

CRA Competency Catalogue

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About the CRA Competency Catalogue

Human Resources Management within the Canada Revenue Agency (CRA) is competency-based. Competency-based human resources management (CBHRM) is founded on the principle that organizational performance will result from having the right people in the right jobs with the right skills and abilities. CBHRM focuses on common competencies which are used in a number of human resources activities.

Catalogue contents

The CRA Competency Catalogue (Catalogue) is the official list of competencies required by the organization in order to attain its objectives and to deliver service to Canadians. It ensures consistent application of the competencies across the organization.

The Catalogue was developed and is maintained by the Competencies, Performance, and Recognition Division (CPRD) in the Human Resources Branch (HRB). Input is provided from various sources within the CRA such as job competency profiles coordinators, unions and competency consultants. Comments and suggestions from managers and employees who participate in the development of job competency profiles and assessment of the competencies also help to further refine the Catalogue.

Although competencies are widely used throughout many organizations, the Catalogue is unique to the CRA as it reflects our business needs and organizational values. It is an evolving document that will change with the organization. Competencies will be added, deleted or modified as required.

Definition of competency

The CRA defines a competency as an observable or measurable knowledge, skill, ability or behavioural characteristic that contributes to successful job performance.

There are two major components to a competency – the definition and the scale. The definition explains what the competency means. This provides a common language that everyone in the organization can use. Each competency also has a scale, which is divided into levels with descriptions of what is required to progress through the competency.

Categories of competencies

The Catalogue contains two categories of competencies:

Behavioural competencies refer to the key interpersonal and personal attributes that are necessary for specific jobs across the organization. These competencies generally refer to the way a person acts, thinks or feels and are products of personal motives, traits and self images.

Technical competencies refer to the technical knowledge, skills and abilities that are relevant to specific jobs or roles across the organization. Technical competencies are usually acquired through specific learning or work experience in applying the knowledge and skill.

Using the Catalogue

Behavioural competencies

In order to understand a behavioural competency it is important to first read the definition, followed by the progression of scale, and then the underlying notions for each level. These are the key elements of behavioural competencies and should all be considered to provide a full description of the competency.

The title does not fully explain what is meant by the competency so the entire definition should be read to avoid misunderstanding. The **definition** contains all the critical elements of the competency. It ensures a common understanding of what this competency means within CRA. The **core motivation** is also helpful to determine the underlying intention behind the behaviour. The **progression of scale** describes how the behaviours change and evolve as the levels increase. The **underlying notions** describe the aspects of behaviours which are demonstrated at each level. The elements in the progression of scale must be considered in relation to the underlying notions as they influence the behaviours displayed. The behaviours generally build on each other. As the levels increase, elements of the preceding levels are usually demonstrated.

You may use the following information as a general guideline when reviewing the underlying notions for each level of competency:

Level 1 – usually reactive behaviour. The behaviour is usually in response to a situation and may be influenced or prompted by someone else, such as a supervisor or a client.

Level 2 – usually active behaviour. It involves effort or attention required to engage in action. This behaviour may be demonstrated by an action, attitude, or a concern.

Level 3 – usually proactive behaviour. It involves foresight in order to take action in advance or prepare for an expected occurrence or situation rather than waiting to respond until after it happens. This type of behaviour is often based on knowledge or past experience.

Level 4 – usually strategic. This behaviour involves a broad perspective in order to plan and take action related to a strategy for addressing a complex situation. The outcome of this behaviour may have future impacts on the larger organization.

Types of behaviours are provided to give a further explanation of the underlying notions. They describe actions, thoughts or feelings that may generally be seen at each level. They are not intended to be an exhaustive list and should not be used as a checklist since there are many ways in which the behaviours can be demonstrated.

Each behavioural competency also has a **Tips for Understanding** page. This page is intended to help further the understanding of the competency by providing more details related to important elements of the competency. It contains the **Purpose**, which describes why the competency is important to the CRA and how the behaviour can support our business. There is also an explanation of the progression of scale and a section on what the competency means and does not mean.

Competencies are not pure and pristine; they often have some overlapping elements. This is the nature of human behaviour, and competencies reflect this complexity. A section on how each competency **links to other competencies** is provided at the end of the tips for understanding page. The same situation can provide an opportunity to demonstrate a number of behaviours which may reflect more than one competency. For example, an individual who is providing service to a client

might show Client Service Orientation and Effective Interactive Communication. The Effective Interactive Communication may be demonstrated during their discussions with the client in order to ensure that their message is understood. The Client Service Orientation may be demonstrated through their desire and commitment to provide quality service to the client.

Technical Competencies

Each technical competency has its own definition however they all share a generic five-level proficiency scale. The progression of this scale begins with a basic knowledge at level 1 to a demonstrated expert capability at level 5. When reading a technical competency it is important that you read the entire definition and refer to the Proficiency Scale for the Technical Competencies for an understanding of each level.

Behavioural competencies

Adaptability (ADAP)

Definition: Adaptability is altering behaviours and/or attitudes to work effectively when faced with new information, a changing situation or environment.

Core motivation: To be flexible in response to various circumstances.

Consider the progression of the scale when reviewing the underlying notions and related types of behaviours.

