



# GNWT COMPETENCY MODEL

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# MODÈLE AXÉ SUR LES COMPÉTENCES DU GTNO

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*Le présent document contient la traduction française du sommaire.*

Government of  
Northwest Territories

# SUMMARY

The GNWT has seven core competencies and thirty-nine general competencies. These competencies form the GNWT Competency Model that is the basis of strategic human resource processes, such as attraction, selection, retention, performance management, development, and succession planning.

## Why Competencies?

A competency is a characteristic which enables people to deliver superior performance in a given job, role, or situation.

The competencies provide a description of the patterns of behaviours that are required for success in the GNWT Public Service. They help individuals and the organization focus on the characteristics that enable people to consistently achieve high standards of performance.

## GNWT Competency Model

The Competency Model describes the competencies that are necessary for the GNWT Public Service to meet the needs of NWT residents.

The Competency Model consists of seven core competencies, six of which have been organized into two clusters as follows:

- **Leadership Excellence:** Authentic Leadership, Systems Thinking, and Engaging Others.
- **Management Excellence:** Action Management, People Management, and Sustainable Management.

The seventh core competency, **Inclusive Leadership**, is central to the work of the GNWT Public Service and is relevant to both the Leadership Excellence and Management Excellence clusters.

# SOMMAIRE

Le modèle axé sur les compétences du GTNO forme le fondement des processus stratégiques de ressources humaines, comme l'attraction, la sélection, le maintien en poste, la gestion du rendement, le perfectionnement et la planification de la relève. Au GTNO, on recense sept compétences de base et trente-neuf compétences générales.

## Pourquoi des compétences?

Une compétence est une caractéristique qui permet aux personnes de fournir des performances optimales dans une fonction ou une situation donnée.

Les compétences décrivent les modèles de comportement nécessaires pour réussir dans la fonction publique des TNO. Elles aident les personnes et l'organisation à mettre l'accent sur les caractéristiques permettant d'atteindre des normes élevées de rendement de façon constante.

## Modèle axé sur les compétences du GTNO

Le modèle axé sur les compétences permet de décrire les compétences nécessaires aux membres de la fonction publique des TNO pour répondre aux besoins des Ténois.

Le modèle de compétences se compose de sept compétences de base, dont six ont été divisées dans les deux catégories suivantes :

- **Excellence en leadership** : Leadership authentique, Pensée systémique et Mobilisation des autres.
- **Excellence en gestion** : Gestion par l'action, Gestion de personnel et Gestion durable.

La septième compétence de base, **le Leadership inclusif**, est au cœur du travail de la fonction publique des TNO et s'applique à la fois au groupe d'excellence en leadership et à celui d'excellence en gestion.

# COMPETENCY MODEL



The cluster names, Leadership Excellence and Management Excellence, are located in the outermost circle, followed by the names of the related competencies. In the next ring, are bullets that provide an illustration of what each of the competencies represent. The innermost circle depicts the Inclusive Leadership competency, central to the work of the GNWT public service, and its associated bullets.

The competencies define how employees can be successful in their roles. Though the seven competencies are distinct, there is overlap between them. Employees will demonstrate similar values and behaviours—such as accountability, transparency, open-mindedness—as they strive to embody these competencies.

# Understanding the Competencies

The competencies provide a description of the essential behaviours necessary for success and their associated scales.

## Format of the Competency Scales

Each competency is defined and formatted in the same way as shown on the next page. Each competency contains the following components:

### TITLE

The overall name given to the competency.

### DEFINITION

A description of the competency and explains what the competency means. It indicates the types of behaviours that will be described in the scale. This provides a common language so that everyone can understand the competency in the same way.

### WHY THE COMPETENCY IS IMPORTANT

A description of how and why a competency is important to the GNWT.

### BEHAVIOURAL SCALE

Each competency also provides a behavioural scale that describes how this competency is demonstrated.

The scales are structured so that they increase in terms of the complexity and intensity of behaviour shown and provide descriptions of the types of behaviours one would expect to observe at each level of the competency.

The levels of the scale are numbered in ascending order. This means that as you move up the scale, each level is more complex and more difficult to perform than the previous level.

### JOB COMPETENCY

The behaviour that is characteristic of success in each position level. The competency profile for each of the position levels is outlined with the defined job competencies.



# Employee Job Competency Profile

Core Competency	Job Competency	
<b>Inclusive Leadership</b>	Demonstrates curiosity and self-awareness	Behaves inclusively
<b>Authentic Leadership</b>	Takes responsibility for own behaviour	Contributes to a positive work environment
<b>Systems Thinking</b>	Links operational activities to larger goals	Sees patterns when problem solving and decision making
<b>Engaging Others</b>	Builds rapport	Connects with others
<b>Action Management</b>	Gets the work done and accepts change	Monitors work towards goals and prepares for change
<b>People Management</b>	Manages self and works well with others	Acts as a key team player and supports learning in others
<b>Sustainable Management</b>	Uses resources responsibly	Identifies and advocates for resource effectiveness

# Manager Job Competency Profile

Core Competency	Job Competency	
Inclusive Leadership	Behaves inclusively	Brings inclusivity to the forefront
Authentic Leadership	Contributes to a positive work environment	Creates a positive team environment
Systems Thinking	Sees patterns when problem solving and decision making	Analyzes potential solutions using diverse information
Engaging Others	Connects with others	Makes key contacts and shares information
Action Management	Monitors work towards goals and prepares for change	Improves performance and adapts readily
People Management	Acts as a key team player and supports learning in others	Improves self and gives direction to others
Sustainable Management	Identifies and advocates for resource effectiveness	Makes links between sustainability and success of the GNWT

## Director Job Competency Profile

Core Competency	Job Competency	
Inclusive Leadership	Brings inclusivity to the forefront	Leads the way for others
Authentic Leadership	Creates a positive team environment	Builds effective and productive teams
Systems Thinking	Analyzes potential solutions using diverse information	Applies a long-term and broad perspective
Engaging Others	Makes key contacts and shares information	Develops effective relationships
Action Management	Improves performance and adapts readily	Sets challenging objectives and helps others adapt
People Management	Improves self and gives direction to others	Stays current and gives constructive feedback
Sustainable Management	Makes links between sustainability and success of the GNWT	Improves sustainability practices

# Assistant Deputy Minister Job Competency Profile

Core Competency	Job Competency	
<b>Inclusive Leadership</b>	Contributes to an inclusive organization	Champions inclusivity
<b>Authentic Leadership</b>	Promotes a positive and productive environment within department	Builds a positive and productive workplace environment across GNWT
<b>Systems Thinking</b>	Incorporates trends and inter-connections	Understands impacts on vision and connections
<b>Engaging Others</b>	Maintains and uses a wide circle of contacts	Builds networks and partnerships
<b>Action Management</b>	Improves performance more broadly and gains commitment for change	Long-term view to goals and implements change
<b>People Management</b>	Motivates the team and acts as a coach/mentor	Plans for future human resource needs and learning
<b>Sustainable Management</b>	Develops, implements and monitors systems	Plans for the future sustainability of GNWT

## Deputy Minister Job Competency Profile

<b>Core Competency</b>	<b>Job Competency</b>
<b>Inclusive Leadership</b>	Champions inclusivity
<b>Authentic Leadership</b>	Builds a positive and productive workplace environment across GNWT
<b>Systems Thinking</b>	Understands impacts on vision and connections
<b>Engaging Others</b>	Builds networks and partnerships
<b>Action Management</b>	Long-term view to goals and implements change
<b>People Management</b>	Plans for future human resource needs and learning
<b>Sustainable Management</b>	Plans for the future sustainability of GNWT

# CORE COMPETENCIES

# INCLUSIVE LEADERSHIP

## Definition

All staff deserve to be treated equitably within an organization. Inclusive Leadership is a driver of equity and advancement for all staff and involves intentional action to both understand and address the ways in which workplaces prevent the meaningful participation of all groups. The commitment to diversity is a key factor to Inclusive Leadership because it recognizes that people experience advantages and disadvantages based on their membership to certain groups. For the purposes of this competency, the pursuit of diversity refers to the presence of individuals within the workforce who are not members of dominant groups that hold the most power, privilege and social status in society, specifically related the social identities of race, gender, class, and ability. These individuals experience various, sometimes simultaneous, forms of oppression such as racism, homophobia, classism, and ableism throughout their lives. Inclusive Leadership requires courage and commitment to challenge longstanding norms that perpetuate inequities within the GNWT workforce and across the NWT. It involves practicing self-reflection of power and privilege and fostering a culture that embraces diversity and promotes inclusion where all staff members are valued, respected, and promoted with opportunities to participate and thrive across the organization.

## Why is Inclusive Leadership Important?

- Government organizations, and individuals working within them, hold power and social status in society which contributes to and reinforces advantages for some groups (privileges) and disadvantages (systemic barriers) for others based on social identities including (but not limited to) race, gender, class, and ability.
- The GNWT has a responsibility to identify, acknowledge, and eliminate systemic barriers experienced by GNWT staff such as racism, homophobia, classism and ableism.
- When an organization embraces all aspects of an individual's identity, it significantly impacts their sense of belonging. A sense of belonging within the workplace means that individuals feel like an integral part of a group, and that their unique identity and perspective is valued and supported by an organization. This empowers individuals to be their authentic selves, facilitating creativity and innovation.
- Inclusive leadership will help the GNWT be more effective as an organization. Research shows that diverse teams enrich decision-making processes and lead to higher performance and greater efficiency within organizations.

# Inclusive Leadership Job Competencies by Level

1. Demonstrates curiosity and self-awareness	2. Behaves Inclusively	3. Brings inclusivity to the forefront	4. Leads the way for others	5. Contributes to an inclusive organization	6. Champions inclusivity
<ul style="list-style-type: none"> <li>• Demonstrates openness and a willingness to listen. Seeks to gain a better understanding about colleagues and clients.</li> <li>• Seeks to be aware of own experiences, including power and privilege, to understand how they influences interactions with others.</li> <li>• Builds trust by displaying empathy and humility in interactions with all colleagues and clients.</li> <li>• Seeks to be aware of how personal values are influenced by individual ideas and belief systems.</li> <li>• Seeks to continuously build one's knowledge of the organization's policy and philosophy toward diversity and inclusion.</li> <li>• Uses inclusive language in one's interactions, conveying respect for colleagues' identity, perspectives and beliefs.</li> <li>• Acknowledges systemic barriers and its effects in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Acts to make individuals feel valued, seen and heard.</li> <li>• Learns about, experiences, and appreciates all cultures and diversity in the community.</li> <li>• Recognizes varying perspectives and worldviews when engaging with colleagues and clients.</li> <li>• Adapts own behaviours and perspectives to respect and honour the diverse context of interactions.</li> <li>• Recognizes the limitations of a singular worldview and rigid viewpoints in the context of power.</li> <li>• Seeks opportunities to collaborate with individuals who may have different worldviews than one's own.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocates for a space where everyone on the team feels empowered to share perspectives, issues, and challenges, ensuring team members feel appreciated and valued.</li> <li>• Asks questions, listens, and centres the voices and perspectives of those who are not members of the dominant population.</li> <li>• Looks for ways to build on diverse individual strengths, perspectives, and experiences, seeing them as benefits to the collective success of the team.</li> <li>• Seeks feedback as an opportunity to deepen one's self-awareness.</li> <li>• Champions inclusivity from within one's own sphere of influence (work unit, division, with colleagues, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Conveys a solid understanding of subtle and complex diversity, inclusion, power, and privilege issues as they relate specifically to individuals and groups and takes actions to enhance accessibility and inclusiveness.</li> <li>• Takes the lead in modelling inclusive, equitable behaviours and creates accountability for team members to do the same.</li> <li>• Encourages continuous learning and improvement in diversity, inclusion, and equity by promoting educational opportunities among staff.</li> <li>• Speaks honestly about how one's personal values are shaped by their ideas, belief systems and opinions.</li> <li>• Coaches others towards self-awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes own place within the context of organizational and societal structures of power and privilege.</li> <li>• Acts with a full understanding of the opportunities for change in transforming structures of power and privilege.</li> <li>• Takes actions to realize the strategic connection between diversity and inclusive practices with organizational success and equity.</li> <li>• Actively seeks out and includes diverse perspectives in decision-making processes.</li> <li>• Identifies organizational barriers to inclusion and takes action to remove those barriers.</li> <li>• Publicly recognizes individuals who demonstrate behaviours consistent with inclusive leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• Sets a vision for the GNWT as a model for diversity, equity and inclusion.</li> <li>• Partners with peers and the public to advance this vision by developing and/or executing supportive initiatives.</li> <li>• Champions a culture of respect, authenticity, and inclusion where everyone recognizes and values diversity and equity and creates connections through deliberate action.</li> <li>• Creates robust strategies to ensure inclusive and equitable practices are embedded in organizational processes and holds self and other leaders accountable for outcomes.</li> <li>• Ensures an organizational policy framework is in place to support diversity, equity and inclusion, providing the basis for holding individuals accountable for behaviour and systemic barriers that contravenes its requirements (e.g., covert forms of discrimination and racism).</li> </ul>

# AUTHENTIC LEADERSHIP

## Definition

Authentic Leadership is a driver of personal and interpersonal conduct. It means acting with integrity in interpersonal and organizational practices and treating everyone with respect regardless of their background and which group they represent. Authentic Leaders also demonstrate behaviours that model and support the GNWT Public Service's vision and goals to ensure its success and build the same level of support and productivity in others. This competency guides all of our interpersonal interactions with colleagues, direct reports, staff, stakeholders, partners, members and representatives of external government agencies, and the citizens of the Northwest Territories.

## Why is Authentic Leadership Important?

The GNWT Public Service serves citizens of the Northwest Territories who have a right to an ethical public service. Acting with integrity means being honest with others and in our work, and behaving consistently with the GNWT vision, principles, and with the values that are important to the people of our Territory. Authentic Leadership helps ensure that our decisions and transactions are transparent and fair, and we hold ourselves, our staff, and our organizations accountable for their respective actions. The GNWT Public Service, associated stakeholders, and citizens of the Northwest Territories are made up of cultures as diverse as the physical landscape itself. This means greater efforts have to be made when listening, understanding, and responding to others. It also means being more aware and sensitive to cultural differences, not making assumptions about others, and taking the time to learn about other people and other groups in order to build respectful and diverse workplaces.

