



Employee Competency Dictionary

HALIFAX

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What are competencies?

“How we do what we do”

Competencies are observable abilities, skills, knowledge, motivations or traits defined in terms of the behaviours needed for successful job performance.

How are competencies structured?

Each competency has proficiency levels which are described in terms of behavioural indicators. Competencies are mapped to specific employees and their expected progression levels. There are 15 competencies that have been analyzed for relevancy and uniqueness to the needs of the municipality. These competencies were based on the organization’s needs assessed as a result of interviews, focus groups, and staff surveys.

There are three levels in each competency, these include: 1-Beginner, 2-Intermediate, and 3-Expert. The Beginner level indicates an entry level mastery of the competency, with more experience needed to fully develop the competency needed. The Intermediate level indicates an employee who shows more mastery of the competency, and has progressed from an entry level understanding of the competency. The Expert level includes employees who have significantly mastered the competency and anticipate the need to use the competency.

This competency dictionary has been updated to reflect the new Learning and Development Framework which aligns to the Strategic Pillars of the organization.

Key Competency Profiles



The above diagram graphically depicts the municipality's Key Competency Profiles.

All Employees - The first row shows competencies that should be demonstrated by all municipal employees.

Professional/Technical - The second row lists competencies that could be demonstrated by any employee and should be demonstrated by professional/technical staff and leaders.

Leaders - The third row shows competencies that could be demonstrated by any employee and should be demonstrated by leaders.

How to use this dictionary?

As an employee:

The contents of this dictionary represent the behavioural or non-technical competencies that apply to all jobs within the municipality. Some of the competencies may vary from position-to-position and level of complexity required for specific leadership or technical roles. For employees required to complete the annual learning and development tool, *My Action Plan* (MAP), the Competency Dictionary will be used to assist you in completing the plan. MAP is a key component for aligning learning needs to the business unit's organizational goals and supporting employee growth within the organization.

As a supervisor:

Once your business unit has established the operational plans and priorities for the year, supervisors can meet with their employees and determine which competencies are required to help achieve the operational goals (work objectives), as well as the overall growth goals (learning objectives) of the employee. Working with each employee and using the descriptions in this dictionary, establish the level of proficiency you are expecting to be achieved by the employee for each competency. Depending on the objectives identified, you may then assist the employee in choosing appropriate courses that align to the competency using the training catalogue or other resources.

Analytical Thinking

Understanding a situation by breaking it apart into smaller pieces, or tracing the implications of a situation in a step-by-step way. This includes organizing the parts of a problem, situation, etc., in a systematic way; making systematic comparisons of different features or aspects; setting priorities on a rational basis.

<p style="text-align: center;">Level 1 Analyzes and synthesizes information and sees some relationships</p>	<p style="text-align: center;">Level 2 Analyzes complex relationships and applies broad analysis</p>	<p style="text-align: center;">Level 3 Applies a whole systems perspective to analysis</p>
<ul style="list-style-type: none"> • Breaks down problem into simple lists of tasks or activities. • Gathers inputs from appropriate sources of information. • Identifies the links between situations and information. • Sees connections, patterns or trends in the information available. • Identifies the potential effect of trends or events. • Draws logical conclusions, providing options and recommendations. 	<ul style="list-style-type: none"> • Systematically breaks down a complex problem or process into component parts. Uses several techniques to break apart complex problems to reach a solution. • Recognizes and assesses several likely causal factors or ways of interpreting the information available. • Identifies connections between situations that are not obviously related. • Integrates information from diverse sources, often involving large amounts of information. • Thinks several steps ahead in deciding on best course of action, anticipating likely outcomes. • Develops and recommends policy framework based on analysis of emerging trends. 	<ul style="list-style-type: none"> • Identifies multiple relationships and disconnects in processes in order to identify options and reach conclusions. • Adopts a whole systems perspective, assessing and balancing vast amounts of diverse information on the varied systems and sub- systems that comprise and affect the working environment. • Thinks beyond the organization and into the future, balancing multiple perspectives when setting direction or reaching conclusions (e.g., social, economic, partner, stakeholder interests, short- and long-term benefits, national and global implications).

