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**December 2020**

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**GCS**

Competencies

### 192.2-2009
Competencies of the Federal Government Information Management Community (ICS 01.140.40)

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**GCS**

Compétences

### 192.2-2009
Compétences des membres de la collectivité de la gestion de l'information du gouvernement fédéral (ICS 01.140.40)

Government Gouvernement
of Canada du Canada

Canadian General Office des normes
Standards Board générales du Canada

**GCS 192.2-2009**

Converted to GCS in 2016
Supersedes CGSB-192.2-2009

# Competencies of the Federal Government Information Management Community

ICS 01.140.40

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**Government of Canada Standard**

**GCS 192.2-2009**

# Competencies of the Federal Government Information Management Community

Prepared by the

**Canadian General Standards Board** CGSB

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## Preface

This document has been converted to a Government of Canada (GC) Standard in November 2016. Its previous designation was CGSB-192.2-2009. GCS 192.2-2009 supersedes CGSB-192.2-2009. The original content has not been modified.

**CANADIAN GENERAL STANDARDS BOARD**

# COMPETENCIES OF THE FEDERAL GOVERNMENT INFORMATION MANAGEMENT COMMUNITY

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CANADIAN GENERAL STANDARDS BOARD

# COMPETENCIES OF THE FEDERAL GOVERNMENT INFORMATION MANAGEMENT COMMUNITY

## INTRODUCTION

Competencies are the knowledge, skills, abilities and behaviours that an employee applies in performing his/her work and that are the key employee-related levers for achieving results that are relevant to the organization's business strategies.

The Treasury Board Secretariat of Canada and the Public Service Commission of Canada endorse the use of competency-based management within the federal public service as one approach to managing people, provided that

a.   it is done in a consistent, thorough, fair manner within the public service's unique legislative parameters and sound competency-based management practices; and

b.   it is developed in collaboration with key stakeholders, including employees and bargaining agents.[1]

Competencies are a useful tool for professional development and career planning because they provide specific goals irrespective of the particular organization or job context. The identification of common competencies allows functional communities to reflect workplace objectives and adapt as a group to changing priorities. With common goals and standards, both mobility and the capacity to identify tailored opportunities are enhanced.

This Canadian General Standards Board standard for information management (IM) competencies has been developed for the Government of Canada's IM Community, which comprises approximately 10 000 federal public servants across Canada whose primary responsibilities involve information management.

The federal IM Community is comprised of functional specialists from various occupational groups who support departmental objectives and programs with planning, tools or services that provide accurate, reliable, current and complete information to the appropriate people, in the appropriate format, at the appropriate time. IM functional specialists carry out roles and responsibilities that require function-specific knowledge, skills and attributes related to managing information such as those found in records and document management, library services, archiving, data management, content management, business intelligence and decision support, information access, information protection and information privacy.

This standard defines the competencies that are essential to demonstrate proficiency in activities that are common to all, rather than specific to any, of the disciplines comprising the IM function in the Government of Canada.

This standard serves as the foundation for a Professional Development and Certification Program for IM functional specialists within the Government of Canada and may be used by individuals for professional development and career planning or by institutions for human resource planning and management.

The competencies defined in this standard may also be used alone or in conjunction with other competency-based tools developed by or for specific IM disciplines, for the development of IM-related work descriptions, job competency profiles, organizational models, staffing initiatives and other related human resources management tools.

The competencies in this standard are arranged in two primary groups: behavioural competencies, which describe the characteristics and values that are shared or demonstrated across the IM Community; and functional competencies, which describe and reflect the application of knowledge and expertise specific to the IM Community.

A definition is provided for each behavioural and functional competency. In addition, each competency is assigned three levels, describing the competencies required to perform progressively challenging tasks.

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[1]   *Canada Public Service Agency/Treasury Board of Canada Secretariat*, Framework for Competency-Based Management in the Public Service of Canada.

The levels within any competency are cumulative; although behaviours from a lower level are not repeated at a higher level, they nonetheless apply. Each competency and level is further described by behavioural indicators, which are contained in Appendix C of this standard. The relationship between the IM behavioural and functional competencies is further explained in Appendix B of this standard.

# CANADIAN GENERAL STANDARDS BOARD

# COMPETENCIES OF THE FEDERAL GOVERNMENT
# INFORMATION MANAGEMENT COMMUNITY

## 1. SCOPE

1.1 This standard defines the competencies that are essential to demonstrate proficiency in activities that are common to all, rather than specific to any, of the disciplines comprising the information management (IM) function within the Government of Canada.

1.2 This standard is intended to serve as the foundation for a Professional Development and Certification Program for IM functional specialists in the Government of Canada.