# Authentic Leadership Job Competencies by Level

1. Takes responsibility for own behaviour	2. Contributes to a positive work environment	3. Creates a positive team environment	4. Builds effective and productive teams	5. Promotes a positive and productive environment within the department	6. Builds a positive and productive workplace environment across the GNWT
<ul style="list-style-type: none"> <li>• Acts consistently in the workplace according to basic values of honesty and integrity.</li> <li>• Demonstrates and uses courteous and respectful language when communicating.</li> <li>• Maintains open and consistent communication with others.</li> <li>• Accepts that other people's points of view are reasonable or valid.</li> <li>• Acknowledges when expectations about own work, performance or interpersonal interactions are not met.</li> <li>• Exhibits the courage to speak up and intervene as appropriate.</li> <li>• Behaves consistently with GNWT values and organizational practices.</li> <li>• Makes a conscious effort to ensure respectful, open, honest, and professional working interactions with colleagues and others within GNWT.</li> <li>• Understands, considers and respects the impact that individual differences may have before taking action; recognizes that own interpretation may not be shared by others.</li> </ul>	<ul style="list-style-type: none"> <li>• Values diversity of thinking and perspectives in others.</li> <li>• Reflects back what was heard to check understanding. Asks clarifying questions about others' expressed interests and concerns.</li> <li>• Consults with others, rather than making assumptions, to support positive interactions.</li> <li>• Explains reasoning behind a decision.</li> <li>• Identifies underlying causes for success or lack of success which may or may not involve self and takes action to ensure future success.</li> <li>• Encourages employee input, respects others' ideas, and responds quickly to questions. Builds consensus when needed.</li> <li>• In a leadership role, lets people affected by a decision know what is happening, even if they are not required to share such information.</li> <li>• Provides a broader context on projects or initiatives and explains the connection to the greater goal.</li> <li>• Seeks to understand colleagues and team members under their leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• Treats members of all groups equally and with respect. Believes that including different groups is valuable.</li> <li>• Manages meetings by setting the agenda, objectives, controlling time, and making assignments, etc.</li> <li>• Promotes team morale and builds commitment to reach desired results.</li> <li>• Takes specific actions with the intent of enabling the team to function optimally.</li> <li>• Recognizes that prejudices and systemic barriers may exist within the current environment.</li> <li>• Shows awareness and recognition of one's own limits and vulnerabilities and does something to compensate.</li> <li>• Recognizes and avoids situations that may lead to a conflict of interest.</li> <li>• Recognizes individual and team performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Sets a good example by modeling desired behaviour.</li> <li>• Gets others' input for purposes of promoting the effectiveness of the group or process.</li> <li>• Builds team spirit for purposes of promoting the effectiveness of the group or process.</li> <li>• Provides or secures needed support and development for both the individuals and the leadership team as a group.</li> <li>• Recognizes feelings in others and shows interest in their background, interests, and experiences, and uses that information to give appropriate and thoughtful responses.</li> <li>• Monitors and evaluates own beliefs and behaviours with regard to prejudices and personal biases. Works hard to ensure that these do not impact actions or decisions.</li> <li>• Creates and sustains diversity in own team. Generates collaboration among the most diverse groups of people.</li> <li>• Takes accountability for own performance. Will admit errors and misattributions and seek to resolve these.</li> </ul>	<ul style="list-style-type: none"> <li>• Sets an example by modelling desired behaviour in relation to the vision and goals.</li> <li>• Secures group members' commitment regarding vision, goals and policies.</li> <li>• Makes inferences about others' perspectives and how best to approach them. Displays an in-depth understanding of the ongoing reasons for an individual's behaviour or responses.</li> <li>• Adapts own leadership practices to encourage diversity, prevents intolerance, and ensures that members of different demographic groups are heard.</li> <li>• Openly opposes and seeks to resolve unequal treatment in a resolute manner.</li> <li>• Acts on values when it is not easy to do so (e.g., will openly admit having made a mistake or will speak out when it may hurt a trusted relationship).</li> <li>• Challenges powerful others when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly and consistently communicates a compelling vision and priorities consistent with the GNWT.</li> <li>• Generates excitement, enthusiasm and inspires commitment to the GNWT vision and goals.</li> <li>• Actively elicits concerns and perspectives from others, tests understanding, and reflects back interest in others' views and feelings.</li> <li>• Acts on understanding of the other's perspective in role-appropriate ways, neither over-identifying with the individual nor failing to take into account others' concerns.</li> <li>• Makes systemic changes to break down barriers between different groups.</li> <li>• Acts on values where significant cost of risk is associated with doing so (e.g., will disclose drawbacks and advantages when seeking agreement).</li> <li>• Personally behaves and ensures that others behave in a way that is compliant with appropriate regulations and the values of Northerners.</li> </ul>

# SYSTEMS THINKING

## Definition

Systems thinking is a driver of how thinking about problems and strategies should be approached within the GNWT. It is about approaching all of our work that is done within the GNWT as being part of a larger system that is integrated and inter-related. That is, understanding that work done in one part of the GNWT impacts a variety of other groups/projects inside and outside the GNWT. It is the ability to assess options and implications in new ways in order to identify solutions, always keeping the broader perspective and impact in mind, and appreciating how current, short-term outcomes are driven by long-term strategy and vision.

## Why is Systems Thinking Important?

A Systems thinking approach is required in the GNWT because our work impacts a wide range of stakeholders in different ways and in different communities, and vice versa. This includes taking a big picture perspective that comprises not only a wide breadth of implications, but an understanding of the historical implications of actions and events in different communities. This is needed in order to create innovative and sustainable solutions, as well as strategic plans that set and move forward the vision and goals of the GNWT, helping ensure that work is completed with the priorities of Northerners in mind. A systems approach to thinking about the changing environment is what will allow the GNWT to adapt and be versatile in an increasingly global, complex, ambiguous, and fast changing technological environment. We will need to be innovative and creative as we face current and future challenges, and to maximize our use of existing and future technology. Combining different approaches and perspectives as we think through issues helps us reach the best solution to a problem and ensures we are continually making decisions that meet the needs of Northerners. Solutions should be grounded in a sound understanding of the complexity of the issue and balance creativity with an assessment of risks.

# Systems Thinking Job Competencies by Level

1. Links operational activities to larger goals	2. Sees patterns when problem solving and decision making	3. Analyzes potential solutions using diverse information	4. Applies a long-term and broad perspective	5. Incorporates trends and interconnections	6. Understands impacts on vision and connections
<ul style="list-style-type: none"> <li>• Understands how own work is connected to achieving the goals and priorities for own role.</li> <li>• Considers how own work impacts the work of others and vice versa.</li> <li>• Uses available information from varying sources or consults others as necessary.</li> <li>• Is open to new or diverse ideas, and to doing things in a new way.</li> <li>• Breaks straightforward problems down into manageable components to identify what needs to be done and looks across problems to identify common patterns and solutions.</li> <li>• Evaluates how other work units have implemented a new approach to gain perspective on how doing something in a new way can increase productivity or reaching goals.</li> <li>• Understands how their work contributes to the achievement of department goals.</li> <li>• Asks questions to understand broader goals and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes pros and cons and establishes basic priorities or relationships.</li> <li>• Identifies alternative approaches or actions to a problem and evaluates potential consequences both within and outside of the department.</li> <li>• When looking at information, sees patterns, trends or missing pieces.</li> <li>• Breaks apart a problem and links together pieces with a single link.</li> <li>• Notices when a current situation is similar to a past situation and identifies the similarities.</li> <li>• Considers current work in the context of longer-term issues or opportunities.</li> <li>• Understands how the services, activities and actions of the department add value for clients and stakeholders.</li> <li>• Discovers original as well as likely causes and consequences, and evaluates how this will impact projects, strategy, and people.</li> <li>• Reviews own and team's actions, priorities, and goals against the goals and strategy, and adjusts these accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes for long-term payoffs or outcomes from an internal (within department) and external perspective.</li> <li>• When contributing to the development of priorities and strategies to meet organizational goals, considers upcoming trends (e.g., technology, economy, political priorities, and diversity) as well as direct and indirect long-term outcomes.</li> <li>• Evaluates the implications and cause-and-effect relationship of multiple solutions and options from both an informal (e.g., typical behaviours, norms, social networks) and formal (e.g., structures, plans, regulations, processes) systems perspective.</li> <li>• When selecting an approach in own area, evaluates different components of the approach in relation to each other, as well as to other related programs.</li> <li>• Examines how new technology can solve old problems.</li> <li>• Looks to something new and different within the area but not necessarily new to the work organization when searching for simple links and the relationship between components of a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently takes a holistic and long-term view of challenges and opportunities.</li> <li>• Develops broad-based strategies to respond to challenges and opportunities.</li> <li>• Understands the big picture beyond one's department or organization, and the needs of partners and stakeholders.</li> <li>• Anticipates outcomes and potential problems across different inter-relating areas within a department, and factors this into planning.</li> <li>• Discovers original as well as likely causes of events or multiple consequences and undertakes activities accordingly (e.g., how will this change affect this project, the strategy and the people involved?).</li> <li>• Acquires access to resources, new information and technology from other areas, and applies it to analyze issues, resolve problems, and improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands and articulates the projected direction of Government and considers the complexities of how changes might impact people, structures, and processes within the department.</li> <li>• Takes political priorities, economy, and technology into account when developing strategies to respond to holistic and long-term view of challenges and opportunities.</li> <li>• Integrates knowledge of underlying problems or forces affecting the organization with big picture perspective when considering possible opportunities or long-term applications of current activities.</li> <li>• Identifies a number of solutions that may be unique, leading edge, or new to the GNWT Public Service, and weighs the value of each to improve results.</li> <li>• Uses several analytical techniques and knowledge of past trends or situations to break apart complex situations or problems to reach a solution.</li> <li>• Uses judgement in taking and managing calculated risks when applying new solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Is aware of the projected directions of Government and uses this information to anticipate how those changes might impact people, structures, and processes, and how these inter-relate, within the GNWT.</li> <li>• Anticipates how change manifests itself externally and how those changes impact the organization and Government.</li> <li>• Fosters systems thinking throughout the organization.</li> <li>• Asks fundamental questions to truly understand complex problems to be able to derive new solutions.</li> <li>• Acts in a way which helps others to generate breakthrough ideas, fresh perspectives and new opportunities.</li> <li>• Recognizes and evaluates the potential of any new technology.</li> <li>• Identifies a number of solutions that may be unique, leading edge, or new to the public or private sector, and weighs the value of each to improve results.</li> </ul>

# ENGAGING OTHERS

## Definition

Engaging others is a driver of how we work as part of the GNWT. It is about proactively building networks, connecting with others, understanding and building relationships with many stakeholders, partners, and governments, and collaborating across the GNWT and beyond, in order to achieve the goals and priorities that are important to Northerners.

## Why is Engaging Others Important?

Working in an environment of shifting governance structures and increasing Aboriginal Self- Government means that our world of work is becoming more and more of an inter-connected web of stakeholders, partners, experts and advocates. The complexity of issues that we are dealing with requires input from a wide range of internal and external stakeholders. Therefore, having a wide range of connections and building solid relationships that balance the value of the relationship with the needs of the organization is critically important to finding the best solutions for Northerners. Developing appropriate networks is essential, as expectations are changing and one of the best ways to solve complex problems is through collaboration and consultation. Managing and facilitating these relationships and processes becomes increasingly critical to achieving our goals. By creating opportunities for diverse groups to connect, communicate clearly, and share ideas and perspectives, we will create a consultative, supportive and collaborative environment that is respectful of different perspectives, and that enhances our future role as facilitators. It is in this environment that we will effectively identify creative and sustainable solutions.

# Engaging Others Job Competencies by Level

1. Builds rapport	2. Connects with others	3. Makes key contacts and shares information	4. Develops effective relationships	5. Maintains and uses a wide circle of contacts	6. Builds networks and partnerships
<ul style="list-style-type: none"> <li>• Works cooperatively and collaboratively with others.</li> <li>• Takes a positive outlook about relationships with colleagues and other stakeholders.</li> <li>• Builds rapport by establishing areas of common interest and by taking an interest in other's work-related issues and activities.</li> <li>• Develops trusting relationships by following through on commitments, and by demonstrating integrity and respect for others.</li> <li>• Maintains contact with individuals and groups for the purpose of building rapport and good working relationships.</li> <li>• Understands that relationships are critical to the success of initiatives.</li> <li>• Is aware of own impact and impression on others and seeks to improve to develop rapport with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Invests time to get to know colleagues within and outside of team and maintains contact with other individuals for the purpose of being able to build relationships.</li> <li>• Approaches work tasks in a collaborative manner, seeking input and involvement from relevant others.</li> <li>• Makes time to nurture relationships and build rapport and trust.</li> <li>• Seeks to understand the perspectives and needs of colleagues, clients and stakeholders.</li> <li>• Actively seeks and creates relationship-building opportunities and builds a network of contacts.</li> <li>• Builds a network of contacts needed to help achieve goals and objectives.</li> <li>• Encourages team members to connect and build relationships with relevant others outside of own work unit to achieve team goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes a conscious effort to have informal or casual contacts with a range of colleagues, clients and stakeholders.</li> <li>• Identifies key stakeholder contacts in the organization with whom a relationship must be established.</li> <li>• Identifies areas for improvement within the department where involvement of external stakeholders would be beneficial.</li> <li>• Makes sure the appropriate people have all the necessary information.</li> <li>• Solicits ideas and opinions from a range of perspectives and proactively shares appropriate and useful information to help form specific decisions or plans.</li> <li>• Promotes collaboration, even in challenging circumstances, within and across groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates regularly with stakeholders as appropriate; sustains the relationship when no specific project is underway.</li> <li>• Develops relationships with the intent of achieving effective delivery of relevant services while maintaining a mutually beneficial relationship.</li> <li>• Actively seeks input and/or involvement from stakeholders regarding potential changes to organization policies, procedures, or other initiatives.</li> <li>• Consults with others when planning or problem solving to gain their perspective on inter-relationships.</li> <li>• Looks broadly inside and outside the GNWT to identify key stakeholders in any issue or project. Actively engages them early in the process, and ensures their voice is heard and concerns are acknowledged throughout the process.</li> <li>• Engages others to think broadly about project impacts and encourages creative problem solving when bringing differing perspectives together. Challenges them to take action.</li> <li>• Anticipates and takes action to mitigate potential conflict and to reduce and resolve conflict at the outset, and by encouraging continued, open, two-way communication among all stakeholder groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops formal and informal relationships with a wide circle of people, beyond those involved in current activities, including colleagues from other areas, stakeholders, partners, and representatives from other relevant agencies and governments.</li> <li>• Nurtures existing and potential relationships to help achieve the department's strategic plans.</li> <li>• Collaborates with other departments and agencies to solve complex problems.</li> <li>• Proactively shares information and resources across areas to better leverage the capabilities of the organization and the GNWT Public Service.</li> <li>• Involves key stakeholders in the diagnosis of problems and in developing solutions to effectively transfer knowledge inside and outside the GNWT Public Service.</li> <li>• Generates and maintains an environment that encourages looking beyond one's immediate circle for input and development of new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads in developing and maintaining effective relationships with colleagues, stakeholders, partners, and other agency and government representatives.</li> <li>• Actively seeks out and acts on opportunities to partner with colleagues, stakeholders and relevant others to champion initiatives in support of the well-being of Northerners.</li> <li>• Develops partnerships and maintains strategic relationships based on an in-depth knowledge and understanding of each other's roles and needs.</li> <li>• Determines what overall direction the GNWT Public Service should take in forming partnerships with external stakeholders; this includes setting priorities regarding which partnerships should be formed.</li> <li>• Identifies where there is overlap in mandates and proactively brings groups together. Actively builds co-operation across stakeholder groups.</li> <li>• Promotes sharing of expertise among wide-ranging teams to achieve superior service or results.</li> <li>• Collaborates across internal and external GNWT Public Service boundaries to meet common objectives.</li> </ul>