Communications

Communication is effective, timely, and relevant exchange of information that is respectful of the diversity of people, and the geography and working environments of our employees. It includes receiving information, listening, understanding and responding openly and effectively in interactions with others. It also implies this information is processed into actions.

<p>Level 1 Listens & clearly presents information</p>	<p>Level 2 Adapts communication to others and communicates complex messages</p>	<p>Level 3 Communicates strategically</p>
<ul style="list-style-type: none"> • Makes self available and clearly encourages others to initiate communication. • Listens actively and objectively without interrupting. • Pays attention to the communication of others. Listens and takes notes where appropriate; and accurately delivers information. • Seeks to ensure that factual messages are clearly understood, useful and timely. Picks up on non-verbal clues. • Is receptive and responds in ways that communicate clear understanding. • Elicits comments or feedback on what has been said. • Maintains continuous open and consistent communication with others. 	<ul style="list-style-type: none"> • Adapts content, style, tone and medium of communication to suit the target audience's language and level of understanding. • Takes others' perspectives into account when communicating, negotiating or presenting arguments. • Presents written oral and written communications with confidence and clarity. • Keeps individual or groups current on any action taken and shares all relevant information. Develops communication action plans within their span of control and/or shows commitment to employees by developing an appropriate mechanism(s) for staff to bring forth thoughts, comments, ideas or concerns. • Handles complex on-the-spot questions (e.g., from senior public officials, special interest groups or the media). • Communicates complex issues clearly and credibly with widely varied audiences. • Adapts style, message and tone based on the audience or client group and on the particular issues being addressed. • Facilitates open communication and information exchange. • Contributes to an atmosphere in which timely and high quality information flows smoothly; encourages the open expression of ideas and opinions. • Persuades others through presentations and debate to adopt a course of action that they are advancing. 	<ul style="list-style-type: none"> • Communicates strategically to achieve specific objectives (e.g., considering such aspects as the optimal message to present, timing and forum of communication). • Uses varied communication vehicles and opportunities to promote dialogue, shared understanding and consensus. • Understands the underlying needs, interests, issues and motivations of others. Interprets complex and possibly contradictory or competing signals/messages.

Conflict Management

Facilitating the prevention, management and/or resolution of conflicts.		
Level 1 Notifies and addresses conflict	Level 2 Addresses potential conflict and introduces resolution strategies	Level 3 Creates an environment where conflict is resolved positively
<ul style="list-style-type: none"> Recognizes there is a conflict between two or more parties. Brings conflict to the attention of the appropriate individual(s) while respecting their points of view. Listens to differing points of view and promotes mutual understanding. Openly identifies shared areas of interest in a respectful and timely manner. 	<ul style="list-style-type: none"> Anticipates and takes action to avoid / reduce potential conflict (e.g., by encouraging and supporting the various parties to get together and attempt to address the issues themselves). Refocuses teams on the work and end-goals, and away from personality issues. Provides consultation to or obtains consultation / mediation for others who share few/limited common interests. Introduces innovative strategies for effectively dealing with conflict (e.g., mediation, collaborative and “mutual gains” strategies). 	<ul style="list-style-type: none"> Creates a conflict-resolution environment by anticipating and addressing areas where potential misunderstanding and disruptive conflict could emerge. Models constructive approaches to deal with opposing views when personally challenging the status quo and when encouraging others to do so as well.