1.3 The competencies defined in this standard may also be used alone or in conjunction with other competency-based tools developed by or for specific IM disciplines, for the development of IM-related work descriptions, job competency profiles, organizational models, staffing initiatives and other related human resources management tools.

## 2. REFERENCED PUBLICATIONS

2.1 The following publications are referenced in this standard:

2.1.1 Canada Public Service Agency (CPSA)/Treasury Board of Canada Secretariat (TBS)

Framework for Competency-Based Management in the Public Service of Canada.

2.1.2 Treasury Board of Canada Secretariat (TBS)

Directive on Information Management Roles and Responsibilities

Framework for the Management of Information (FMI) in the Government of Canada

Policy on Information Management.

2.2 A dated reference in this standard is to the issue specified. An undated reference in this standard is to the latest issue, unless otherwise specified by the authority applying this standard. The sources are given in the Notes section.

## 3. DEFINITIONS AND TERMINOLOGY

3.1 Definitions and terms not provided in this standard can be found in the Glossary of the *Framework for the Management of Information (FMI) in the Government of Canada* or are of general dictionary meaning.

3.2 The following terms and definitions apply in this standard:

**Behavioural Indicators** (Indicateurs de comportement)
The knowledge, skills and abilities expressed as observable behavioural descriptors that are necessary to perform successfully in carrying out the responsibilities in the area of information management.

**Competencies** (Compétences)
The knowledge, skills, abilities and behaviours that an employee applies in performing his/her work and that are the key employee-related levers for achieving results that are relevant to the organization's business strategies.[1]

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[1] *Canada Public Service Agency/Treasury Board of Canada Secretariat*, Framework for Competency-Based Management in the Public Service of Canada.

**Behavioural Competencies** (Compétences comportementales)
The common values and characteristics demonstrated by people across an organization or function. For the IM function, these are client focus, communication, organization and environmental awareness, analytical thinking, and planning and organizing.

**Functional Competencies** (Compétences fonctionnelles)
The function-specific knowledge, skills and attributes that are unique to and required to carry out one's roles and responsibilities in the areas of identification and analysis of IM requirements; design and development of IM rules, tools and resources and application; and implementation and use of IM rules, tools and resources.

**Information Management (IM)** (Gestion de l'information [GI])
A discipline that directs and supports effective and efficient management of information in an organization, from planning and systems development to disposal or long-term preservation.[2]

**Information Management (IM) Functional Specialist** (Spécialiste fonctionnel en gestion de l'information [GI])
An employee who carries out roles and responsibilities that require function-specific knowledge, skills and attributes related to managing information such as those found in records and document management, library services, archiving, data management, content management, business intelligence and decision support, information access, information protection and information privacy.

The roles and responsibilities of IM functional specialists support departmental objectives and programs with planning, tools or services that provide accurate, reliable, current, and complete information to the appropriate people, in the appropriate format, at the appropriate time.[3]

**Information Management (IM) Life Cycle** (Cycle de vie de la gestion de l'information [GI])
The life cycle of information management encompasses the following: planning; the collection, creation, receipt, and capture of information; its organization, use and dissemination; its maintenance, protection and preservation; its disposition; and evaluation.

**Information Management (IM) Rules, Tools and Resources** (Règles, outils et ressources en gestion de l'information [GI])
The human, financial, physical, intellectual and technological resources that support the effective and efficient management of information in support of business.

**IM Rules** (Règles en GI)
IM-related legislation, regulations, policies, directives, standards and business rules.

**IM Tools** (Outils en GI)
Manual and technology-based systems, structures and mechanisms that support the management of information, as well as the practices, guidelines, procedures and training associated with their use.

**IM Resources** (Ressources en GI)
Human, financial, and physical assets required to manage information throughout the life cycle.

## 4.   COMPETENCIES AND PROFICIENCY LEVELS

4.1   **Competencies** — IM competencies are arranged in two primary groups: behavioural competencies, which describe the characteristics and values that are shared or demonstrated across the IM Community; and functional competencies, which describe and reflect the application of knowledge and expertise specific to the IM Community.

4.2   **Proficiency Levels** — The standard defines three levels of proficiency that relate to progressive and cumulative degrees of complexity:

— Level I
— Level II
— Level III

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[2] *Treasury Board of Canada Secretariat*, Policy on Information Management.

[3] *Treasury Board of Canada Secretariat*, Directive on Information Management Roles and Responsibilities.

4.3    Each competency is associated with statements regarding observable behavioural indicators that relate to progressive and cumulative degrees of complexity and responsibility.