# ACTION MANAGEMENT

## Definition

Action management is about setting a plan in motion and getting it done. It is about knowing which initiatives and results are important and working with current resources to achieve results that are aligned with the goals of the organization. Action Management is also about managing change in order to be able to achieve results. It is being able to readily adapt to changing priorities, managing uncertainty, and effectively working in a changing environment.

## Why is Action Management Important?

The GNWT Public Service vision, “Strong individuals, families and communities sharing the benefits and responsibilities of a unified, environmentally sustainable and prosperous Northwest Territories,” cannot happen without a focus on managing actions and achieving results. A strong focus on results will help us achieve organizational goals within the context of striving for excellence within the Northwest Territories Public Service. We all need to understand the goals of the GNWT, our departments, and our jobs, and create clear and thorough plans to achieve those goals. This involves a bias for action with balanced appreciation for risks. In order to achieve our goals, we need to manage our projects with discipline, proactively address challenges and find solutions, and manage and prepare others for changes along the way. Although the pace of change in GNWT has been slower than in some other parts of Canada and the world, we live in an era of significant world and workplace change. One of the biggest changes that we face within GNWT is the impact and availability of technology and associated applications. Therefore, approaching issues and doing things the way they have been done before will no longer be enough to succeed. As the role and expectations of the GNWT continue to change, we need to be willing and able to change the way we approach situations so that new ideas and solutions are encouraged, recognized and acted upon. We need to maintain our focus on long-term goals and values-based behaviors during change. And we need to proactively seek out new opportunities, building support for change, and guide the change process as required for the future success of the Northwest Territories.

# Action Management Job Competencies by Level

1. Gets the work done and accepts change	2. Monitors work towards goals and prepares for change	3. Improves performance and adapts readily	4. Sets challenging objectives and helps others adapt	5. Improves performance more broadly and gains commitment for change	6. Has a long-term view to goals and implements change
<ul style="list-style-type: none"> <li>• Prioritizes own tasks and works through the routine planning of own work and resources.</li> <li>• Follows through on duties and tasks, and keeps appropriate people informed on progress.</li> <li>• Effectively helps and follows through on inquiries, requests, and concerns from colleagues, clients and stakeholders.</li> <li>• Takes full accountability for completing tasks to expectations, effectively and efficiently.</li> <li>• Takes ownership and pride in own work, meeting standards for quality, service, and professionalism, on time.</li> <li>• Asks questions, seeks clarification, and assesses how things will be different when change is introduced or anticipated.</li> <li>• Confidently makes appropriate decisions at level corresponding to role.</li> <li>• Recognizes and acts upon opportunities; and overcomes obstacles to address current problems quickly and effectively.</li> <li>• Is proactive and takes charge when observing something that needs to get done and seeks approval when required.</li> <li>• Uses common sense and past experiences to approach ambiguous problems and make effective decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops plans for short-term or clearly defined projects. Sets timelines, monitors progress, assesses project impact, and communicates at appropriate stages.</li> <li>• Suggests specific changes in department work methods or processes to improve efficiency and accountability.</li> <li>• Takes a measured approach to make a decision and take action when there is not enough information to predict the consequences with certainty.</li> <li>• Shares helpful information with clients and stakeholders.</li> <li>• Analyzes and interprets organizational goals and develops supportive objectives.</li> <li>• Clarifies expectations and deadlines with others to ensure understanding and acceptance.</li> <li>• Sets and communicates team goals to reach objectives.</li> <li>• Challenges self and others to meet and exceed goals, and to take pride in accomplishments.</li> <li>• Anticipates and communicates change/obstacles. Describes how change will affect team functions. Suggests strategies for dealing with change and adapts as needed.</li> <li>• Monitors team members' work progress against timelines and performance standards. Adapts procedures or plans at an early stage to meet required results.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes specific changes in the system or in own work methods to improve performance beyond the expectations of the role.</li> <li>• Tracks progress against job expectations in order to make adjustments to performance.</li> <li>• Taps into a variety of increasingly limited resources within the department to achieve results.</li> <li>• Seeks to understand the perspectives and needs of colleagues, stakeholders, and partners. Puts in significant effort to ensure needs are addressed.</li> <li>• Makes self readily available to clients and stakeholders, especially when they are going through a critical period.</li> <li>• Takes action quickly and decisively when there is not enough clarity to predict consequences with certainty.</li> <li>• Changes behaviour/approach in response to changing demands.</li> <li>• Understands that everybody adapts to change in different ways and at a different pace.</li> <li>• Identifies ways to assist others in adapting to change.</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritizes actions effectively in order to respond to numerous, diverse challenges and demands.</li> <li>• Sets and accomplishes goals and priorities in order to deliver results consistent with Government direction, departmental objectives and public expectations.</li> <li>• Sets challenging goals that have an impact beyond own personal performance (e.g., work unit).</li> <li>• Initiates and completes processes that achieve new, unique or challenging objectives.</li> <li>• Identifies opportunities and roadblocks and deals with them so that goals can be accomplished.</li> <li>• Gives service beyond stakeholders' expectations by seeking information about real underlying needs, providing insights, and recommending actions to address these needs.</li> <li>• Understands how changes might impact colleagues, clients and stakeholders, and their needs.</li> <li>• Explains how change will affect work processes or structures in general.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes a course of action to accomplish a long-term goal related to the enhancement of organizational effectiveness.</li> <li>• Uses knowledge of all the factors affecting improvement of results within the department to improve performance.</li> <li>• Ensures strategy for own area is aligned with the GNWT Public Service vision and goals.</li> <li>• Sets priorities and takes calculated risks to improve the delivery of services / operations.</li> <li>• Acts as a trusted advisor while looking for long-term benefits to clients and stakeholders.</li> <li>• Changes the overall service plan and implements new practices when the original approach and assumptions are no longer valid.</li> <li>• Shifts strategic focus and activities quickly in response to changing organizational priorities.</li> <li>• Explains to individuals how the change will affect their roles. Integrates the change very clearly with existing work/projects.</li> <li>• Gains commitment for change from employees.</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively initiates and implements processes to improve overall performance within the GNWT Public Service.</li> <li>• Based on broad strategic insight, makes decisions and recommendations regarding new directions focused on enhancing program outcomes.</li> <li>• Develops and implements strategies for the long-term renewal of the organization.</li> <li>• Evaluates return-on investment to prioritize broad organizational changes that will impact Northerners.</li> <li>• Actively represents the needs of clients and stakeholders by promoting their interests to appropriate decision-makers.</li> <li>• Persistently lobbies on behalf of clients to integrate their interests into the larger strategic direction.</li> <li>• Consistently makes well thought through decisions when there are competing and unclear priorities.</li> <li>• Takes specific and sustained action to ensure the successful implementation of a change program. Addresses barriers to adaptability.</li> </ul>

# PEOPLE MANAGEMENT

## Definition

People management is about creating the conditions and environment that allow people to work collaboratively and productively to achieve results. It's about making sure that employees have the support, tools, and developmental opportunities they need, and that the GNWT workforce has the diversity in knowledge, skills, abilities, and experience it needs in order to meet current and future organizational objectives and the priorities of Northerners.

## Why is People Management Important?

In order for the GNWT to succeed in its mandate, we must collaborate effectively not only with outside stakeholders and partners, but internally within the GNWT, our departments, and our teams. These relationships are also diverse and need to be managed effectively if we are to collaboratively reach our goals. This means creating a supportive and inclusive environment within our own teams that value different perspectives and ideas. As leaders, we need to ensure that our employees have the opportunities to develop the knowledge, skills, abilities, and experiences they need not only for their current roles, but for potential future roles with the GNWT. When we provide learning opportunities, this can involve sharing our knowledge, expertise, skills and perspectives as this can provide insight, and contributes to everyone's increasing breadth of perspective and understanding. As expectations of the public service continue to change, we all need to continually grow and learn to keep our knowledge and skills current and stay ahead of new developments. If we are to attract and retain young Northern talent to the GNWT, we need to create an environment that is welcoming of new and innovative ideas, and that provides opportunities for professional growth, development, and leadership capacity. We need to invest in developing leaders so that the GNWT has the capacity to be healthy and successful in the future. Fostering our own growth and the growth of others will allow us to better meet the needs of Northerners and make the GNWT a great place to build a career.

# People Management Job Competencies by Level

1. Manages self and works well with others	2. Acts as a key team player and supports learning in others	3. Improves self and gives direction to others	4. Stays current and gives constructive feedback	5. Motivates the team and acts as a coach / mentor	6. Plans for future human resource needs and learning
<ul style="list-style-type: none"> <li>Actively shares information and listens and accepts others' points of view in an open and honest way.</li> <li>Expresses opinions and supports group decisions, even if in disagreement with the final decision.</li> <li>Identifies ways to support and encourage team members in accomplishing their tasks.</li> <li>Recognizes when there is a conflict and respects the other person's point of view.</li> <li>Does not react defensively when offered constructive feedback.</li> <li>Approaches new situations with a positive outlook, despite previous challenges or setbacks.</li> <li>Resists temptation to act immediately without thinking, especially when feeling strong emotions (such as anger, extreme frustration, or high stress) and holds emotions back.</li> <li>Shows curiosity or interest about new approaches, tools, methods and/or technologies in own field of expertise on the job.</li> <li>Identifies a common purpose as well as differing perspectives and raises them for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Shows appreciation for other's contributions and speaks of team members in positive terms.</li> <li>Sees the need and readily steps into co-workers' tasks to help out when needed.</li> <li>Shares knowledge with the team and colleagues to maximize their work performance.</li> <li>Seeks feedback for personal development.</li> <li>Responds to people's concerns in a proactive manner that promotes long-term solutions.</li> <li>Makes sure the group has all the necessary information.</li> <li>Seeks information about new approaches, tools, methods and/or technologies in own field of expertise on the job.</li> <li>Supplements 'how to' demonstrations or instructions with reasons, advice and guidance to build greater understanding.</li> <li>Encourages an environment that fosters mutual support (e.g., reassuring others after a setback), and encourages others to learn from errors.</li> <li>Demonstrates trust in employee's skills and abilities to achieve goals.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies ways to support, recognize, and encourage group members in accomplishing their tasks.</li> <li>Looks broadly to identify and decide who should be in a team together. Brings together a diverse group of people who represent differing perspectives.</li> <li>Asks questions, discusses or clarifies to verify that others have understood.</li> <li>Actively seeks feedback from others and integrates the results into a personal action plan to address issues constructively.</li> <li>Identifies opportunities for growth through on-the-job assignments and training programs.</li> <li>Makes positive comments regarding others' future potential: current and expected abilities, and/or potential to learn.</li> <li>Tries to understand the relative strengths and weaknesses of others and finds ways to leverage the strengths.</li> <li>Identifies appropriate resources based on organizational strengths and weaknesses and aligns them with appropriate projects.</li> </ul>	<ul style="list-style-type: none"> <li>Publicly credits others who have performed well. Gets the talent of the groups involved recognized.</li> <li>Ensures communication is ongoing and that practical needs of the group are met, especially as goals and objectives shift.</li> <li>Supports development by providing specific, behavioural, constructive, and timely feedback regularly. Reaches agreement on expectations for future performance.</li> <li>Stays current on a broad range of related topics with new tools, approaches, and/or technologies.</li> <li>Evaluates strengths and weaknesses of others and provides them with well-supported growth opportunities.</li> <li>Encourages others to pursue professional development activities and reassures others after a setback.</li> <li>Provides resources to remove barriers to task accomplishment (e.g., tools, information, advice).</li> <li>Obtains needed personnel, resources, and information for the groups involved, and uses them efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>Protects and promotes the group's and department's reputation with outsiders.</li> <li>Ensures that team members understand and support the vision, practical outcomes of the vision, and implications for the team.</li> <li>Uses own enthusiasm and commitment to higher-level goals to motivate and guide others to achieve results.</li> <li>Stays ahead of the curve and sees applicability of emerging approaches, tools, methods and/or technologies to meet the future needs of the business.</li> <li>Provides feedback, coaching and mentoring to staff to help them meet performance expectations and development goals.</li> <li>Consults with individuals and ensures appropriate and helpful assignments, formal training, or other experiences for the purpose of fostering learning/development.</li> <li>Assists others in self-evaluation and self-awareness with the intent of fostering development.</li> <li>Promotes the development of future leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Fosters adaptability and creativity in others. Creates processes, programs or opportunities that encourage innovative practices.</li> <li>Fosters continuous cross-organizational learning throughout the GNWT.</li> <li>Encourages individuals to own and be accountable for their personal development.</li> <li>Promotes organizational learning and development to ensure that the organization is well positioned to meet future leadership needs.</li> <li>Creates the space for others to act decisively; manages one's own impulse to interfere.</li> <li>Identifies developmental needs across the GNWT Public Service and supports the development of new programs to meet them.</li> <li>Creates structures and processes, such as recruitment and development for minority groups, team communications training, and preparing minority candidates for executive roles that enhance climate for a diverse workforce.</li> <li>Ties workforce planning to future strategic plans and initiatives.</li> </ul>

# SUSTAINABLE MANAGEMENT

## Definition

Sustainable management is about delivering results by maximizing organizational effectiveness and sustainability of our human, financial, and environmental resources. It means implementing rigorous and comprehensive human, financial, and environmental resource accountability systems to ensure that our resources are managed effectively and with integrity, and that these are carefully considered in the development and implementation of all policies and programs in order to guarantee a healthy and prosperous Northwest Territories for future generations.