Customer Service

Implies a desire to help or serve others, to meet their needs. It means focusing one's efforts on discovering and meeting the customer or client's needs. "Customers" include internal colleagues, citizens, elected officials or anyone that the person is trying to help.		
Level 1 Responds to client requests	Level 2 Evaluates and adapts to client needs and fosters a client-focused culture	Level 3 Considers the strategic direction of client focus
<ul style="list-style-type: none"> • Meets client needs by responding to requests efficiently and effectively. • Meets client needs in a professional, helpful and responsive manner. • Seeks clear understanding of client needs and outcomes. • Contacts clients to follow up on services, or products to ensure their needs have been correctly and effectively met. • Seeks to understand issues from the client's perspective. • Keeps clients current with information and decisions that affect them. • Takes personal responsibility for correcting customer- service problems. Corrects problems promptly. 	<ul style="list-style-type: none"> • Maintains ongoing communications with clients to anticipate and prevent potential problems. • Regularly, pro-actively and systematically contacts clients or prospective clients to determine their needs. • Adapts services, products or solutions to meet client needs. • Make concrete attempts to add value to the client, to make things better for the client in some way. Expresses positive expectations about the client. • Seeks information about the real, underlying needs of the client, beyond those expressed initially, and matches these to available (or customized) products or services. • Ensures the tracking of trends and developments that will affect own organizations' ability to meet current and future client needs. • Identifies benefits for clients, looks for ways to add value. • Looks for opportunities to save money or resources for client. • Seeks out and involves clients or prospective clients in assessing services, solutions or products to identify ways to improve. 	<ul style="list-style-type: none"> • Strategically and systematically evaluates new opportunities to develop client relationships. • Secures a comprehensive and in-depth understanding of clients' long-term needs and strategies. • Recommends/determines strategic business direction to meet projected needs of clients and prospective clients. • Regularly solicits feedback regarding quality of customer service delivered by team and self. • Emphasizes the need to deliver quality products/ services; defines standards for quality and evaluates processes or services against those standards; manages quality and cost effectiveness.

Decision Making

Making decisions involving varied levels of risk and ambiguity.		
Level 1 Makes decisions based on interpreting rules	Level 2 Makes decisions in vague situations	Level 3 Makes high-risk decisions in the face of ambiguity
<ul style="list-style-type: none"> • Applies explicit guidelines and procedures in making decisions. • Makes straightforward decisions based on adequate information. • Deals with exceptions using clearly specified rules. • Makes decisions involving little or no consequence of error. • Applies guidelines and procedures that require some interpretation in dealing with exceptions. • Makes straightforward decisions based on information that is generally adequate. • Makes decisions involving minor consequences of error. • Seeks guidance as needed when the situation is unclear. 	<ul style="list-style-type: none"> • Applies guidelines and procedures that leave considerable room for discretion and interpretation. • Makes decisions by weighing several factors, some of which are partially defined and entail missing pieces of critical information. • As needed, involves the right people in the decision making process. • Makes complex decisions for which there is no set procedure. • Considers a multiplicity of interrelated factors for which there is incomplete and contradictory information. • Balances competing priorities in reaching decisions. 	<ul style="list-style-type: none"> • Makes high-risk strategic decisions that have significant consequences. • Uses principles, values and sound business sense to make decisions. • Makes decisions in a volatile environment in which the weight given to any factor can change rapidly. • Makes decisions by taking into account the differences across team members, and overall team requirements and objectives. • Ensures team members affected by a decision know exactly what is happening and gives a clear rationale for the decision. • Guides teams to make decisions (and mistakes) that reflect awareness to organization consequences. • Provides valued advice for Council to make decisions that best reflect the needs of the organization and community.

Developing Others

Involves a genuine intent to provide leadership by fostering the long-term learning or development of others based on operational needs and future aspirations. Focuses on analyzing areas for improvement and enhancing areas of strength to assist others in reaching their full potential. Effort expended goes beyond simply sending people to formal training programs.

Level 1 Shares expertise with others and supports individual development and improvement	Level 2 Coaches others and provides the means for team development	Level 3 Creates a continuous learning and development environment
<ul style="list-style-type: none"> • Regularly shares expertise with team members to support continuous learning and improvement. • Advises, guides and coaches others by sharing experiences and discussing how to handle current or anticipated concerns. • Makes positive comments regarding others' abilities or potential even in difficult cases. Believes others want to and can learn or improve their performance. • Provides performance feedback and support, reinforcing strengths and identifying areas for improvement. • Encourages staff to develop and apply their skills. • Suggests to individuals ways of improving performance and competence. • Ensures that team members have the necessary information to operate effectively. 	<ul style="list-style-type: none"> • Provides regular feedback and guidance to help team members achieve the outcomes of their performance plan. • Works with employees and teams to define realistic yet challenging work goals. • Gives detailed instructions and/or on the job demonstrations, tells how to do the task, makes specific helpful suggestions. • Ensures that resources and time are available for development activities. • Ensures that all employees have equitable access to development opportunities. • Provides opportunities for development through tools, assignments, etc. • Provides mentorship to others and oversight to the achievement of goals. • Leads processes by which teams discuss and determine their unique attributes and contribution to the organization. • Provides constructive feedback and recognizes contributions. 	<ul style="list-style-type: none"> • Provides long-term direction regarding learning needs for staff and how to pursue the attainment of this learning. • Institutes organization-wide mechanisms and processes to promote and support continuous learning and improvement. • Facilitates the involvement of external parties to contribute to the achievement of organizational goals. • After assessing subordinates' competence, delegates full authority and responsibility with the latitude to do a task in their own way, including the opportunity to make and learn from mistakes in a non-critical setting. • Promotes or arranges promotions for especially competent subordinates as a reward or a developmental experience; or gives other recognition for good performance or excellence.