## 5.    BEHAVIOURAL COMPETENCIES

The following lists the behavioural competencies with general proficiency requirements. Each competency is further detailed in Appendix B.  Employees shall demonstrate the required behavioural indicators for each level of proficiency as detailed in Appendix C.

5.1    **Client Focus** — Identifying and responding to current and future client needs; providing service excellence to internal and external clients.

5.1.1    *Level I* — Responds appropriately to clients' requests and clarifies mutual expectations.

5.1.2    *Level II* — Acts to improve service to clients and addresses clients' underlying needs.

5.1.3    *Level III* — Anticipates clients' needs.

5.2    **Communication** — Listening actively to others and presenting appropriate information clearly and concisely.

5.2.1    *Level I* — Listens actively to others (individuals or groups), checks understanding and clarifies as required.

5.2.2    *Level II* — Adapts message to the audience and communicates for maximum results.

5.2.3    *Level III* — Uses varied vehicles and opportunities to communicate.

5.3    **Organizational and Environmental Awareness** — Understanding the business, structure and culture of the organization as well as the political, social, economic and technological environments.

5.3.1    *Level I* — Is aware of the business, structure and culture of organizations.

5.3.2    *Level II* — Understands the political, social, economic and technological environments of organizations.

5.3.3    *Level III* — Understands and anticipates the evolution of the full spectrum of environments.

5.4    **Analytical Thinking** — Interpreting, linking and analyzing information in order to understand issues.

5.4.1    *Level I* — Breaks down basic issues and identifies key components and their relationships.

5.4.2    *Level II* — Undertakes complex analyses involving multiple causal links and anticipates various consequences of actions.

5.4.3    *Level III* — Applies a systemic and prospective approach to the analysis and interpretation of the varied issues affecting the working environments.

5.5    **Planning and Organizing** — Defining, planning and organizing activities, as well as resources, to achieve optimal results.

5.5.1    *Level I* — Develops clear goals, identifies priority activities and tasks, and adjusts priorities as required.

5.5.2    *Level II* — Develops work plans, sets limits and performance indicators, and gives appropriate directions.

5.5.3    *Level III* — Develops strategic plans, foresees risks and determines mitigating measures.

## 6.    FUNCTIONAL COMPETENCIES

The following lists the functional competencies with proficiency requirements. The links between the IM behavioural and functional competencies are illustrated in Appendix B. Employees shall demonstrate the required behavioural indicators for each level of proficiency as detailed in Appendix C.

6.1 **Identification and Analysis of IM Requirements** — Identifying, analyzing, assessing and defining the IM rules, tools and resources required to manage information to ensure the effective and efficient conduct of business and the delivery of programs and services.

6.1.1 *Level I* — Identifies issues that could have an impact on the ability to meet IM requirements.

6.1.2 *Level II* — Analyzes and defines IM requirements and assesses the effectiveness and efficiency of IM rules, tools and resources.

6.1.3 *Level III* — Defines emerging and future IM requirements.

6.2 **Design and Development of IM Rules, Tools and Resources** — Designing, developing and recommending the IM rules, tools and resources to meet the IM requirements identified in par. 6.1.

6.2.1 *Level I* — Recommends potential changes and improvements to IM rules, tools and resources and contributes to their development.

6.2.2 *Level II* — Designs and develops IM rules, tools and resources.

6.2.3 *Level III* — Develops strategies and approaches for the co-ordinated alignment and integration into business of IM rules, tools and resources.

6.3 **Application, Implementation and Use of IM Rules, Tools and Resources** — Applying, implementing, using and providing advice and guidance on IM rules, tools and resources to address the IM requirements identified in par. 6.1.

6.3.1 *Level I* — Applies, uses and advises on IM rules, tools and resources to support the management of information throughout the life cycle.

6.3.2 *Level II* — Implements and provides guidance on the application and use of IM rules, tools and resources.

6.3.3 *Level III* — Manages the implementation and strategies for the application and integration of IM rules, tools and resources into business.

7. **KNOWLEDGE AND EXPERIENCE REQUIREMENTS**

7.1 **General Knowledge and Experience** — Generally, to perform at the various competency proficiency levels, an individual would be expected to demonstrate IM competencies at a level consistent with someone who has acquired the following knowledge and experience:

**Level I:** Essential knowledge of Government of Canada IM rules, tools and resources.

**Level II:** Extensive knowledge of Government of Canada IM rules, tools and resources, and a minimum of approximately two years' experience working in IM in the federal government.

**Level III:** Comprehensive knowledge of Government of Canada IM rules, tools and resources, and a minimum of approximately five years' experience working in IM in the federal government.

