2 Intermediate proficiency</i>	<i>Level 3 Advanced proficiency</i>	<i>Level 4 Expert trouble shooting/Resource for others</i>
	<ul style="list-style-type: none"> ❑ Uses basic features/functions of a variety of key/critical computer software applications (e.g., word processing, spreadsheet application(s), e-mail, PowerPoint, internet) to accomplish work. 	<ul style="list-style-type: none"> ❑ Uses most features/functions of key/critical computer software applications to enhance the efficiency and quality of one's work (e.g., uses PowerPoint to produce high caliber presentation materials, uses software in the field for fault finding and data recording, uses spreadsheets flexibly to track, update, or analyze information). 	<ul style="list-style-type: none"> ❑ Uses all features/functions of all applicable computer software applications to accomplish work. ❑ Understands the strengths and weaknesses of various software applications, and uses each package to maximum advantage (e.g., creates macros in Word). 	<ul style="list-style-type: none"> ❑ Functions as a resource for associates, helping to trouble shoot software application usage problems and/or demonstrating software use that will greatly enhance efficiency and/or quality of work.

**Part III:
Specialized Knowledge Competencies**

SK1. Human Resource Knowledge Competencies

1. Knowledge of HR legislation, regulations, tribunal decisions/jurisprudence, policies, procedures, programs and agreements.
2. Knowledge of applicable computer software such as online pay/pension system, HRIS, FMAS, Peoplesoft.
3. Knowledge of theories, principles, practices, techniques, methodologies, trends, economic factors and demographics as they relate to Human resources and/or specialized discipline(s).
4. Knowledge of the department's role, responsibilities, structure, programs and services, other government departments, central agencies and/or other relevant external organizations.
5. Knowledge of the methods, practices and techniques associated with delivery of presentations, briefings and formal classroom training.

SK2. Finance Knowledge Competencies

1. Knowledge of the Financial Administration Act (FAA) and relevant central agency/departmental financial management legislation, regulations, policies, directives, procedures, accountability frameworks and agreements.
2. Knowledge of applicable financial management and accounting computer software (e.g., Financial Management and Accounting System/FMAS) and/or related management information systems with finance and accounting components or implications.
3. Knowledge of Generally Accepted Accounting Principles (GAAP) and Generally Accepted Auditing Standards (GAAS) applicable in private and public sectors.
4. Knowledge of activity-based management, costing and cost-benefit analysis models, principles and practices with application to business planning and development.
5. Knowledge of the department's role, responsibilities, structure, programs and services, other government departments, central agencies and/or other relevant external organizations.

SK3. Administrative Knowledge Competencies

1. Knowledge of office procedures
2. Knowledge of proofreading and writing techniques.
3. Knowledge of relevant administrative legislation, regulations, policies and procedures such as budgetary, accounting, acquisition, contracting, supply, safety & security and long service awards.
4. Knowledge of research on linguistics and terminology.

SK4. Information Technology Knowledge Competencies

1. Knowledge of relevant regulations, policies and protocols pertaining to information technologies.
2. Knowledge of the design of fundamental hardware, software and telecommunications systems that provide the infrastructure on which Human Resource applications are developed and run.
3. Knowledge of problem management, including the detection, reporting, analysis, recovery, resolution and tracking of problems.
4. Knowledge of architecture, configuration and operation of workstation hardware and peripheral devices for the installation, identification and solution of related problems.

Specialized Knowledge Competency Scale:

0=Not Required- This competency/behavioural indicator is not required for this level/role/position.

1=Introductory- This competency/behavioural indicator is required/demonstrated at an introductory level and under supervision or with guidance. This level connotes basic performance.

2=Operational- This competency/behavioural indicator is required/demonstrated at a functional, working level with some supervision or guidance. This level connotes ability, aptness, and qualification.

3=Proficient- This competency/behavioural indicator is required/demonstrated at a skilful, efficient and effective level with minimal supervision or guidance. This level connotes facility, capability, and dexterity.

4=Advanced- This competency/behavioural indicator is required/demonstrated at a highly developed, adept level with no supervision or guidance. This level connotes expertise, prowess, command, and accomplishment.

5=Mastery- This competency/behavioural indicator is required/demonstrated at a cutting edge level with no supervision or guidance. This level connotes innovation, redefining the concept or performance targets, state of the art, and inventiveness.