Managing Change

Managing and facilitating the process of change and transition while helping others deal with their effects.		
Level 1 Makes others aware of change	Level 2 Manages the process for change and maintains alignment with organizational objectives	Level 3 Champions change
<ul style="list-style-type: none"> Identifies and accepts the need and processes for change. Explains the process, ramifications and rationale for change to those affected by it. Invites discussion of views on the change. Clarifies the potential opportunities and consequences of proposed changes. 	<ul style="list-style-type: none"> Identifies important / effective past practices that should continue after change is implemented. Anticipates specific reasons underlying resistance to change and implements approaches that address resistance. Ensures that change does not derail progress toward identified objectives. Clarifies the potential opportunities and consequences of proposed changes. 	<ul style="list-style-type: none"> Creates an environment that promotes and encourages change or innovation. Shares and promotes successful change efforts throughout the organization. Personally communicates a clear vision of the broad impact of change. Builds commitment for new initiatives.

Networking / Relationship Building

Seeking strategic alliances, and maintaining working relationships and/or networks of contacts to further the organization's goals. Strengthening relationships within teams and recognizing and cultivating strategic linkages between groups.		
Level 1 Accesses known sources of information and personal contacts, manages existing relationships	Level 2 Seeks out new networking and partnership opportunities for self and others	Level 3 Creates strategic direction for partnering and networking opportunities
<ul style="list-style-type: none"> • Seeks information from others (e.g., colleagues, customers). • Maintains personal list of contacts, in other parts of the organization, who can provide work-related information. • Builds rapport by frequently initiating informal or casual contacts at work with associates or customers. • Develops and nurtures key contacts as a source of information. • Participates in networking and social events internal and external to the organization. 	<ul style="list-style-type: none"> • Seeks opportunities to partner and transfer knowledge (e.g., by actively participating in trade shows, conferences, meetings, committees, multi-stakeholder groups and/or seminars). • Cultivates personal networks in different parts of the organization and effectively uses contacts to achieve results. • Builds networks with parties that can enable the achievement of the organization's strategy. • Bring informal teams of experts together to address issues/needs, share information and resolve differences, as required. • Sets an example for others (e.g., respect of others' views, team loyalty, cooperating with others). • Seeks out the expertise of others and develops links with experts and information sources. 	<ul style="list-style-type: none"> • Creates and facilitates forums to develop new alliances and formal networks. • Identifies areas to build strategic relationships. • Contacts senior officials to identify potential areas of mutual, long-term interest. • Profiles excellent examples of partner arrangements throughout the organization. • Establishes credibility with internal and external stakeholders • Ensures that appropriate linkages / partnerships between teams are maintained.

Organization and Planning

The ability to effectively plan and organize one's time to: achieve goals, prioritize tasks and allocate time and resources accordingly to ensure completion; to manage multiple tasks and organize time accordingly, and to make use of resources available to assist in achieving these goals.