7.2 **Specific Knowledge and Experience** — Specific information on the knowledge and experience required to demonstrate IM competencies at different proficiency levels will be defined by IM Professional Development and Certification Program manuals and associated materials. The development of a compendium of related activities, experience and knowledge required to support this program will be derived from existing competency-based tools and relevant professional or technical certification programs.

**8. NOTES**

8.1 **Sources of Referenced Publications**

8.1.1 The publication referred to in the Introduction and par. 2.1.1 can be viewed at the Canada Public Service Agency Web site.

8.1.2 The publications referred to in par. 2.1.2 can be viewed at the Treasury Board of Canada Secretariat Web site.

*(This appendix does not form a mandatory part of the standard.)*

**RELEVANT LEGISLATION, REGULATIONS AND POLICIES**

*Note:* More information on related legislation and policies is available at the Treasury Board of Canada Secretariat Web site.

**A1.    LEGISLATION AND REGULATIONS**

*Access to Information Act* and *Regulations*
*Appropriation Acts*
*Auditor General Act*
*Canada Evidence Act*
*Canadian Charter of Rights and Freedoms*
*Canadian Security Intelligence Service Act*
*Copyright Act*
*Criminal Records Act*
*Crown Liability and Proceedings Act*
*Emergency Preparedness Act*
*Financial Administration Act*
*Library and Archives of Canada Act*
*Official Languages Act*
*Personal Information Protection and Electronic Documents Act* (Part 2)
*Privacy Act*
*Public Service Employment Act*
*Security of Information Act*
*Statistics Act*

**A2.    POLICIES**

Common Services Policy
Communications Policy of the Government of Canada
Government Security Policy
Policy on Access to Information
Policy on Electronic Authorization and Authentication
Policy on Evaluation
Policy on Internal Audit
Policy on Language of Work
Policy on Learning, Training, and Development
Policy on Management, Resources and Results Structures
Policy for Public Key Infrastructure Management in the Government of Canada
Policy on the Duty to Accommodate Persons with Disabilities in the Federal Public Service
Policy on the Use of Official Languages for Communications with and Services to the Public
Policy on Information Management
Policy on Management of Information Technology
Policy on the Use of Electronic Networks
Policy on Privacy Protection
Privacy Impact Assessment Policy
Project Management
Risk Management Policy

*(This appendix does not form a mandatory part of the standard.)*

## RELATIONSHIP BETWEEN BEHAVIOURAL AND FUNCTIONAL COMPETENCIES

As noted in the introduction to this standard, IM competencies are arranged in two primary groups: behavioural competencies, which describe the characteristics and values that are shared or demonstrated across the IM Community; and functional competencies, which describe and reflect the application of knowledge and expertise specific to the IM Community. While these two types of competencies can be quite distinct in terms of how an individual might acquire and demonstrate proficiency in them, they are at the same time inextricably linked and interrelated.

In a competency profile or in a standard like this one, behavioural competencies must always be relevant to, and support the demonstration of, related functional competencies. In fact, a primary consideration in preparing the behavioural competencies put forth in this standard is the degree to which they enable proficiency in related functional competencies. The following provides a brief description of this relationship between the IM behavioural competencies and the functional competencies.

As the main goal of all IM specialists is to satisfy IM needs of their client organizations, *Client Focus* is a basic quality that drives all IM functions.

*Communication* is an essential skill, especially for identifying issues through consultations; recommending and convincing people of the need for changes or improvements; and communicating strategies and approaches for implementing them. Providing advice and guidance also necessitates excellent communication skills.

*Organizational and environmental awareness* is a crucial skill to ensure that IM requirements are well defined in regard to organizational needs; that those needs are addressed in the design of IM rules, tools and resources; and that their application results in added value and enhanced efficiency for the clients or the organization as a whole.

*Analytical Thinking* is a cognitive competency required for identifying and analyzing IM requirements; developing sound strategies and approaches for IM; and implementing and providing guidance on the application of IM rules, tools and resources.

Finally, designing and developing IM rules, tools and resources, as well as their application, implementation and use, cannot be achieved without strong *Planning and Organizing* skills.

Table B1 below further illustrates the links between the IM behavioural and functional competencies specified in this standard and illustrated in Appendix C. The links are generally drawn between the titles of the related competencies. In instances where they would not be evident based solely on competency titles, the links are drawn between the behavioural competency (Appendix C, par. C1.) and the specific functional competency behavioural indicators (Appendix C, par. C2.) to better illustrate the relationship.