## Why is Sustainable Management Important?

With the shifting of governance structures, it is increasingly important that we manage our human, fiscal, land, water and other natural resources responsibly and sustainably. This means working with Aboriginal and other northern governments to plan and design a more financially independent future, a strong and diverse economy, and the presence of plentiful natural resources to provide future generations of Northerners with more opportunities than we have experienced. It is also through the effective and sustainable management of our resources that we can address housing needs and ensure we have a sustainable health care system in our Territory.

# Sustainable Management Job Competencies by Level

1. Uses resources responsibly	2. Identifies and advocates for resource effectiveness	3. Makes links between sustainability and success of the GNWT	4. Improves sustainability practices	5. Develops, implements and monitors system	6. Plans for the future sustainability of the GNWT
<ul style="list-style-type: none"> <li>• Respects how workplace resources are to be used.</li> <li>• Understands work-unit goals and strategies.</li> <li>• Seeks advice when faced with competing demands on time and financial resources.</li> <li>• Understands own work duties and responsibilities and how these fit within responsible management of their work unit.</li> <li>• Manages work time effectively to complete tasks on time, budget, and to client / stakeholder satisfaction.</li> <li>• Applies cost effective practices when plans change, even if prior approval had been granted.</li> <li>• Understands own impact on the organization's resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes the need for and models the effective utilization of workplace resources.</li> <li>• Obtains ongoing information and feedback about resource utilization to make timely, effective decisions.</li> <li>• Controls costs efficiently in own area of accountability.</li> <li>• Oversees and ensures that team member activities are completed using an effective and efficient use of resources, without compromising the quality of processes, programs, or services.</li> <li>• Manages budget allocated for specific tasks or team.</li> <li>• Organizes and co-ordinates the efficient allocation of resources within the team.</li> <li>• Makes resources available to other areas in the organization as needed, without compromising the needs or budget of the work unit.</li> <li>• Organizes appropriate personnel to maximize efficiency when handling competing priorities or time-sensitive issues.</li> <li>• Respectfully questions the way things are done and makes suggestions to improve management of financial, human and natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a general understanding of the fundamentals of business success and the role that sustainability of financial, human, and natural resources plays.</li> <li>• Has a good understanding of the GNWT Public Service strategy and challenges and can identify how sustainability issues can impact specific units and areas.</li> <li>• Has a systematic approach to mapping and understanding the department's social and environmental impacts and the stakeholders affected.</li> <li>• Uses performance management, budget tracking and other resource management systems to optimize results transparently.</li> <li>• Applies strategies designed to maximize the value and efficiency of financial, human, and natural resources.</li> <li>• Monitors rigorous accountability systems for the management and evaluation of financial, human, and natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a comprehensive perspective of the GNWT Public Service's total impact on society in the Territory.</li> <li>• Uses a comprehensive knowledge of strategy and impacts to identify and prioritize the issues that are most "material" to the department in the short-, mid- and long-term.</li> <li>• Sets performance standards, monitors progress and intervenes at an early stage to ensure deliverables of all resources meet agreed-on quality, timeframes, and budget constraints.</li> <li>• Creates contingency plans for problems and situations that might occur.</li> <li>• Designs and applies strategies to the department designed to maximize the value and efficiency of financial, human, and natural resources.</li> <li>• Develops and monitors rigorous accountability systems at the departmental level for the management and evaluation of financial, human, and natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and maintains systems that help oversee a range of significant programs that involve time-sensitive issues and limited resources.</li> <li>• Oversees and ensures the continual improvement of the GNWT's Public Service practices and systems for responsible and sustainable practices and related standards (e.g., financial, safety, health, environment, and social responsibility).</li> <li>• Integrates ethics, safety, health, financial, environment, and/or social responsibility into business decisions, resulting in innovative ways to improve the GNWT Public Service and contribute to the greater good.</li> <li>• Uses systems thinking and tools such as scenario planning to help managers understand sustainable management as a strategic framework for identifying risks and opportunities.</li> <li>• Reviews and responds constructively to the reported results of audits and assessments. Promotes innovative approaches to deal with resource constraints.</li> <li>• Monitors the performance of the department and seeks to improve sustainability practices of financial, human, and natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively supports the organization's engagement in projects or initiatives that draw upon the GNWT's Public Service capabilities to benefit society and/or the environment.</li> <li>• Considers and plans for how present policies, processes and methods might be affected by increasing globalization, smaller talent pools, climate change, and strategic resource scarcity.</li> <li>• Foresees future trends related to globalization, changing demographics, shrinking talent pools, and climate change, and works with specialized teams to develop strategies to meet future challenges.</li> <li>• Provides active leadership in effective management and stewardship of resources.</li> <li>• Uses innovative methods to create a climate that encourages effective management and stewardship of resources.</li> <li>• Aligns the structure and/or operations of the department to better meet long-term sustainability objectives.</li> </ul>

# GENERAL COMPETENCIES

# GENERAL COMPETENCY DICTIONARY

The General Competency Dictionary provides a description of the following competencies and their associated scales:

- Accountability Decision-Making
- Analytical Thinking
- Attention to Detail
- Building Partnerships with Stakeholders
- Business Acumen
- Change Leadership
- Change Management
- Conflict Management
- Continuous Development
- Critical Thinking
- Developing Others
- Empowerment
- Expertise
- Flexibility
- Holding People Accountable
- Impact and Influence
- Information Seeking
- Initiative
- Innovation
- Innovation and Change
- Integrity
- Leadership
- Listening, Understanding and Responding
- Managing Organizational Resources
- Organizational Awareness
- Planning, Organizing and Coordinating
- Problem Solving/Judgement
- Project Management
- Reflecting on Difficulties
- Relationship Building
- Research and Analysis
- Results Focus
- Safety Management
- Self-Confidence
- Self-Control
- Service Focus
- Strategic Focus
- Teamwork and Cooperation
- Values and Ethics

# Accountability Decision-Making

## Definition

Accountability-Decision Making is the ability to accept responsibility, determine a course of action, and account for one’s own action. There is a focus on taking action to achieve goals or standards. It includes taking ownership and focusing on the desired outcomes; setting challenging goals; improving current modes of operation; developing new value-added solutions; responding to changing direction; and taking action to meet or exceed goals and priorities. It is taking responsibility for both decision-making process and outcomes of decisions and actions.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>Follows through on assignments to ensure successful completion.</li> <li>Takes action to complete a task.</li> <li>Makes decisions within the scope of their role.</li> <li>Is open and honest about work situations – takes responsibility for the goals and outcomes of own work.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor work progress and adapt, when possible, in order to meet results.</li> <li>Escalates decisions that are outside the role, providing information and insight.</li> <li>Makes needs and requirements clear.</li> <li>Openly admits having made a mistake</li> </ul>	<ul style="list-style-type: none"> <li>Anticipates obstacles realistically and plans for contingencies – creates plans that factor in time for unexpected problems and uncertainties.</li> <li>Prioritizes well and maintains focus in the face of demanding deadlines, expectations, etc.</li> <li>Takes decisive and accurate action to deliver value.</li> <li>Accept responsibility for outcomes even when elements are not within your control, providing a balanced and objective explanation.</li> </ul>	<ul style="list-style-type: none"> <li>Develops longer-term goals and proactively influences how resources, services, etc. are re-organized to achieve goals.</li> <li>Takes action to create an opportunity or avoid a future crisis.</li> <li>Plans, prioritizes and adapts teamwork processes based on existing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Makes decisions, sets priorities or chooses goals on the basis of calculated inputs and outputs; makes explicit considerations of potential profit, return-on-investment or cost-benefit analysis. Analyzes for business outcomes.</li> <li>Provides candid, genuine feedback on issues in which the organization needs to improve (e.g., speed of decision making, freedom to implement creative improvements, etc.), even when doing so entails some risk.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently raises issues of accountability to senior leaders, offering recommendations for improvement while doing all one can to improve the issue within one’s own scope.</li> <li>Continually sets objectives and develops plans to set the company apart from other organizations.</li> </ul>

# Analytical Thinking

## Definition

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

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>• Breaks problems into lists of tasks or activities, without assigning values.</li> <li>• Makes a list of items with no particular order or set of priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Takes apart problems into pieces.</li> <li>• Links together pieces with a single link: A leads to B; can separate into two parts: pros and cons.</li> <li>• Sorts out a list of tasks in order of importance.</li> </ul>	<ul style="list-style-type: none"> <li>• Breaks down a problem into smaller parts.</li> <li>• Makes multiple causal links: several potential causes of events, several consequences of actions, or multiple-part chains of events (A leads to B leads to C leads to D).</li> <li>• Analyzes relationships among several parts of a problem or situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses several analytical techniques to break apart complex problems into component parts.</li> <li>• Uses several analytical techniques (e.g., risk assessment, building business cases) to identify several solutions and weighs the value of each.</li> <li>• Anticipates obstacles and thinks ahead about next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Considers and plans for how current policies, processes and methods might be affected in the short, medium, and long-term by trends and broad environment.</li> <li>• Integrates in-depth knowledge of underlying issues and potential risks when considering opportunities or actions and evaluates their impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Sets new strategic direction based on insight into external conditions and the GNWT’s internal capabilities.</li> <li>• Asks the right questions to get to the root of issues and generate deep understanding and new ways of thinking about issues.</li> </ul>

# Attention to Detail

## Definition

Attention to Detail is the ability to accomplish / complete a task while demonstrating a through concern for all the areas involved, no matter how small. This means monitoring and checking work or information, while organizing time and resources efficiently. It includes the ability to bring together different elements in order to achieve results or accomplish tasks. This means ensuring information is complete and accurate; and following up with others (on own work or that of others) to ensure that commitments have been fulfilled.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>• Maintains a checklist, schedule, calendar, etc. to ensure that small details are not overlooked.</li> <li>• Completes work according to procedures and standards.</li> <li>• Follows process steps as outlined in standard operating procedures.</li> <li>• Shows a general concern for monitoring and checking work.</li> <li>• Catches and corrects own errors or omissions.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows up to ensure quality of work product and/or actions are completed.</li> <li>• Double-checks the accuracy of information and work product to provide accurate and consistent work.</li> <li>• Accurately completes tasks with close attention to all aspects of work and carefully controls for errors.</li> <li>• Concerned with maintaining accuracy and checks others work for errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully supervises the details and quality of own and others' work.</li> <li>• Provides information on a timely basis and in a usable form to others who need to act on it.</li> <li>• Effectively supervises multiple activities and pays attention to how those activities relate to others in their unit.</li> <li>• Attentive to detail and brings order to an array of information.</li> </ul>	<ul style="list-style-type: none"> <li>• Manages the general quality of the work for unit/department and recommends improvements within area of responsibility.</li> <li>• Ensures that department procedures are followed and ensures clear, detailed records are kept.</li> <li>• Uses attention to detail to suggest improvements in other areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Readily points attention toward systems, projects or broad information.</li> <li>• Attends to the progress of a project or the efficiency of a system.</li> <li>• Pays close attention to data, in order to pinpoint flaws or missing data, and seeks out information to maintain or even improve department (e.g., obtains progress reports from employees and other leaders).</li> </ul>	<ul style="list-style-type: none"> <li>• Able to direct attention toward functions which are diverse in nature and objective or critical to the achievement of strategic department goals.</li> <li>• Conveys the importance of accurate and complete data and analysis.</li> </ul>

# Building Partnerships with Stakeholders

## Definition

Building Partnerships with Stakeholders is the ability to build long-term or on-going relationships with stakeholders (e.g., someone who shares an interest in what you are doing). This type of relationship is often quite deliberate and is typically focused on the way the relationship is conducted. Implicit in this competency is demonstrating a respect for and stating positive expectations of the stakeholder.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>Makes or sustains informal contacts with others in addition to contacts required in the course of work.</li> <li>Is aware of and supports existing stakeholder partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>Understands the significance of relationship building.</li> <li>Sees stakeholder relationship building as a key to securing the success of initiatives.</li> <li>Spots opportunities where stakeholder partnerships would be valuable.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies key stakeholder contacts in the organization with whom a relationship must be established.</li> <li>Develops and maintains effective working relationships with others (may include: within the team, between teams and with other stakeholders).</li> </ul>	<ul style="list-style-type: none"> <li>Seeks partnership building opportunities.</li> <li>Communicates regularly with stakeholders as appropriate; sustains the relationship when no specific project/initiative is underway.</li> <li>Identifies and articulates the mutual benefit in a partnership.</li> </ul>	<ul style="list-style-type: none"> <li>Organizes involvement of key stakeholders.</li> <li>Identifies internal staff whose individual expertise can meet stakeholder's needs.</li> <li>Matches staff to appropriate stakeholder contacts and coordinates contacts.</li> <li>Monitors relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Develop partnerships and maintains strategic relationships and partnerships based on an in-depth knowledge and understanding of each other's roles.</li> <li>Ensures that all sides of the partnership see value and sustain their side of the partnership.</li> </ul>