<p style="text-align: center;">Level 1</p> <p style="text-align: center;">Uses formal and informal systems to achieve business / work objective</p>	<p style="text-align: center;">Level 2</p> <p style="text-align: center;">Develops plans for the business unit and effectively organizes others</p>	<p style="text-align: center;">Level 3</p> <p style="text-align: center;">Plans and organizes at a strategic level</p>
<ul style="list-style-type: none"> • Identifies requirements and uses resources to meet own objectives in optimal fashion. • Plans and organizes one's own work. • Monitors the attainment of own objectives and/or quality of the work completed. • Efficiently uses available resources to complete tasks, creates own action plan, sets realistic time frames and deadlines for assignments. • Identifies importance of tasks and prioritizes time accordingly to ensure completion of all tasks within time frame, able to establish course of action for oneself, utilizes tools (e.g., Day-Timer, Outlook, Priority Manager) to keep organized. • Makes needed adjustments to time-lines, steps and resource allocation. 	<ul style="list-style-type: none"> • Considers a range of factors in the planning process (e.g., costs, timing, customer needs, resources available, etc.). • Identifies and plans activities that will result in overall improvement to services. • Establishes alternative courses of action, organizes people and prioritizes activities of the team to achieve results more effectively. • Evaluates processes and results and makes appropriate adjustments to the plan. • Sets, communicates and monitors priorities for activities. • Ensures that systems are in place to effectively monitor and evaluate progress. 	<ul style="list-style-type: none"> • Plans work and deploys resources to deliver organization wide results. • Secures and allocates program or project resources in line with strategic direction. • Sets and communicates priorities within the broad organization. • Ensures sufficient resources are available to achieve set objectives. • Leads processes to maintain organizational attention to strategic priorities amidst competing demands.

Organizational Awareness

The ability to understand and learn the power relationships in one's own organization or in other organizations (customers, suppliers, etc.). In municipal government this includes the understanding and adherence to the requirements of enabling legislation as well as the understanding of the political process and the roles of elected officials. It also includes the ability to identify who are 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.

<p style="text-align: center;">Level 1 Understands formal / informal structure and culture</p>	<p style="text-align: center;">Level 2 Effectively operates in external environments and understands organizational politics, issues and external influences</p>	<p style="text-align: center;">Level 3 Operates effectively in a broad spectrum of political, cultural and social milieu</p>
<ul style="list-style-type: none"> • Understands the basic accountabilities of the organization. • Recognizes and uses formal structure, rules, processes, methods or operations to accomplish work. • Understands the Public Sector context. • Has a good understanding of the unwritten, informal structure, culture and rules. • Effectively uses both formal and informal channels and networks for acquiring information, assistance and accomplishing work goals. • Recognizes unspoken organizational constraints - what is and is not possible at certain times or in certain positions. Recognizes and uses the corporate culture and the language that will yield the best response. 	<ul style="list-style-type: none"> • Achieves solutions acceptable to varied parties based on understanding of issues, climates and cultures in own and other organizations. • Understands issues and cultures external to the organization. • Anticipates issues, challenges and outcomes and effectively operates to best position the organization. • Supports the changing culture and methods of operating, if necessary for the success of the organization. • Ensures due diligence by keeping informed of business and operational plans and practices. • Understands, and addresses, the reasons for on-going organizational behaviour or the underlying problems, opportunities or political forces affecting the organization. • Delivers advice and services that are valued by management based on a keen sensitivity to the political needs of Council. 	<ul style="list-style-type: none"> • Demonstrates broad understanding of social and economic context within which the organization operates. • Understands and anticipates the potential trends of the political environment and the impact these might have on the organization. • Operates successfully in a variety of social, political and cultural environments.

Risk Management

Identifying, assessing and managing risk while striving to attain objectives.		
Level 1 Personally takes risks and supports risk taking by others	Level 2 Personally takes significant risks and leads high-risk initiatives	Level 3 Provides organizational guidance on risk
<ul style="list-style-type: none"> Publicly supports responsible risk taking by others. Anticipates, identifies and effectively deals with problems or risks. Plans for contingencies. Takes calculated risks with minor, but non-trivial, consequences of error (e.g., risks involving potential loss of some time or money which can be rectified). Makes decisions based on cost-benefit analysis (ROI). Makes decisions in the absence of complete information. 	<ul style="list-style-type: none"> Personally takes calculated risks with significant consequences (e.g., significant loss of time or money which can be rectified). Conducts ongoing risk analysis, looking ahead for contingent liabilities and opportunities and astutely identifying the risks involved. Implements initiatives with high potential for pay-off to the organization, where errors cannot be rectified, or only rectified at significant cost. Conducts risk assessment when identifying or recommending strategic and tactical options. Encourages responsible risk taking, recognizing that every risk will not pay off. 	<ul style="list-style-type: none"> Provides an environment that supports responsible risk taking (e.g., by supporting decisions of others). Oversees the development of guidelines, principles and approaches to assist decision - making when risk is a factor. Provides guidance on the organizational tolerance for risk. Develops broad strategies that reflect in-depth understanding and assessment of operational, organizational, and political realities and risks.