**TABLE B1**

**Links Between Behavioural and Functional Competencies**

| Par. No. | Behavioural Competency | Par. No. | Supported Functional Competency and/or Specific Behavioural Indicator |
|---|---|---|---|
| C1.1 | Client Focus | C2.1 | Identification and Analysis of IM Requirements |
| | | C2.2 | Design and Development of IM Rules, Tools and Resources |
| | | C2.3 | Application, Implementation and Use of IM Rules, Tools and Resources |
| C1.2 | Communication | C2.1 Level I a. | Identifies, assesses and provides advice on issues that could have an impact on the ability to meet IM requirements |
| | | C2.2 Level I a. | Suggests improvements and contributes to the development of new IM rules, tools and resources |
| | | C2.2 Level III c. | Formulates recommendations on how existing information sources may meet emerging needs |
| | | C2.3 | Application, Implementation and Use of IM Rules, Tools and Resources |
| C1.3 | Organizational and Environmental Awareness | C2.1 | Identification and Analysis of IM Requirements |
| | | C2.2 | Design and Development of IM Rules, Tools and Resources |
| | | C2.3 Level II a. | Interprets strategies and plans and implements new or improved IM resources |
| | | C2.3 Level III b. | Advises on institutional legislation, policy, strategies, directives, and business and project plans to ensure IM-related considerations are addressed where applicable |
| C1.4 | Analytical Thinking | C2.1 | Identification and Analysis of IM Requirements |
| | | C2.2 Level III a. | Assesses, prioritizes, aligns and integrates recommendations for IM rules, tools and resources |
| | | C2.3 Level II b. | Compiles, analyzes and interprets performance data to assess factors that have an impact on the efficient and effective management of information |
| C1.5 | Planning and Organizing | C2.1 Level III b. | Identifies, assesses and defines the IM resources required to meet current and future IM requirements |
| | | C2.2 | Design and Development of IM Rules, Tools and Resources |
| | | C2.3 | Application, Implementation and Use of IM Rules, Tools and Resources |

*(This appendix forms a mandatory part of the standard.)*

## BEHAVIOURAL INDICATORS FOR COMPETENCIES OF THE FEDERAL GOVERNMENT INFORMATION MANAGEMENT COMMUNITY

### C1. BEHAVIOURAL INDICATORS FOR BEHAVIOURAL COMPETENCIES

C1.1 **Client Focus Competencies** (par. 5.1) — Identifying and responding to current and future client needs; providing service excellence to internal and external clients.

| Level I (Par. 5.1.1) <br><br> **Responds appropriately to clients' requests and clarifies mutual expectations** | Level II (Par. 5.1.2) <br><br> **Acts to improve service to clients and addresses clients' underlying needs** | Level III (Par. 5.1.3) <br><br> **Anticipates clients' needs** |
|---|---|---|
| **Behavioural Indicators** | **Behavioural Indicators** | **Behavioural Indicators** |
| a. Identifies client needs and expectations <br><br> b. Responds to requests efficiently and effectively <br><br> c. Takes action beyond explicit request within established service standards <br><br> d. Refers complex questions to the appropriate authority <br><br> e. Meets client needs in a respectful, helpful and responsive manner <br><br> f. Seeks feedback to develop a clear understanding of client needs and outcomes <br><br> g. Uses client satisfaction monitoring methodologies to ensure client satisfaction <br><br> h. Adjusts service based on client feedback <br><br> i. Contacts clients to follow up on services, solutions or products to ensure that their needs have been correctly and effectively met <br><br> j. Understands issues from the client's perspective | a. Maintains ongoing communication with clients <br><br> b. Regularly and systematically contacts clients or prospective clients to determine their needs <br><br> c. Uses understanding of client's perspective to identify constraints and advocate on their behalf <br><br> d. Works with clients to adapt services, products or solutions to meet their needs <br><br> e. Encourages co-workers and teams to achieve a high standard of service excellence <br><br> f. Anticipates areas where support or influence will be required and discusses situation/concerns with appropriate individuals <br><br> g. Proposes new, creative and sound alternatives to improve client service <br><br> h. Tracks trends and developments that will affect own organization's ability to meet current and future client needs <br><br> i. Identifies benefits for clients; looks for ways to add value | a. Communicates the organization's mission, vision and values to external clients <br><br> b. Strategically and systematically evaluates new opportunities to develop client relationships <br><br> c. Creates an environment in which concern for client satisfaction is a key priority <br><br> d. Links a comprehensive and in-depth understanding of clients' long-term needs and strategies with current and proposed projects/initiatives <br><br> e. Recommends/determines strategic business direction to meet projected needs of clients and prospective clients |

| Level I<br>(Par. 5.1.1)<br><br>**Responds appropriately to clients' requests and clarifies mutual expectations** | Level II<br>(Par. 5.1.2)<br><br>**Acts to improve service to clients and addresses clients' underlying needs** | Level III<br>(Par. 5.1.3)<br><br>**Anticipates clients' needs** |
|---|---|---|
| **Behavioural Indicators** | **Behavioural Indicators** | **Behavioural Indicators** |
| k. Keeps clients up-to-date with information and decisions that affect them<br><br>l. Monitors services provided to clients and makes timely adjustments as required | j. Seeks out and involves clients or prospective clients in assessing services, solutions or products to identify ways to improve<br><br>k. Establishes service standards and develops strategies to ensure staff meet them | |