# Business Acumen

## Definition

Business Acumen is the ability to understand the business implications of decisions and the ability to strive to improve organizational performance. It requires an awareness of business issues, processes, and outcomes as they impact the client's and the organization's business needs.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"><li>• Analyzes and comprehends work-unit goals and strategies.</li><li>• Understands practical business functions in the organizational environment and incorporates them into decision-making.</li></ul>	<ul style="list-style-type: none"><li>• Develops work plans that prioritize work in alignment with business goals.</li><li>• Acts in accordance with established organization objectives or goals.</li></ul>	<ul style="list-style-type: none"><li>• Develops annual service plans that take into account longer-term activities, issues, problems or opportunities.</li><li>• Develops and establishes broad scale, longer-term objectives, goals, or projects (e.g., affecting a business, department, or organization).</li></ul>	<ul style="list-style-type: none"><li>• Assesses and links short-term tasks in the context of long-term strategies, perspectives or vision.</li><li>• Anticipates possible responses to different initiatives.</li></ul>	<ul style="list-style-type: none"><li>• Is aware of the projected directions of trends (e.g., social, technological, etc.) and how changes might impact the organization.</li><li>• Considers how present policies, processes, and methods (not current actions, but ongoing issues) might be affected by future developments and trends.</li></ul>	<ul style="list-style-type: none"><li>• Reviews own actions against the organization's strategic plan; includes the big picture when considering possible opportunities or projects or thinks about long-term applications of current activities.</li><li>• Understands the projected direction of the GNWT and political environment and how changes might impact the organization.</li></ul>

# Change Leadership

## Definition

Change Leadership involves creating a new vision for the organization and taking the required actions to ensure that the members of the organization accept and support the vision. It generally requires the individual to be in a relatively senior or high-level position, although this is not always the case.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>• Understands why the change is required.</li> <li>• Adapts plans to accommodate for change.</li> <li>• Demonstrates willingness to change ideas or perceptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines a specific area where change is needed to better support strategic results, though does not describe what those changes should be.</li> <li>• Makes changes to one group or program at a time to align with the strategy or improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines an explicit vision for change; may simplify, modify, or redefine a previous vision in specific terms.</li> <li>• Advocates and builds a business case for change that will help the organization accomplish its goals.</li> <li>• Builds on recent change initiatives to increase enthusiasm and commitment to the change process.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the need for change by leading the change process.</li> <li>• Understands and utilizes the actions and behaviours necessary to move organizational change; creates a sense of urgency to achieve desired change e.g., rewarding/disciplining behaviour in accordance with the change effort.</li> </ul>	<ul style="list-style-type: none"> <li>• Takes action to align the organization with the change vision.</li> <li>• Engages staff and stakeholders, to assess their needs and concerns, throughout the change process to generate commitment.</li> <li>• Considers impact of changes on organization and culture.</li> <li>• Helps others respond constructively during times of stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates large or long-term changes in the organization in response to anticipated future requirements.</li> <li>• Makes decisions and recommendations based on broad strategic insight regarding new directions focused on enhancing program outcomes.</li> <li>• Leverages information gains throughout the change process from the whole organization to support future initiatives.</li> </ul>

# Change Management

## Definition

Change Management is the ability to support a change initiative that has been mandated within the organization. It involves helping the organization's members understand what the change means to them and providing the ongoing guidance and support that will maintain enthusiasm and commitment to the change process. People with this competency willingly embrace and champion change. They take advantage of every opportunity to explain their vision of the future to others and gain their buy-in.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>Asks questions, seeks clarification, and assesses how things will be different when change is introduced or anticipated.</li> <li>Relies on past experience to understand the reason for change.</li> </ul>	<ul style="list-style-type: none"> <li>Publicly supports the mandated change initiative, verbally or in writing.</li> <li>May repeat this message on a number of occasions to ensure organization members are clear on the purpose and direction of the change.</li> </ul>	<ul style="list-style-type: none"> <li>Explains how change will affect work processes or structures in general.</li> <li>Integrates the change very clearly with existing work and projects.</li> <li>Draws theoretical connections, speaks about the change and desired outcomes in broad or abstract terms.</li> </ul>	<ul style="list-style-type: none"> <li>Explains to individuals specifically how the change will affect their roles or positions. Integrates the change very clearly with existing work/projects.</li> <li>Builds on recent change initiatives to increase enthusiasm and commitment to the change process.</li> </ul>	<ul style="list-style-type: none"> <li>Takes specific and sustained action to ensure the successful implementation of the change program.</li> <li>Reinforces the change message with own actions and attitudes.</li> <li>Publicly recognizes individuals who are demonstrating behaviours consistent with the "new organization".</li> </ul>	<ul style="list-style-type: none"> <li>Communicates change vision and reasons for change in a way that generates enthusiasm and commitment.</li> <li>Monitors change process at organizational level and reports on results.</li> <li>Develops strategies to manage and facilitate change at the organizational level.</li> </ul>

# Conflict Management

## Definition

Conflict Management is the ability to develop working relationships that facilitate the prevention and/or resolution of conflicts within the organization.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>Recognizes that there is a conflict and respects others' points of view.</li> <li>Brings conflict to the attention of the appropriate individual.</li> <li>Avoids taking things personally.</li> </ul>	<ul style="list-style-type: none"> <li>Addresses conflict as it happens by working to resolve conflict when directly involved.</li> <li>Uses active listening to resolve/prevent conflict and promote mutual understanding.</li> <li>Identifies overlapping areas of shared interests in an open, respectful and timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Reduces and resolves conflict in a proactive manner.</li> <li>Works to resolve conflict between others if the conflict directly impacts on the achievement of work objectives.</li> <li>Anticipates and takes action to mitigate/reduce potential conflict management and to reduce and resolve conflict at the outset, by encouraging continued, open, two-way communications.</li> </ul>	<ul style="list-style-type: none"> <li>Promotes constructive conflict management by modelling and coaching others on the importance of respecting different differences and resolving issues.</li> <li>Assist team members with handling problematic situations or conflicts effectively by helping them see the other point of view and developing mutually beneficial solutions to issues.</li> <li>Encourages team members to resolve issues to build respect among team members and ownership for a solution.</li> </ul>	<ul style="list-style-type: none"> <li>Promotes interest-based conflict prevention and resolution in the organization.</li> <li>Provides consultation to or obtains consultation/mediation for others on approaches and processes.</li> <li>Intercedes in complex issues or when conflict threatens important business results or client/stakeholder relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Creates an open environment where conflict can be resolved positively.</li> <li>Empowers leaders and others to think through and resolve conflict issues – ensuring ownership of issues.</li> <li>Creates a conflict-resolving environment by anticipating and addressing areas where potential misunderstanding and conflict could emerge and by addressing systemic workplace irritants.</li> </ul>

# Continuous Development

## Definition

Continuous Development involves proactively taking actions to improve personal capability to meet organizational goals. It involves being willing to assess one's level of development, expertise and performance relative to one's current job, or as part of focused career planning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>Looks only at previously learned approaches to generate solutions within own discipline.</li> <li>Shows limited curiosity to learn about new approaches and what value they could add.</li> </ul>	<ul style="list-style-type: none"> <li>Keeps abreast of new information and developments or best practices in own field of expertise (e.g., by reading, liaising with organization and business core group contacts, or by attending learning events).</li> <li>Stays current with new tools, methods, technologies or approaches that may potentially impact the overall business of the organization.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes own performance to understand positive experiences and setbacks and takes specific short-term action to improve performance in current job.</li> <li>Applies learning on the job.</li> <li>Identifies underlying causes for success or lack of success and takes action to ensure future success.</li> </ul>	<ul style="list-style-type: none"> <li>Actively seeks feedback from others including colleagues, customers/clients and managers, and integrates the results into personal development efforts.</li> <li>Takes feedback and suggestions for personal learning and integrates these in own personal action plan.</li> </ul>	<ul style="list-style-type: none"> <li>Seeks out new information and opportunities to enhance competencies and integrates the results into own career planning.</li> <li>Takes action to improve own abilities in line with career goals, including volunteering for "stretch" assignments and taking on increased responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Uses knowledge of own and/or other areas of expertise and an in-depth business understanding to create a vision of what the business could be with the application of new or emerging approaches, tools, methods and/or technologies.</li> <li>Taps into the knowledge of a wide variety of sources to create a vision of the future and subsequent implications.</li> </ul>

# Critical Thinking

## Definition

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

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"><li>• Uses no abstract concepts in the face of uncertainty or lack of information.</li><li>• Responds to situations at face value.</li><li>• Requires some guidance or support to determine if and when action is appropriate.</li></ul>	<ul style="list-style-type: none"><li>• Breaks problems into simple lists, tasks or activities without assigning values or priorities.</li><li>• Uses common sense and past experiences to approach problems and make a decision.</li><li>• Able to overcome minor obstacles and suggest actions to make a decision without having all the information.</li></ul>	<ul style="list-style-type: none"><li>• Breaks apart a problem and links together pieces with a single link.</li><li>• Identifies alternative approaches or actions to a problem.</li><li>• Is able to make a decision and take action quickly and decisively when there is not enough information to predict the consequences with certainty.</li></ul>	<ul style="list-style-type: none"><li>• Makes multiple causal links: several potential causes of events, several consequences of actions, or multiple part chains of events.</li><li>• Analyses relationships among several parts of a problem or situation.</li><li>• Anticipates obstacles and thinks ahead about next steps.</li></ul>	<ul style="list-style-type: none"><li>• Uses several analytical or creative techniques to break apart complex problems into component problems or issues.</li><li>• Draws on complex learned concepts when examining patterns or trends and recognizes underlying issues/implications of decisions or courses of action.</li></ul>	<ul style="list-style-type: none"><li>• Creates new concepts that are not obvious to others and are not learned from previous education or experience, to think through issues and/or resolve problems.</li><li>• Consistently makes the right decision when there are competing and ambiguous priorities.</li></ul>

# Developing Others

## Definition

Developing Others is providing coaching, support and recognition to enhance employee performance, development and motivation. It is encouraging individuals to be accountable for their own development and should include a diverse range of learning activities.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>• Demonstrates an interest in the careers of others.</li> <li>• Is aware of training and development activities available for staff.</li> <li>• Takes the time to answer questions and share information.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages training and development activities.</li> <li>• Engages in discussions with staff regarding performance and development plans.</li> <li>• Supports time for learning and development.</li> </ul>	<ul style="list-style-type: none"> <li>• Works with employees to set development objectives that support both their personal and organizational goals.</li> <li>• Provides objective and timely performance feedback.</li> <li>• Encourages others to pursue professional development activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides coaching to staff to assist them in meeting performance expectations and development goals.</li> <li>• Gives specific feedback for developmental purposes on a regular basis.</li> <li>• Recognizes individual and team contributions, both formally and informally.</li> <li>• Fosters continuous learning in the organization.</li> </ul>	<ul style="list-style-type: none"> <li>• Supports the development of the team through performance management, coaching and feedback.</li> <li>• Works with people to identify and pursue creative learning opportunities.</li> <li>• Identifies training or developmental needs both for individuals and the organization and establishes new methods or programs to meet the need.</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes organizational learning and development to ensure that the department is well positioned to meet future leadership needs.</li> <li>• Mentors others to enhance their development.</li> <li>• Challenges people to reach their highest potential.</li> <li>• Promotes the development of future leaders.</li> </ul>

# Empowerment

## Definition

Empowerment is the ability to share responsibility with individuals and groups so that they have a deep sense of commitment and ownership. People who practice empowerment participate and contribute at high levels, are creative and innovative, take sound risks, are willing to be held accountable and demonstrate leadership. They also foster teamwork among employees, across government and with colleagues, and, as appropriate, facilitate the effective use of teams.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>Expresses positive expectations of others, speaks of team members in positive terms.</li> <li>Trusts their judgement and that they know what they are doing; shows respect for others' intelligence.</li> </ul>	<ul style="list-style-type: none"> <li>Assigns routine tasks to employees and is confident in their ability to accomplish tasks.</li> <li>Demonstrates trust in employees' ability to accomplish tasks to acceptable levels of performance and assigns appropriate resources to employees.</li> <li>Communicates expectations to staff clearly and effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates trust by recognizing and acknowledging that others have the skills and abilities necessary to achieve high goals.</li> <li>Supports employees in developing performance plans and setting own work goals.</li> <li>Encourages individuals to make choices as to how their work might be accomplished.</li> </ul>	<ul style="list-style-type: none"> <li>Publicly credits others who have performed well.</li> <li>Encourages and empowers others, makes them feel strong or important.</li> <li>Accepts and supports others' considered views, recommendations, or actions.</li> </ul>	<ul style="list-style-type: none"> <li>Creates a culture that supports the delegation of significant responsibility and authority.</li> <li>Assigns appropriate resources to individuals or work units to achieve business goals.</li> <li>Inspires others to take on new challenges.</li> <li>Celebrates team successes and accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>Fosters an environment in which each area of the ministry takes responsibility for the achievement of their strategic goals.</li> <li>Expresses confidence in the organization's ability to be successful.</li> <li>Delegates full authority and responsibility to work units and individuals with the latitude to accomplish business goals in their own way.</li> <li>Holds people accountable for excellent results and standards.</li> </ul>

# Expertise

## Definition

Expertise includes the motivation to expand and use technical knowledge to distribute work-related knowledge to others. This involves a commitment to think about the ongoing and evolving needs of the organization and to learn how new and different solutions can be utilized to ensure success and move the organization forward.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"><li>• Answers questions as an expert when asked.</li><li>• Shares with people about current understanding of technical issues.</li></ul>	<ul style="list-style-type: none"><li>• Offers one's knowledge to others when one sees an opportunity to add value, even if not asked.</li><li>• Tries to answer deeper issues, spends time helping others resolve technical problems.</li></ul>	<ul style="list-style-type: none"><li>• Shows curiosity or interest about new approaches, tools, methods and/or technologies in own field of expertise on the job.</li><li>• Seeks out new approaches, tools, methods, techniques and/or technologies in own field of expertise by reading, talking to others, attending industry seminars/conferences, courses and/or by experimentation on the job.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrates in-depth knowledge of one's area of expertise.</li><li>• Is able to speak knowledgeably and answer questions about relevant issues and considerations. Is perceived and sought out by others as an expert.</li><li>• Advises others in content area.</li></ul>	<ul style="list-style-type: none"><li>• Maintains an in-depth understanding of key organizational issues and implications.</li><li>• Demonstrates an in-depth understanding of potential solutions in areas of expertise that could impact the organization.</li><li>• Sees applicability of current or emerging approaches, tools, methods and/or technologies to the future needs of the organization.</li></ul>	<ul style="list-style-type: none"><li>• Advocates use of the most effective application of knowledge within the organization.</li><li>• Works to get new approaches accepted.</li></ul>