Teamwork and Cooperation

The intention to work cooperatively with others, to be part of a team, to work together, as opposed to working separately or competitively. For this competency to be effective, the intention should be genuine. Teamwork and cooperation may be considered whenever the subject is a member of a group of people functioning as a team.

<p style="text-align: center;">Level 1 Participates as a team member and fosters teamwork</p>	<p style="text-align: center;">Level 2 Fosters team work and demonstrates informal leadership in teams</p>	<p style="text-align: center;">Level 3 Builds bridges between teams</p>
<ul style="list-style-type: none"> • Assumes personal responsibility and follows up on commitments. • Deals honestly and fairly with others, showing consideration and respect. • Participates willingly – supports team decisions, is a good team player, does their share of the work. • Keeps people informed and up to date about the group process, shares all relevant and useful information. • Promotes team goals. • Recognizes when a compromise is required for the greater good of the team. • Suggests or develops methods and means for maximizing the input and involvement of team members. • Models behaviours that maximize group participation. • Seeks others' input and involvement, listens to their viewpoints and values their suggestions. 	<ul style="list-style-type: none"> • Discusses problems/issues with team members that could impact on results. • Communicates expectations for teamwork and collaboration and ensures practical needs of team are met. • Gives credit and acknowledges contributions and efforts of individuals to team effectiveness. • Expresses positive expectations of others, speaks of team members in positive terms. Shows respect for the intelligence of others by appealing to reason. • Initiates collaboration with other groups/organizations on projects or methods of operating. • Capitalizes on opportunities and addresses challenges presented by the diversity of team talents. • Supports and encourages other team members to cooperate, reach consensus and achieve objectives. • Genuinely values the input and expertise of others, and is willing to learn from others at all organizational levels. Solicits ideas and opinions to help form specific decisions or plans. Invites all members to contribute to a process. • Publicly credits others who have performed well. Encourages loyalty and empowers others to make them feel strong and important. 	<ul style="list-style-type: none"> • Facilitates collaboration across teams to achieve a common goal. • Breaks down barriers (structural, functional, cultural) between teams, facilitating the sharing of expertise and resources. • Provides direction, leads establishment of goals and ensures strengths of team members are utilized. • Builds commitment, ensures tasks are completed and accepts responsibility for results. • Aligns team objectives and priorities to the organization's mission, values and strategies. • Communicates team contributions and successes and encourages team to promote their work throughout the organization.

Values and Ethics

Creating and supporting the principles and values of the organization and the Municipality as a whole.		
Level 1 Demonstrates behaviours consistent with the organization's values	Level 2 Promotes the organization's values and ethics	Level 3 Sets the ethical standards
<ul style="list-style-type: none"> • Demonstrates understanding of the organization's ethics and values (e.g. treats others fairly and with respect). • Takes responsibility for own work, including ownership of problems and issues. • Avoids and prevents situations that could give rise to conflict of interest. • Seeks to identify and consider different ethical aspects of a situation when making decisions. • Identifies and seeks to balance competing values when selecting approaches or recommendations for dealing with a situation. 	<ul style="list-style-type: none"> • Advises others in maintaining fair and consistent dealings with others and in dealing with ethical dilemmas. • Deals directly and constructively with lapses of integrity (e.g., intervenes to remind others of the need to respect the dignity of others). 	<ul style="list-style-type: none"> • Defines, communicates and consistently exemplifies the organization's values and ethics. • Ensures that standards and safeguards are in place to protect the organization's integrity (e.g., professional standards for financial reporting, integrity / security of information systems). • Identifies underlying issues that impact negatively on people and takes appropriate action to rectify the issues (e.g., systemic discrimination).