C1.2 **Communication Competencies** (par. 5.2) — Listening actively to others and presenting appropriate information clearly and concisely.

| Level I<br>(Par. 5.2.1)<br><br>**Listens actively to others (individuals or groups), checks understanding and clarifies as required** | Level II<br>(Par. 5.2.2)<br><br>**Adapts message to the audience and communicates for maximum results** | Level III<br>(Par. 5.2.3)<br><br>**Uses varied vehicles and opportunities to communicate** |
|---|---|---|
| **Behavioural Indicators** | **Behavioural Indicators** | **Behavioural Indicators** |
| a. Makes self available and clearly encourages others to initiate communication<br><br>b. Listens actively and objectively without interrupting<br><br>c. Checks own understanding of others' communication (e.g., repeats or paraphrases, asks additional questions)<br><br>d. Presents appropriate information in a clear and concise manner, both orally and in writing<br><br>e. Elicits comments or feedback on what has been said<br><br>f. Maintains continuous open and consistent communication with others<br><br>g. Openly and constructively discusses diverse perspectives that could lead to misunderstandings | a. Adapts content, style, tone and medium of communication to suit the target audience's language, cultural background and level of understanding.<br><br>b. Takes others' perspectives into account when communicating, negotiating or presenting arguments (e.g., presents benefits from all perspectives)<br><br>c. Responds to and discusses issues/questions in an understandable manner without being defensive and while maintaining the dignity of others<br><br>d. Anticipates reactions to messages and adapts communications accordingly<br><br>e. Handles complex on-the-spot questions (e.g., from senior public officials, special interest groups or the media) | a. Communicates strategically to achieve specific objectives (e.g., considering such aspects as the optimal message to present, timing and forum of communication)<br><br>b. Identifies and interprets departmental policies and procedures for superiors, subordinates and peers<br><br>c Acknowledges success and the need for improvement |

| Level I (Par. 5.2.1) | Level II (Par. 5.2.2) | Level III (Par. 5.2.3) |
|---|---|---|
| **Listens actively to others (individuals or groups), checks understanding and clarifies as required** | **Adapts message to the audience and communicates for maximum results** | **Uses varied vehicles and opportunities to communicate** |
| **Behavioural Indicators** | **Behavioural Indicators** | **Behavioural Indicators** |
| h. Communicates decisions or recommendations that could be perceived negatively, with sensitivity and tact<br><br>i. Supports messages with relevant data, information, examples and demonstration | f. Communicates complex issues clearly and credibly with widely varied audiences<br><br>g. Uses varied communication systems, methodologies and strategies to promote dialogue and shared understanding<br><br>h. Delivers difficult or unpopular messages with clarity, tact and diplomacy | |

C1.3  **Organizational and Environmental Awareness Competencies** (par. 5.3) — Understanding the business, structure and culture of organizations as well as political, social, economic and technological environments.

| Level I (Par. 5.3.1) | Level II (Par. 5.3.2) | Level III (Par. 5.3.3) |
|---|---|---|
| **Is aware of the business, structure and culture of organizations** | **Understands the political, social, economic and technological environments of organizations** | **Understands and anticipates the evolution of the full spectrum of environments** |
| **Behavioural Indicators** | **Behavioural Indicators** | **Behavioural Indicators** |
| a. Monitors work to ensure it aligns with formal procedures and organizational accountabilities<br><br>b. Recognizes and uses formal structures, rules, processes, methods or operations to accomplish work<br><br>c. Actively supports the public service mission and goals<br><br>d. Uses informal structures; can identify key decision-makers and influencers<br><br>e Effectively uses both formal and informal channels or networks for acquiring information, assistance and accomplishing work goals | a. Achieves solutions acceptable to varied parties based on understanding of issues, climates and cultures in own and other organizations<br><br>b. Accurately describes the issues and cultures of external stakeholders; uses this information to negotiate goals and initiatives<br><br>c. Anticipates issues, challenges and outcomes and effectively operates to best position the organization<br><br>d. Supports changing cultures and methods of operating, if necessary for the success of the organization<br><br>e. Ensures due diligence by keeping informed of business and operational plans and practices | a. Demonstrates broad understanding of social and economic context within which organizations operate<br><br>b. Understands and anticipates the potential trends of the political environment and the impact these might have on organizations<br><br>c. Operates successfully in a variety of social, political and cultural environments<br><br>d. Uses organizational culture as a means to influence and lead organizations |