# Flexibility

## Definition

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

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"><li>• Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence.</li><li>• Listens to other people's points of view</li></ul>	<ul style="list-style-type: none"><li>• Accepts that other people's points of view are reasonable or valid.</li><li>• Acknowledges that people are entitled to their opinions and accepts that they are different.</li><li>• Steps into co-workers' tasks when needed or required.</li></ul>	<ul style="list-style-type: none"><li>• Works creatively within standard procedures to fit a specific situation.</li><li>• Understands policies and can work within them to meet branch, work group, team or individual goals.</li></ul>	<ul style="list-style-type: none"><li>• Changes one's approach as required to achieve intended outcomes.</li><li>• Prioritizes actions effectively in order to respond to numerous, diverse challenges and demands.</li></ul>	<ul style="list-style-type: none"><li>• Changes the overall plan and implements new practices for a specific area when original approach and assumptions are no longer valid.</li><li>• Makes small or temporary organizational changes to meet the needs of a specific situation</li></ul>	<ul style="list-style-type: none"><li>• Able to shift strategic focus and activities of the organization quickly in response to changing priorities.</li></ul>

# Holding People Accountable

## Definition

Holding People Accountable involves setting high standards of performance and holding team members, other government jurisdictions, outside contractors, industry agencies, etc., accountable for results and actions.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>• Wants to ensure that job tasks are clear for self.</li> <li>• States concern that performance expectations are made clear and are understood.</li> <li>• Gives basic directions and requirements to peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Focused on achieving and exceeding standards of performance.</li> <li>• Makes needs and requirements clear for others.</li> <li>• Gives a detailed explanation of the goal: what it looks like for the individual and the group.</li> </ul>	<ul style="list-style-type: none"> <li>• Takes decisive and accurate action to deliver value.</li> <li>• Encourages others to accept responsibility for outcomes providing balanced and objective feedback.</li> <li>• Jointly with staff, sets standards, demands high performance, quality, or resources; in a “clear and firm manner”.</li> <li>• Acknowledges completed work.</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses openly and directly with relevant clients / stakeholders about performance.</li> <li>• Reviews unit performance against clear standards or expectations.</li> <li>• Expects individuals to hold themselves accountable.</li> <li>• Addresses performance problems in a timely way by assessing performance against standards and acting in a way to improve performance.</li> <li>• Provides recognition and reward for work well done.</li> </ul>	<ul style="list-style-type: none"> <li>• Implements and monitors department /project plans to deliver and improve results/ address performance.</li> <li>• Gives detailed explanation of specific department goals and clarifies expectations with others to ensure understanding.</li> <li>• Reviews department performance against clear standards or expectations.</li> <li>• Holds others accountable for improving unit / team performance issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads organization in achieving challenging goals.</li> <li>• Consistently raises issues of accountability to senior leaders, offering recommendations for improvement while doing all one can to improve the issue within one’s own scope.</li> </ul>

# Impact and Influence

## Definition

Impact and Influence is the ability to influence, persuade, or convince others to adopt a specific course of action. It involves the use of persuasive techniques, presentations or negotiation skills to achieve desired results.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>Intends to have a specific effect or impact; expresses concern but does not take any specific actions.</li> </ul>	<ul style="list-style-type: none"> <li>Uses direct persuasion in a discussion or presentation (e.g., appeals to reason, data, and other's self-interests; uses concrete examples, visual aids, demonstrations, etc.).</li> <li>Makes no apparent attempt to adapt presentation to the interest and level of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Takes two or more steps to persuade without trying to adapt specifically to level or interest of an audience.</li> <li>Includes careful preparation of data for presentation or making two or more different arguments or points in a presentation or a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Adapts a presentation or discussion to appeal to the interest and level of others.</li> <li>Anticipates the effect of an action or other detail on people's image of the speaker or takes a well thought-out dramatic or unusual action in order to have a specific impact.</li> <li>Anticipates and prepares for others' reactions.</li> </ul>	<ul style="list-style-type: none"> <li>Uses chains of indirect influence: "get A to show B so B will tell C such-and-such" or takes two steps to influence, with each step adapted to the specific audience.</li> <li>Uses experts or other third parties to influence.</li> </ul>	<ul style="list-style-type: none"> <li>Assembles coalitions, builds "informal" support for ideas; selects information to have specific effects, and uses "group process skills" to lead or direct a group.</li> </ul>

# Information Seeking

## Definition

Information Seeking is driven by a desire to know more about things, people or issues. It implies going beyond the questions that are routine or required in the job. It may include “digging” or pressing for exact information; resolution of discrepancies by asking a series of questions; or less-focused environmental “scanning” for potential opportunities or miscellaneous information that may be of future use.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>Personally gathers basic information and facts to address a problem or situation.</li> <li>Uses readily available information.</li> <li>Knows who to go to for information – asks for help.</li> </ul>	<ul style="list-style-type: none"> <li>Asks direct questions of the people who are supposed to answer.</li> <li>Confirms information received.</li> <li>Seeks out or includes people who are directly involved.</li> </ul>	<ul style="list-style-type: none"> <li>Investigates the problem or situation beyond routine questioning; clarifies unclear details.</li> <li>Finds those closest to the problem and investigates further, such as asking, “What happened?” (May include personally going to investigate the problem).</li> </ul>	<ul style="list-style-type: none"> <li>Asks a series of probing questions to get at the root of a situation or a problem, or a potential opportunity below the surface issues presented.</li> <li>Calls on others who are not personally involved, to get their perspective, background information, experience, etc.</li> <li>Does not stop with the first answer; is persistent in uncovering why something happened.</li> </ul>	<ul style="list-style-type: none"> <li>Makes a systematic effort over a limited period of time to obtain needed data or feedback.</li> <li>Conducts in-depth investigation from unusual sources.</li> <li>Does formal research or may commission others to do formal research (may include market, financial, stakeholder research).</li> </ul>	<ul style="list-style-type: none"> <li>Establishes ongoing systems or habits to get information.</li> <li>Sets up individuals to perform regular, ongoing information gathering in order to monitor the environment or uncover barriers / opportunities for the organization.</li> </ul>

# Initiative

## Definition

Initiative involves identifying a problem, obstacle or opportunity and taking appropriate action to address current or future problems or opportunities. As such, initiative can be seen in the context of proactively doing things and not simply thinking about future actions. Formal strategic planning is not included in this competency.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"><li>• Recognizes and reacts to present opportunities.</li><li>• Reacts to present problems, including overcoming obstacles.</li></ul>	<ul style="list-style-type: none"><li>• Acts quickly and decisively in a crisis or other time-sensitive situation.</li><li>• Acts with a sense of urgency when the norm is to wait, study the situation, and hope the problem will resolve itself.</li></ul>	<ul style="list-style-type: none"><li>• Creates opportunities or minimizes potential problems by a unique extra effort (new program, special travel, etc.) occurring within a 1-3 month time frame.</li></ul>	<ul style="list-style-type: none"><li>• Anticipates and prepares for a specific opportunity or problem that is not obvious to others.</li><li>• Takes action to create an opportunity or avoid future crisis, looking ahead 4–12 months.</li></ul>	<ul style="list-style-type: none"><li>• Anticipates situations 1–2 years ahead or more.</li><li>• Acts to create opportunities or avoid problems that are not obvious to others.</li></ul>	<ul style="list-style-type: none"><li>• Proactively identifies areas that are in the long-term interests of the organization.</li><li>• Develop plans to address these areas (which will typically be multi-year plans).</li></ul>

# Innovation

## Definition

Innovation indicates an effort to improve performance by doing or promoting new things, such as introducing a previously unknown or untried solution or procedure to the specific area or organization.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>Creates a new approach or new tactic to make day-to-day job tasks more interesting or appealing.</li> <li>Helps to redesign an existing process or system that needs to be updated.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently questions and challenges the adequacy and quality of traditional thinking (i.e., the “way things have always been done”) by engaging in active and responsible dialogue.</li> <li>Uses diverse perspectives to improve the effectiveness of a currently existing business strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Impacts job efficiency and objectives by doing something new and different within the area but not necessarily new to the work unit/organization.</li> <li>Takes established practice or idea used elsewhere with successful results and adapts it in a new way to meet the current situation.</li> <li>Challenges other perspectives that are limited or short-term.</li> </ul>	<ul style="list-style-type: none"> <li>Improves performance by doing something that may be new and different in the organization, but not necessarily new to the public sector.</li> <li>Adopts a cross-boundary mentality in own work and encourages it in others.</li> <li>Proactively shares information and resources across areas to better leverage the capabilities of Organization/Government.</li> </ul>	<ul style="list-style-type: none"> <li>Improves performance by doing things that may be unique, leading-edge or new to the government/public or private sector.</li> <li>Takes calculated risks in trying something new.</li> </ul>	<ul style="list-style-type: none"> <li>Encourages creativity on the part of others by highlighting the benefits of innovation and change on the overall performance of the organization and/or the performance of a specific area.</li> <li>Uses innovative methods and tactics to foster creativity in others and an environment that supports innovative efforts.</li> <li>Acts in a way which helps others to generate breakthrough ideas, fresh perspectives and new opportunities.</li> </ul>

# Innovation and Change

## Definition

Innovation and Change is supporting and encouraging new ideas and approaches to enhance performance and results. It is embracing change, taking intelligent risks, and helping others to engage in the change process.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>• Is open to new and diverse ideas.</li> <li>• Questions or challenges the way things have always been done.</li> <li>• Suggests ways to improve the effectiveness of a current task</li> </ul>	<ul style="list-style-type: none"> <li>• Continuously seeks better ways to get the job done.</li> <li>• Implements ideas for continuous improvement within own area.</li> <li>• Adapts readily to change.</li> <li>• Generates ideas and can identify a new approach to a task or job.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces new ideas and approaches to the team.</li> <li>• Generates ideas and can identify best approach to a process or system. (evaluates strengths and weaknesses)</li> <li>• Proactively shares information and resources across areas.</li> <li>• Assists others in adapting to change.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops new approaches and takes calculated risks in trying something new.</li> <li>• Fosters a climate in which others feel safe to contribute their suggestions.</li> <li>• Supports innovation and change by respecting/valuing new ideas, encouraging new perceptions/insights.</li> <li>• Motivates others to find improved ways of working.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates an environment that fosters creativity and innovation in others.</li> <li>• Takes risks and applies innovative solutions to enhance results.</li> <li>• Gains commitment for change from employees.</li> <li>• Actively looks for opportunity in uncharted territory.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads/champions organizational innovation and change – consistently looks for ways to improve the organization.</li> <li>• Articulates a clear vision for innovation and change.</li> <li>• Champions and sponsors innovation and change activities.</li> <li>• Addresses organizational barriers to change.</li> <li>• Leads large scale organizational change.</li> </ul>

# Integrity

## Definition

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

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>Recognizes when a situation conflicts with one’s own values or the values of the organization.</li> <li>Consistently thinks about what the right thing to do is (acts with integrity).</li> <li>Is consistent in keeping commitments and following rules that are consistent with values.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Operates consistently with value base, for example, takes pride in being trustworthy.</li> </ul>	<ul style="list-style-type: none"> <li>Acts on values when it is not easy to do so; speaks out when difficult to do so.</li> <li>Publicly admits having made a mistake.</li> <li>Maintains integrity regardless of pressures from others or other stressors.</li> </ul>	<ul style="list-style-type: none"> <li>Takes a stand on issues based on values or beliefs of what is good for the organization, even if it is not readily accepted or appreciated.</li> <li>Articulates clearly to higher authorities, disagreeable behaviours, based on value base, in spite of the potential for negative consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Holds others to a high level of integrity.</li> <li>Challenges powerful others to act on espoused values.</li> <li>Supports others who take a stand regarding contrary behaviours.</li> <li>Promotes and enforces organizational policies, values and ethical practice.</li> </ul>	<ul style="list-style-type: none"> <li>Promotes a culture where integrity thrives and others feel safe to report behaviours contrary to the values of the organization.</li> <li>In the face of significant personal or professional cost, stands firm on decisions that are consistent with personal values and those of the organization.</li> </ul>

# Leadership

## Definition

Leadership is inspiring people and teams to reach their fullest potential. Leadership is about positively influencing people and events and can be demonstrated at every level of an organization.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>• Works positively and proactively with the team to meet team goals.</li> <li>• Expresses positive expectations of others.</li> <li>• Supports decisions that benefit other functions or groups for the good of the organization.</li> </ul>	<ul style="list-style-type: none"> <li>• Manages meetings and team interactions effectively.</li> <li>• Communicates openly and honestly.</li> <li>• Shares useful and relevant information and explains the rationale behind decisions.</li> <li>• Encourages individual and team input.</li> <li>• Consults with others to support group processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Works with the team to develop a shared purpose.</li> <li>• Promotes team morale and spirit.</li> <li>• Creates a co-operative and productive environment.</li> <li>• Delivers consistent messages that reinforce the organization's priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages and empowers others to achieve the team's goals.</li> <li>• Manages the group processes and keeps the team focused.</li> <li>• Champions group's position or decisions both internally and externally.</li> <li>• Works to resolve obstacles outside of the team's direct influence.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages team in developing strategies to meet current and future challenges.</li> <li>• Inspires people to support the team and organization direction.</li> <li>• Fosters a climate of openness and trust among team members.</li> <li>• Sets a good example by personally modelling positive leadership behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates a compelling vision and clear direction.</li> <li>• Generates organizational commitment to the vision and to action that is aligned with the government's strategic direction.</li> <li>• Demonstrates personal commitment to the team, vision and goals.</li> <li>• Faces difficult issues and makes tough and timely decisions to achieve the vision.</li> </ul>

# Listening, Understanding and Responding

## Definition

Listening, Understanding and Responding is the desire and ability to understand and respond effectively to other people from diverse backgrounds. It includes the ability to understand accurately and respond effectively to both spoken and unspoken or partly expressed thoughts, feelings and concerns of others.