Valuing Diversity

<p>Valuing Diversity is the ability to understand and respect the practices, customs and values of other individuals and cultures. Diversity is beneficial to the organization and community. It applies the ability to work effectively with a wide cross-section of the community representing diverse backgrounds, cultures and socio-economic circumstances, and divergent goals.</p>		
<p>Level 1 Is aware of their own culture and values differences or diversity</p>	<p>Level 2 Monitors and modifies own behaviours and builds and maintains strong cross-cultural teams</p>	<p>Level 3 Coaches / educates / confronts others</p>
<ul style="list-style-type: none"> • Values and respects others. • Values diversity and seeks out opportunities to gain new knowledge and understanding of individuals and groups through learning and active community participation and involvement. • Recognizes prejudices and systematic barriers which may exist within the current environment. 	<ul style="list-style-type: none"> • Monitors and evaluates own beliefs and behaviours with regard to prejudices and personal bias, and practices behaviors that reflect an understanding and appreciation of diversity. • Is flexible and adapts to diversity. • Is willing and able to ally with individuals who are different from themselves and adapts behaviour to support team members. 	<ul style="list-style-type: none"> • Coaches, educates and confronts others whose behaviours or actions are contrary to appreciating and accepting diversity. • Actively promotes the value of diversity through planned and visible activities aimed at building sensitivity to and support for others. • Actively promotes and supports programs that are designed to increase diversity within the organization.

Visioning, Strategic Thinking and Innovation

Questioning conventional approaches, using intuition, experimenting and developing fresh perspectives to resolve challenges with innovative solutions or services. Improving performance by employing forward thinking and doing new things. Developing and inspiring commitment to a vision of success; supporting, promoting and ensuring alignment with organization's mission and values.

<p align="center">Level 1</p> <p align="center">Acknowledges need to modify current methods, seek new approaches and aligns own work to organizational goals</p>	<p align="center">Level 2</p> <p align="center">Introduces and creates new approaches, aligns program / operational goals and helps to influence strategic direction</p>	<p align="center">Level 3</p> <p align="center">Nurtures creativity in others and develops vision</p>
<ul style="list-style-type: none"> • Analyzes strengths and weaknesses of current approaches, is open to new ideas and recognizes when a new approach is needed. • Sets personal work goals in line with operational goals of work area. • Continually evaluates personal progress and behaviour to ensure alignment with organizational values and operational goals. • Liaises with others to ensure alignment with the business goals and values of the organization. • Effectively communicates and interprets the strategic plan to others within area of responsibility. • Clearly articulates and promotes the significance and impact of employee contributions to promoting and achieving organizational goals. • Monitors work of team to ensure alignment with strategic direction, mission and values for the organization. • Identifies potential future directions for work area in line with mission. 	<ul style="list-style-type: none"> • Seeks out and assesses information on potential future directions and applies ideas or solutions that worked in other environments. • Integrates and synthesizes relevant concepts into a new solution for which there is no previous experience. • Creates new models and methods for the organization. • Modifies and adapts current methods and approaches to better meet needs. Goes beyond the status quo. • Works with teams to set program / operational goals and plans in keeping with the strategic direction. • Regularly promotes the organization, its mission and values to clients, stakeholders and partners. • Assesses gap between the current state and desired future direction and establishes effective ways for closing the gap in own sector. • Foresees obstacles and opportunities for the organization and acts accordingly. • Provides direction and communicates the vision to encourage alignment within the organization. 	<ul style="list-style-type: none"> • Develops an environment that nurtures creative thinking, questioning and experimentation. • Encourages challenges to conventional approaches. • Sponsors experimentation to maximize potential for innovation. • Describes the mission and values in compelling terms to develop understanding and promote acceptance / commitment among staff and stakeholders. • Identifies trends or connections between organizational issues and translates into priorities for the organization. • Takes a visionary approach to organizational development. • Creates an environment where team members consistently push to improve team performance and productivity.