C1.4 **Analytical Thinking Competencies** (par. 5.4) — Interpreting, linking and analyzing information in order to understand issues.

| Level I<br>(Par. 5.4.1)<br><br>**Breaks down basic issues and identifies key components and their relationships** | Level II<br>(Par. 5.4.2)<br><br>**Undertakes complex analyses involving multiple causal links and anticipates various consequences of actions** | Level III<br>(Par. 5.4.3)<br><br>**Applies a systemic and prospective approach to the analysis and interpretation of the varied issues affecting the working environments** |
|---|---|---|
| **Behavioural Indicators** | **Behavioural Indicators** | **Behavioural Indicators** |
| a. Breaks down concrete issues into parts and synthesizes succinctly<br><br>b. Collects and analyzes information from a variety of appropriate sources<br><br>c. Identifies the links between situations and information | a. Sees connections, patterns or trends in the information available<br><br>b. Identifies the implications and possible consequences of trends or events<br><br>c. Draws logical conclusions, providing options and recommendations<br><br>d. Analyzes complex situations, breaking each into its constituent parts<br><br>e. Recognizes and assesses several likely causal factors or ways of interpreting the information available<br><br>f. Identifies connections between situations that are not obviously related | a. Integrates information from diverse sources, often involving large amounts of information<br><br>b. Thinks several steps ahead in deciding on best course of action, anticipating likely outcomes<br><br>c. Develops and recommends policy framework based on analysis of emerging trends<br><br>d. Gathers information from many sources, including experts, in order to completely understand a problem/situation<br><br>e. Identifies multiple relationships and disconnects in processes in order to identify options and reach conclusions<br><br>f. Adopts a systems perspective, assessing and balancing vast amounts of diverse information on the varied systems and sub-systems that comprise and affect the working environments<br><br>g. 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) |

C1.5    **Planning and Organizing Competencies** (par. 5.5) — Defining, planning and organizing activities as well as resources to achieve optimal results.

| Level I (Par. 5.5.1) Develops clear goals, identifies priority activities and tasks, and adjusts priorities as required | Level II (Par. 5.5.2) Develops work plans, sets limits and performance indicators, and gives appropriate directions | Level III (Par. 5.5.3) Develops strategic plans, foresees risks and determines mitigating measures |
|---|---|---|
| **Behavioural Indicators** | **Behavioural Indicators** | **Behavioural Indicators** |
| a. Identifies requirements and uses available resources to meet own work objectives in optimal fashion<br><br>b. Completes tasks in accordance with plans<br><br>c. Monitors the attainment of own work objectives and quality of the work completed<br><br>d. Sets priorities for tasks in order of importance<br><br>e. Establishes goals and organizes work by bringing together the necessary resources<br><br>f. Organizes work according to project and time management principles and processes<br><br>g. Practices and plans for contingencies to deal with unexpected events or setbacks<br><br>h. Makes needed adjustments to timelines, steps and resource allocation<br><br>i. Directs issues to appropriate bodies when unable to resolve them within own area of responsibility | a. Considers a range of factors in the planning process (e.g., costs, timing, customer needs, resources available)<br><br>b. Identifies and plans activities that will result in overall improvement to services<br><br>c. Challenges inefficient or ineffective work processes and offers constructive alternatives<br><br>d. Anticipates issues and revises plans as required<br><br>e. Helps to remove barriers by providing resources and encouragement as needed<br><br>f. Establishes alternative courses of action, organizes people and prioritizes the activities of the team to achieve results more effectively<br><br>g. Ensures that systems are in place to effectively monitor and evaluate progress<br><br>h. Evaluates processes and results and makes appropriate adjustments to the plan<br><br>i. Sets, communicates and regularly assesses priorities | a. Develops strategic plans considering short-term requirements as well as long term direction<br><br>b. Plans work and deploys resources to deliver organization wide results<br><br>c. Secures and allocates program or project resources in line with strategic direction<br><br>d. Sets and communicates priorities within the broad organization<br><br>e. Ensures sufficient resources are available to achieve set objectives |

## C2. BEHAVIOURAL INDICATORS FOR FUNCTIONAL COMPETENCIES

C2.1  **Identification and Analysis of IM Requirements Competencies** (par. 6.1) — Identifying, analyzing, assessing and defining the IM rules, tools and resources required to manage information to ensure the effective and the efficient conduct of business and delivery of programs and services.