People who demonstrate high levels of this competency demonstrate an understanding of others, including cross-cultural sensitivity.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>• Listens carefully before responding.</li> <li>• Listens to what people say and responds accordingly.</li> <li>• Asks questions to clarify what is expressed.</li> <li>• Focuses on pertinent information.</li> <li>• Allows others to express opinions/views.</li> </ul>	<ul style="list-style-type: none"> <li>• Puts self in others' shoes to gain greater understanding.</li> <li>• Actively seeks to understand others by asking questions and reiterating the responses to check understanding before drawing conclusions or advocating own opinions.</li> <li>• Understands unspoken messages and adapts response accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses empathy to understand and reflect peoples' perspectives.</li> <li>• Responds to people's concerns in a proactive manner that promotes long-term solutions.</li> <li>• Understands why people behave in a certain way in given situations; accurately assesses root causes of individual's behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>• Invites the contribution of information and ideas to help form decisions or plans.</li> <li>• Listens to and encourages differing opinions – is able to help others see things from a different perspective.</li> <li>• Facilitates effective interpersonal communication between teams or team members in order to impact overall effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays an in-depth understanding of the ongoing reasons for a person's behavior or responses.</li> <li>• Is able to anticipate and predict others' reactions and uses that understanding to address concerns or issues.</li> <li>• Uses that understanding to plan for effective interactions and to foster long-term positive relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes an assessment of group or individual strengths and weaknesses based on a deeper understanding of the individual or team dynamics at play.</li> <li>• Sets the organizational standard for listening and responding in order to foster a culture that is supportive and understanding of others.</li> </ul>

# Managing Organizational Resources

## Definition

Managing Organizational Resources is the ability to understand and effectively manage organizational resources (e.g., people, materials, assets, budgets). This is demonstrated through measurement, planning and control of resources to maximize results. It requires an evaluation of qualitative (e.g., client satisfaction) and quantitative (e.g., service costs) needs.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>Understands key resource issues affecting one's responsibilities and how these relate to the organization.</li> <li>Uses resources available to oneself thoughtfully and respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>Understands how to manage basic budgets and other organizational resources.</li> <li>Monitors the use of resources and is able to identify wasteful practices.</li> </ul>	<ul style="list-style-type: none"> <li>Ensures that things are done using efficient and effective alternatives while maintaining or improving quality of programs, processes or services.</li> <li>Makes sound resource decisions relative to scope of work based on an understanding of their impact.</li> </ul>	<ul style="list-style-type: none"> <li>Promotes the need for and models the effective utilization of resources.</li> <li>Obtains ongoing information and feedback about resource utilization to make timely, effective decisions.</li> <li>May make resources available to other areas in the organization as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Thinks creatively about the allocation of organizational resources to ensure the mandate of the department.</li> <li>Commits resources or frees up resources as appropriate.</li> <li>Allocates and manages organizational resources transparently.</li> </ul>	<ul style="list-style-type: none"> <li>Makes decisions that improve effective utilization of resources for the organization even when own branch, division or team must "sacrifice".</li> <li>This includes utilizing resources to meet current and future business goals, with a view and tie-in to the tactical and strategic aspects of the business.</li> </ul>

# Organizational Awareness

## Definition

Organizational Awareness is the acumen to appreciate and the ability to use the formal and informal roles, relationships and structures in either one's own, or other, organization(s). This includes the ability to identify the real decision-makers and the individuals who can influence them; and to predict how new events or situations will affect individuals and groups within the organization.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>Recognizes or uses the formal structure or hierarchy of an organization, "chain of command," positional power, rules and regulations, Standard Operating Procedure, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Understands informal structures (identifies key actors, decision-influencers, etc.).</li> <li>Applies this knowledge in support of the formal structure.</li> <li>Knows how to get things done within the organization.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and/or uses the informal structure of an organization.</li> <li>Recognizes key influencers and applies this knowledge when formal structure does not work as well as desired.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes unspoken organizational limitations - what is and is not possible at certain times or in certain positions.</li> <li>Recognizes and uses the corporate culture and the language, etc., that will produce the best response.</li> </ul>	<ul style="list-style-type: none"> <li>Understands, describes (or uses) ongoing power relationships within the organization (alliances, rivalries), with a clear sense of organizational impact.</li> <li>Builds broad-based support for an idea based on an understanding of the informal hierarchies and the organizational culture.</li> </ul>	<ul style="list-style-type: none"> <li>Understands (and addresses) the reasons for ongoing organizational behaviour or the underlying problems, opportunities or political forces affecting the organization.</li> <li>Demonstrates understanding of the reasons or history behind decisions or practices, and takes these into account when deciding on a course of action.</li> </ul>

# Planning, Organizing and Coordinating

## Definition

Planning, Organizing and Co-ordinating involves proactively planning, establishing priorities and allocating resources. It is expressed by developing and implementing increasingly complex plans. It also involves monitoring and adjusting work to accomplish goals and deliver to the organization's mandate.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>Efficiently uses time to complete tasks/projects on time through the routine planning of own work and organization of resources.</li> <li>Keeps appropriate people informed on progress of tasks/projects.</li> </ul>	<ul style="list-style-type: none"> <li>Develops work plans for others considering the team's objectives, responsibilities, accountabilities, timelines and resources.</li> <li>Prioritizes work of the team in order to meet the team's objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Organizes and co-ordinates the allocation of staff, funds, technology, process and/ or facilities.</li> <li>Makes plans based on analysis and interpretation of organizational goals.</li> <li>Monitors and evaluates the impact of the project on others and effectively communicates at appropriate stages.</li> </ul>	<ul style="list-style-type: none"> <li>Develops operational plans and provides contingencies.</li> <li>Establishes measures to assess progress against the plan.</li> <li>Adjusts the plan appropriately and takes initiative to follow through rather than wait for problems to arise.</li> <li>Recognizes problems, takes corrective/preventive action and keeps people informed of plans, progress, and decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Develops and implements efficient work plans for complex projects.</li> <li>Demonstrates a strong understanding of the relationships among various components of large-scale programs that cut across groups, organizing them so that resources are used most effectively.</li> <li>Is prepared for, anticipates, and effectively deals with problems and roadblocks.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an in-depth understanding of the relationships both internal and external to the organization and takes timely, strategic actions in facilitating groups and diverse areas to work together effectively and accomplish the mandate of the organization.</li> <li>Ensures contingency plans exist for problems and situations that might occur that could impact achievement of the organization's strategy.</li> </ul>

# Problem Solving/Judgement

## Definition

Problem Solving/Judgement is the ability to analyze problems systematically, organize information, identify key factors, identify underlying causes and generate solutions.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>Identifies obvious task related problems.</li> <li>Breaks problems into simple components, in order to identify required lists of tasks or activities.</li> <li>Follows multi-step instructions or directions.</li> <li>Considers relevant information that applies to the current problem.</li> </ul>	<ul style="list-style-type: none"> <li>Sees single causal link between components of a problem/situation.</li> <li>Takes into account the implications of selecting different options.</li> <li>Ensures problem is considered in an objective manner.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes pro-and-cons and establishes basic priorities or relationships.</li> <li>Recognizes cause and effect relationships.</li> <li>Breaks down complex situations into manageable parts in a systematic way.</li> <li>Assesses risk before taking action.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes several likely causes of events, or multiple consequences and undertakes activities accordingly.</li> <li>Acquires new information and applies knowledge to analyze issues and resolve problems.</li> <li>Interprets information accurately in order to make a decision or recommendation.</li> <li>Distinguishes between information that is relevant to the issue – disregards irrelevant information.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies a number of solutions and weighs the value of each to improve results.</li> <li>Uses several analytical techniques to break apart complex situations or problems to reach a solution.</li> <li>Assesses problems systematically and includes long-term trends or risk.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinates with stakeholders; one's own network, subject-matter experts and /or additional senior staff to interpret and solve organizational issues, and long-term problems.</li> <li>Creates models or frameworks that enables the understanding of powerful ideas and concepts about the business.</li> <li>Analyzes outcomes in order to make decisions, set priorities or choose goals on the basis of calculated inputs and outputs.</li> </ul>

# Project Management

## Definition

Project Management is the ability to be strategic in order to set direction; provide support; as well as anticipate and remove obstacles related to a project. This includes being accountable for all tasks and responsibilities associated with a project and its deliverables. There is a focus on understanding the context, or the business environment, surrounding a project; as well as knowing how to manage the people and resources involved in a project; and being able to technically manage the administrative aspects of a project.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>• Submits status reports related to projects in a timely manner.</li> <li>• Organizes own time, steps and deliverables to meet project requirements.</li> <li>• Speaks positively about the project with others – sees it as a team effort rather than something imposed.</li> <li>• Displays a positive, can-do attitude toward the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Documents and distribute a project plan; updates and revises the plan as needed.</li> <li>• Is able to use available planning tools effectively and in order to monitor the project status.</li> <li>• Uses the plan to manage the project and in order to measure performance against the plan.</li> <li>• Understands the organization’s policies and procedures and is able to apply them to managing the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures others have a clear understanding of the project - insists on clear, complete statements of project scope.</li> <li>• Has a solid understanding of project cost and timing.</li> <li>• Able to get others actively involved in planning for and implementing the project.</li> <li>• Effectively keeps the project on course through relationship management.</li> <li>• Identifies and addresses challenges or roadblocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the connection to the business and is able to translate that into a vision for the project.</li> <li>• Able to identify and prioritize issues related to the project and develop plans to remove barriers or adapt the plan.</li> <li>• Manages project stakeholders and aligns expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to motivate the department to achieve the objectives of the project.</li> <li>• Understands how project decisions impact other areas of the business and is able to create value for others.</li> <li>• Oversees projects at the portfolio level to balance department focus and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to strategically position a project within the GNWT in order to relate the project to mid- and longer-term goals.</li> <li>• Creates an environment for the project ensuring tools, resources and information are available in order to ensure the project’s success.</li> </ul>

# Reflecting on Difficulties

## Definition

Reflecting on Difficulties is the willingness to “work through” the personal experience of having contributed to an unsuccessful outcome. It is expressed by how individuals explain problems, failures or negative events and what they have learned from those difficulties.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"><li>• Acknowledges areas where expectations are not met and provides reasons which may or may not involve self.</li></ul>	<ul style="list-style-type: none"><li>• Reflects on the reasons for difficulties, with an open mind.</li><li>• Re-energizes after loss or failure, or after encountering a significant hurdle, to readdress the situation and to overcome it.</li><li>• Approaches new situations with continuing positive outlook, despite previous disappointments.</li></ul>	<ul style="list-style-type: none"><li>• Acknowledges personal responsibility for outcomes, including situations where not all elements of a situation are within direct control, but where they could have been more effectively managed.</li><li>• Reviews and updates personal action plan to address personal growth needs on a regular basis.</li></ul>	<ul style="list-style-type: none"><li>• Analyzes situations on an ongoing basis to improve own performance.</li><li>• Designs a personal action plan to address own issues constructively and decisively.</li></ul>	<ul style="list-style-type: none"><li>• Is highly receptive to feedback, visibly works to personally improve, and seeks feedback to ensure improvements were made.</li><li>• Seeks feedback from a variety of sources and through diverse mediums and works to improve on a daily basis.</li></ul>	<ul style="list-style-type: none"><li>• Deals openly with failure by bringing team together to define specific problems and present solutions.</li><li>• May involve team in diagnosis and in developing solutions to effectively transfer knowledge into the organization.</li></ul>

# Relationship Building

## Definition

Relationship Building is working to build or maintain ethical relationships or networks or contacts with people who are, or may be, potentially helpful in achieving work-related goals and establishing advantages. This could be people inside or outside the organization, stakeholders, clients, colleagues or others.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"><li>• Makes a conscious effort to establish and build rapport with others, including non-task related conversation (for example about weather, current events, etc.).</li><li>• Identifies and refers to areas of mutual interest as a means of establishing a personal relationship.</li></ul>	<ul style="list-style-type: none"><li>• Meets regularly with others without specific objectives; maintains clear contact others to maintain relationship.</li><li>• May initiate opportunities designed to improve the longer-term working relationship with internal contacts.</li></ul>	<ul style="list-style-type: none"><li>• Calls upon established relationships to gain entry to higher levels/decision-makers or to achieve an important goal.</li><li>• Understands and looks for opportunities to strengthen the relationship.</li></ul>	<ul style="list-style-type: none"><li>• Identifies significant opportunities for contribution, identifies key external contacts and finds ways to make personal connections.</li><li>• Nurtures the relationship over time to build rapport and trust and develop a basis for future interactions.</li></ul>	<ul style="list-style-type: none"><li>• Develops and maintains a network of relationships, both internal and external to the GNWT.</li><li>• Uses the network to identify opportunities, gather information, and seek input to problems, with a view to sustaining excellence.</li></ul>	<ul style="list-style-type: none"><li>• Develop partnerships and maintains strategic relationships and partnerships based on an in-depth knowledge and understanding of each other's roles.</li></ul>

# Research and Analysis

## Definition

Research and Analysis is the ability to conduct a systematic investigation to establish facts; principles or to collect information on a subject. It means using information from a variety of sources—including personal experience and your own observations. It involves defining objectives and parameters, obtaining information, analyzing and interpreting it, and documenting findings.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>• Synthesizes and reviews information.</li> <li>• Differentiates between sources of information.</li> <li>• Effectively uses information and resources available.</li> <li>• Gathers information using research strategies.</li> <li>• Organizes data and information for analysis.</li> <li>• Conducts basic analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and evaluates alternative sources available for research.</li> <li>• Plans effective research strategies and modifies such strategies as needed.</li> <li>• Demonstrates critical thinking in conducting research and analysis.</li> <li>• Understands the validity / authority of different sources.</li> <li>• Considers a full range of potential sources of information.</li> <li>• Effectively describes what research and analysis data shows.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes multiple sides of a problem in order to assess an analyze information and dig deeper.</li> <li>• Applies knowledge and information from a variety of sources to resolve a specific issue.</li> <li>• Distinguishes between ethical and unethical uses of information.</li> <li>• Confirms and validates research results.</li> <li>• Incorporates existing work and expertise into research.</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesizes research using an analytical approach.</li> <li>• Modifies initial research and analysis strategies.</li> <li>• Understand when research and analysis is complete – has enough background or support for a conclusion / decision.</li> <li>• Uses analyses to clarify information and support recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrates research an analysis into persuasive documents and presentations.</li> <li>• Uses synthesized research and analysis in order to apply to organizational issues or resolve broad issues.</li> <li>• Understands how others have applied research and analysis finding in the past and uses this knowledge related to a current issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the costs and benefits associated with research and makes decisions around the best use of resources for the organization/ department.</li> <li>• Uses research and analysis to make inferences regarding the information collected and applies that to benefit the organization.</li> </ul>