| Level I (Par. 6.1.1) Identifies issues that could have an impact on the ability to meet IM requirements | Level II (Par. 6.1.2) Analyzes and defines IM requirements and assesses the effectiveness and efficiency of IM rules, tools and resources | Level III (Par. 6.1.3) Defines emerging and future IM requirements |
|---|---|---|
| **Behavioural Indicators** | **Behavioural Indicators** | **Behavioural Indicators** |
| a. Identifies, assesses and provides advice on issues that could have an impact on the ability to meet IM requirements | a. Analyzes business activities, processes, workflows, organizational and other technical structures<br><br>b. Identifies and analyzes IM requirements<br><br>c. Analyzes and assesses the ability of existing IM rules, tools and resources to support the effective and efficient management of information<br><br>d. Compiles, analyzes and interprets performance data to assess factors that have an impact on the efficient and effective management of information | a. Identifies emerging IM requirements at the enterprise-wide or inter-jurisdictional level<br><br>b. Identifies, assesses and defines the IM resources required to meet current and future IM requirements<br><br>c. Identifies requirements for collaborative or joint IM-related initiatives |

C2.2  **Design and Development of IM Rules, Tools and Resources Competencies** (par. 6.2) — Designing, developing and recommending the IM rules, tools and resources to meet the IM requirements identified in par. 6.1.

| Level I (Par. 6.2.1) Recommends potential changes and improvements to IM rules, tools and resources and contributes to their development | Level II (Par. 6.2.2) Designs and develops IM rules, tools and resources | Level III (Par. 6.2.3) Develops strategies and approaches for the co-ordinated alignment and integration into business of IM rules, tools and resources |
|---|---|---|
| **Behavioural Indicators** | **Behavioural Indicators** | **Behavioural Indicators** |
| a. Suggests improvements and contributes to the development of new IM rules, tools and resources | a. Designs, develops and recommends IM rules, tools and resources<br><br>b. Develops and recommends plans and approaches for the implementation of IM rules, tools and resources | a. Assesses, prioritizes, aligns and integrates recommendations for IM rules, tools and resources<br><br>b. Develops and integrates into the planning cycle, strategies, plans and approaches to improve, integrate and align IM rules, tools and resources |

| Level I<br>(Par. 6.2.1)<br><br>**Recommends potential changes and improvements to IM rules, tools and resources and contributes to their development** | Level II<br>(Par. 6.2.2)<br><br>**Designs and develops IM rules, tools and resources** | Level III<br>(Par. 6.2.3)<br><br>**Develops strategies and approaches for the co-ordinated alignment and integration into business of IM rules, tools and resources** |
|---|---|---|
| **Behavioural Indicators** | **Behavioural Indicators** | **Behavioural Indicators** |
| | c. Develops and recommends performance indicators for the measurement of the efficiency, effectiveness and impact of IM<br><br>d. Develops and recommends courses of action to address factors that impact the efficient and effective management of information | c. Formulates recommendations on how existing information sources may meet emerging needs<br><br>d. Formulates recommendations on opportunities for collaborative or joint initiatives for IM<br><br>e. Develops strategies and approaches to identify and mitigate risks and threats to the effective and efficient management of information<br><br>f. Develops strategies and approaches to address observations raised through the evaluation and assessment of IM |

C2.3 **Application, Implementation and Use of IM Rules, Tools and Resources Competencies** (par. 6.3) — Applying, implementing, using and providing advice and guidance on IM rules, tools and resources to address the IM requirements identified in par. 6.1.

| Level I<br>(Par. 6.3.1)<br><br>**Applies, uses and advises on IM rules, tools and resources to support the management of information throughout the life cycle** | Level II<br>(Par. 6.3.2)<br><br>**Implements and provides guidance on the application and use of IM rules, tools and resources** | Level III<br>(Par. 6.3.3)<br><br>**Manages the implementation and strategies for the application and integration of IM rules, tools and resources into business** |
|---|---|---|
| **Behavioural Indicators** | **Behavioural Indicators** | **Behavioural Indicators** |
| a. Uses established IM rules, tools and resources to manage information throughout the life cycle<br><br>b. Maintains and provides statistics and other performance data that document results achieved | a. Interprets strategies and plans and implements new or improved IM resources<br><br>b Compiles, analyzes and interprets performance data to assess factors that have an impact on the efficient and effective management of information | a. Leads, co-ordinates, monitors and adjusts the implementation of new or improved IM resources<br><br>b. Advises on institutional legislation, policy, strategies, directives, and business and project plans to ensure IM-related considerations are addressed where applicable |