# Results Focus

## Definition

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

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>• Tries to do the job well or right.</li> <li>• May express frustration at waste or inefficiency, but does not initiate specific improvements.</li> <li>• Expresses a desire to do better.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses own specific methods of measuring outcomes against a standard of excellence.</li> <li>• May focus on new or more precise ways of meeting goals set by management.</li> <li>• Achieves individual performance targets.</li> <li>• Keeps others informed of progress or barriers to achieving objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes specific changes in the system or in own work methods to improve performance (e.g., does something better, faster, at lower cost, more efficiently; improves quality, customer satisfaction, morale), without setting any specific goal.</li> <li>• Identifies resources that are needed to achieve team goals.</li> <li>• Keeps track of measures and outcomes against a standard that is not imposed by others.</li> </ul>	<ul style="list-style-type: none"> <li>• Sets team goals and focuses work to meet goals that are a definite stretch, but not unrealistic or impossible.</li> <li>• Delivers to specific goals and improves performance.</li> <li>• Refers to specific measures of baseline performance compared with better performance at a later point in time.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes decisions, sets priorities or chooses goals on the basis of calculated inputs and outputs: makes explicit considerations of return-on-investment or cost-benefit analysis.</li> <li>• Analyzes for relevant organizational outcomes.</li> <li>• Sets out to achieve a unique standard. The standard may be operational, process or people related.</li> </ul>	<ul style="list-style-type: none"> <li>• Commits significant resources and/or time (in the face of uncertainty) to increase benefits, (i.e., improve performance, reach a challenging goal, implements innovative solutions, etc.).</li> <li>• Develops a view and establishes a course of action to accomplish long-term objectives related to enhancing effectiveness.</li> <li>• Promotes a mindset of focusing on excellence and achievement of results.</li> </ul>

# Safety Management

## Definition

Safety management is about acting in a manner which ensures the health and safety of yourself and others. It is a mindset that results in behaviours ranging from the proactive identification and resolution of potential safety concerns to developing effective safety strategies for the organization.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>• Generally understands relevant safety regulations and GNWT policies regarding safety.</li> <li>• Actively participates in the health and safety of themselves and others, and acts accordingly.</li> <li>• Acts to correct obvious workplace health and safety concerns (such as ice, wet floors, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Acts to correct unsafe conditions identified through employee reports, audits, inspections, etc.</li> <li>• Completes safety actions assigned within the GNWT in a timely and effective fashion.</li> <li>• Actively participates in safety management activities.</li> <li>• Understands the legal requirements that are applicable to their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Reacts quickly to safety incidents, issues and concerns.</li> <li>• Proactively identifies and acts to correct workplace situations that are of potential danger to self and others.</li> <li>• Champions the importance of safety and ensures that others comply.</li> <li>• Applies standards of safety uniformly and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>• Stresses the importance of safety in the organization.</li> <li>• Takes a strategic role in identifying potential safety issues.</li> <li>• Ensures the integration of safety into their area.</li> <li>• Proactively identifies potential risks and implements measures to address them.</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes safety as a strategic priority for the GNWT.</li> <li>• Takes a longer-term perspective in identifying and correcting potential risk areas.</li> <li>• Takes a leadership role and accepts accountability to ensure the safety of the work environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Acts to create a culture of safety throughout the GNWT.</li> <li>• Supports initiatives that are aligned with achieving strategic goals.</li> <li>• Ensures multiple preventive and contingency plans are in place.</li> <li>• Utilizes knowledge of community concerns in relation to public safety.</li> </ul>

# Self-Confidence

## Definition

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

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"><li>• Works without needing supervision.</li><li>• Appears confident in person, presents self strongly.</li></ul>	<ul style="list-style-type: none"><li>• Willing to share own opinions and ideas in group discussions.</li><li>• Able to present their opinions and ideas in a confident manner.</li><li>• Able to stand behind an idea that they have a strong belief in.</li></ul>	<ul style="list-style-type: none"><li>• Solves problems as they arise and takes appropriate action, without having to consult with others.</li><li>• Makes decisions and takes appropriate action.</li></ul>	<ul style="list-style-type: none"><li>• Willing to voice an opinion and take a stand on critical issues.</li><li>• Explicitly states confidence in own judgement and ability.</li><li>• Stands up and defends decisions if challenged.</li></ul>	<ul style="list-style-type: none"><li>• Likes challenging assignments, is excited by a challenge.</li><li>• Looks for and gets new responsibilities.</li><li>• Speaks up when disagrees with management or others in power, but disagrees politely, stating own view clearly and confidently, even in a conflict.</li></ul>	<ul style="list-style-type: none"><li>• Deals positively with situations that could be seen as stressful or threatening.</li><li>• Can maintain confidence and self-image in the face of stress or difficulty.</li><li>• Seldom gives up before finishing, especially in the face of resistance or setbacks.</li></ul>

# Self-Control

## Definition

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

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>• Feels an impulse to do something inappropriate and resists it.</li> <li>• Resists temptation to act immediately without thinking but does not take positive action, or feels strong emotions (such as anger, extreme frustration, or high stress) and holds them back.</li> <li>• May leave room or otherwise remove self from the source of the emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Feels strong emotions in the course of a conversation or other task, such as anger, extreme frustration, or high stress, holds the emotions back, and continues to talk or act calmly.</li> <li>• Ignores angering actions and continues a conversation or task.</li> </ul>	<ul style="list-style-type: none"> <li>• May remove others from a stressful situation to allow them to regain their composure.</li> <li>• May apply special techniques or plan activities ahead of time to manage emotions or stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Not only controls own emotions, but also acts to defuse the situation and calm others.</li> <li>• Withholds effects of strong emotions or stress over time; keeps functioning or responds constructively despite ongoing stress.</li> <li>• Uses networks for support in order to keep emotional reactions and stress under control; gains perspective from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Deploys complex coping strategies to maintain control and demonstrates / models to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates organizational strategies to support others to maintain their focus.</li> </ul>

# Service Focus

## Definition

Service Focus implies a desire to identify and serve stakeholders/clients, who may include the public, co-workers, other branches/divisions, other ministries/agencies, other government organizations, and non-government organizations. It means focusing one's efforts on discovering and meeting the needs of stakeholders/clients.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>• Understands who the clients are in their area.</li> <li>• Follows through on client inquiries, requests, and complaints in a timely manner.</li> <li>• Advises clients about status of issue or progress of projects.</li> <li>• Keeps customers/clients up to date about progress of projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction.</li> <li>• Distributes helpful information to clients.</li> <li>• Ensures professional and courteous service.</li> </ul>	<ul style="list-style-type: none"> <li>• Takes personal responsibility for providing excellent service quality.</li> <li>• Makes clients and their needs a primary focus of actions.</li> <li>• Corrects problems promptly, without being defensive.</li> </ul>	<ul style="list-style-type: none"> <li>• Supports others to take personal responsibility to deliver excellent customer service.</li> <li>• Effectively represents the needs and interests of the client.</li> <li>• Understands the client's issues and seeks information about their current and future requirements.</li> <li>• Is accessible and models prompt, attentive service.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines a client service vision and how it strategically fits within the organization.</li> <li>• Sets the climate and creates a culture to attain client focused outcomes, (i.e., performance management, resource allocation etc.).</li> <li>• Knows the customer's/client's issues and/or seeks information about the real underlying needs of the customer/client, beyond those expressed initially.</li> <li>• Matches these to available (or customized) services.</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly articulates a ministry vision that supports a client focused workforce.</li> <li>• Aligns the organizational structure and management processes to support the client vision.</li> <li>• Demonstrates personal commitment to the client service vision through own actions and attitudes.</li> <li>• Works with a long-term perspective in addressing a customer's/client's problems.</li> <li>• Acts as a trusted advisor; becomes involved in customer's/clients decision-making process.</li> </ul>

# Strategic Focus

## Definition

Strategic Focus is the ability to link 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. It is taking the broad-scale and long-term view and developing appropriate strategies or plans to meet goals.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>• Able to analyze and comprehend organizational goals and strategies developed by others.</li> <li>• Understands organizational goals, objectives and strategies developed by others.</li> <li>• Relates organizational goals to own work area.</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritizes work in alignment with business goals, acts in accordance with externally set strategies, objectives, or goals.</li> <li>• Acts in accordance with organizational goals, objectives and strategies.</li> <li>• Assesses how day-to-day tasks support the broader government goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops long-term objectives, strategies, goals.</li> <li>• Orients to longer terms than day-to-day activities; determines long-term issues, problems or opportunities.</li> <li>• Develops and establishes broad scale, longer-term objectives, goals, or projects (e.g., affecting a business, department, several departments or a large organization).</li> <li>• Contributes to the development of organizational vision, goals and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses and links short-term, day-to-day tasks in the context of long-term business strategies or a long-term perspective; considers whether short-term goals will meet long-term objectives.</li> <li>• Determines issues, problems and opportunities in area and acts on them.</li> <li>• Creates plans with clear linkages between current actions and long-term goals.</li> <li>• Identifies appropriate courses of action in ambiguous situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Is aware of the projected directions of trends (e.g., social, technological, etc.) and how changes might impact the organization; considers how present policies, processes, and methods (not current actions, but ongoing issues) might be affected by future developments and trends.</li> <li>• Develops a long-term vision, goals and strategies in support of government's goals.</li> <li>• Assesses government directions and external trends (e.g., social, technological, economic, etc.) to determine how changes might impact the organization.</li> <li>• Continuously reviews and revises plan to address long-term issues and opportunities affecting the team.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures contingency plans exist for problems and situations that might occur; redesigns the department and/or organization to better meet long-term objectives; establishes a course of action to accomplish a long-term goal or vision, and/or shares own view of the desirable future state of the department or organization.</li> <li>• Creates a compelling vision for the future state of the organization.</li> <li>• Establishes a comprehensive course of action to achieve the vision.</li> <li>• Enables cross-ministry and stakeholder collaboration and issue resolution.</li> <li>• Successfully manages highly complex internal and external environments.</li> </ul>

# Teamwork and Cooperation

## Definition

Teamwork and Co-operation is the ability to work co-operatively within diverse teams, work groups and across the organization to achieve group and organizational goals. It includes the desire and ability to understand and respond effectively to other people from diverse backgrounds with diverse views.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>• Participates willingly, is a “good team player,” does his/her share of the work.</li> <li>• Supports team decisions.</li> <li>• Reiterates information to check understanding before responding or drawing conclusions.</li> <li>• Listens and responds constructively to other team members’ ideas.</li> <li>• Helps and encourages team members.</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses positive expectations of others in terms of their abilities, expected contributions, etc.; speaks of team members in positive terms.</li> <li>• Shows respect for others’ intelligence by appealing to reason.</li> <li>• Demonstrates to others that they see things from another’s perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Genuinely values others’ input and expertise, is willing to learn from others (including subordinates and peers).</li> <li>• Values others’ input and solicits ideas and opinions to help form specific decisions or plans.</li> <li>• Responds to people’s concerns in a proactive manner that promotes long-term solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes team co-operation by involving key people needed to achieve results.</li> <li>• Publicly credits others who have performed well.</li> <li>• Facilitates and influences teams to achieve positive outcomes.</li> <li>• Treats people with dignity and respect.</li> <li>• Removes barriers to positive team effectiveness/performance.</li> <li>• Encourages input, teamwork and co-operation from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Acts to promote a welcoming, productive climate, good morale and co-operation.</li> <li>• Resolves team conflicts.</li> <li>• Protects/promotes group reputation with outsiders.</li> <li>• Builds and empowers teams to achieve organizational goals.</li> <li>• Models effective teamwork and holds people accountable for being good team players.</li> </ul>	<ul style="list-style-type: none"> <li>• Manages difficult and complex team and organizational interactions.</li> <li>• Collaborates across internal and external organizational boundaries to meet common objectives.</li> <li>• Develops and maintains win/win relationships and partnerships.</li> <li>• Develops networks and builds alliances.</li> </ul>

# Values and Ethics

## Definition

This competency promotes the establishment, development and application of positive organizational values, ethics and standards of conduct.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>• Treats members of all groups equally and with respect.</li> <li>• Takes pride in being trustworthy.</li> <li>• Makes a conscious effort to ensure respectful, open, honest, and professional working interactions with colleagues.</li> <li>• Expresses what he/she is thinking even if it may be risky to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and considers diverse perspectives respectfully.</li> <li>• Recognizes that prejudices and systemic barriers may exist within the current environment.</li> <li>• Discusses and invites conversations around organizational values, ethics and conduct standards to develop understanding.</li> <li>• Recognizes and avoids situations that may lead to a conflict of interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Sets a good example by modeling desired behaviour.</li> <li>• Monitors and evaluates own beliefs and behaviours with regard to prejudices and personal biases and works to ensure that these do not impact actions.</li> <li>• Creates a working environment conducive to discussing ethical matters.</li> <li>• Monitors team activities to ensure consistency with organizational values and ethics.</li> </ul>	<ul style="list-style-type: none"> <li>• Sets an example by modelling desired behaviour in relation to the vision and goals.</li> <li>• Adapts own leadership practices to encourage diversity, prevent intolerance, and ensure that members of different demographic groups are heard.</li> <li>• Openly opposes and seeks to resolve unequal treatment in a resolute manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes a climate of commitment to organization values, ethical and associated professional conduct.</li> <li>• Personally behaves and ensures that others behave in a way that is compliant with appropriate corporate policies, ethics, and the values of the GNWT.</li> <li>• Engages people in positions of power to act on organizational values.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes systemic changes to break down barriers between different groups.</li> <li>• Fosters a climate that respects and values diversity.</li> <li>• Ensures that organizational processes and procedures are in alignment with the organization's values and commitment to ethical conduct.</li> </ul>