Progression of the scale: magnitude of the change and degree of behavioural flexibility		
Scale	Underlying notion	Types of behaviours
Level 1	Recognizing change and responding appropriately	<ul style="list-style-type: none"> • Keeps an open mind and shows respect for different opinions or ideas. • Obtains necessary information or clarification in order to understand the change. • Accepts and goes along with the change.
Level 2	Adjusting your approach to the situation	<ul style="list-style-type: none"> • Demonstrates a positive attitude and changes behaviour to meet the needs of a new or different situation. • Adapts to the situation by gathering more information, using a new skill, or applying knowledge in a different way. • Displays flexibility to meet the needs of the situation while still adhering to organizational values.
Level 3	Embracing new ways of working	<ul style="list-style-type: none"> • Welcomes and supports change to work methods. • Prepares for change by examining your point of view, acquiring knowledge, and developing new work methods. • Adapts plans, policies, processes, or systems to accommodate the change.
Level 4	Assimilating to major organizational change	<ul style="list-style-type: none"> • Introduces change to advance organizational objectives. • Develops a strategy to integrate change into the organization's established ways of operating. • Effectively shift priorities and modifies strategies to respond to emerging trends, opportunities, or risks.

Tips for understanding Adaptability (ADAP)

Purpose: Adaptability encourages employees to be objective and receptive to new or different situations, ideas or problems in the work environment. The ability to change behaviours or attitudes is important to effectively achieve Agency goals and objectives.

Adaptability is about dealing with change and taking responsibility for changing your behaviours and attitudes. Individuals who are adaptable recognize the need for change rather than being opposed to it or trying to hinder it. They are able to cope with various circumstances and people in order to carry out their work objectives

In the progression of the scale, the magnitude of the change refers to the type of change and its impact on you. At lower levels, the change tends to be smaller and have a narrower impact such as introducing a new form or procedure. At higher levels, the change tends to be larger and have greater impacts such as a major initiative, program change or role change. Behavioural flexibility is demonstrated through your actions, reactions, opinions, and thoughts when encountering change. The degree of behavioural flexibility focuses on how much your behaviour or attitude has changed. At lower levels, there is a small change in your behaviour or attitude to adapt to a certain situation while at higher levels there is a more significant change in both your behaviour and attitude to adapt to a broader situation.

Adaptability means...	Adaptability does not mean...
<ul style="list-style-type: none"> • being open to different ideas and perspectives 	<ul style="list-style-type: none"> • believing that your opinion is the only correct one
<ul style="list-style-type: none"> • making an effort to work effectively with others even though their preferred way of working is different from yours 	<ul style="list-style-type: none"> • avoiding working with people who don't do things your way
<ul style="list-style-type: none"> • accepting that others may do things differently than you would 	<ul style="list-style-type: none"> • expecting others to do things your way
<ul style="list-style-type: none"> • showing flexibility when applying guidelines or procedures to get the job done and meet organizational objectives 	<ul style="list-style-type: none"> • rigorously adhering to guidelines or procedures when it is not necessary
<ul style="list-style-type: none"> • recognizing that certain situations require different approaches and reacting appropriately 	<ul style="list-style-type: none"> • always taking the same approach regardless of the situation
<ul style="list-style-type: none"> • adjusting priorities and plans in response to changing circumstances 	<ul style="list-style-type: none"> • sticking to your original work plan regardless of changing circumstances
<ul style="list-style-type: none"> • enthusiastically adopting new systems or procedures 	<ul style="list-style-type: none"> • wanting to do things the way you have always done them

Links to other competencies

Adaptability supports many other attitudinal and cognitive competencies, such as Client Service Orientation, Creative Thinking, Effective Interactive Communication, which require some degree of behavioural flexibility in accepting and adapting to different points of view or ways of thinking. Adaptability may support Teamwork and Cooperation because in some cases one may need to adjust to other team members' styles in order to work cooperatively. Adaptability may also support Team Leadership and Developing Others by being able to adapt different leadership and learning styles to suit the needs of team members.

Analytical Thinking (AT)

Definition: Analytical Thinking is using a logical reasoning process to break down and work through a situation or problem to arrive at an outcome.

Core motivation: To understand a situation.

Consider the progression of the scale when reviewing the underlying notions and related types of behaviours.

Progression of the scale: degree of thinking challenge and complexity of the situation		
Scale	Underlying notion	Types of behaviours
Level 1	Recognizing fundamental elements of a situation	<ul style="list-style-type: none"> • Reflects on the situation and identifies basic facts or information to be collected. • Distinguishes between relevant and irrelevant information. • Identifies tasks or issues to be addressed. • Determines a solution based on a limited number of pre-established responses or options.
Level 2	Clarifying the situation by identifying and linking related elements	<ul style="list-style-type: none"> • Gains a clearer understanding of the situation by gathering and using relevant facts or information which may have been incomplete or not readily apparent. • Studies the available or obtained information and recognizes connections, patterns, or trends. • Makes linkages between facts or identifies cause and effect relationships to draw logical conclusions.
Level 3	Examining the elements of the situation and making an assumption to move forward with the analysis	<ul style="list-style-type: none"> • Develops a possible explanation by using an assumption to fill in an information gap. • Uses a concept or principle to bridge an information gap in order to move the thought process forward. • Examines how existing facts relate to the assumed information or concept applied and how it could impact the outcome. • Identifies multiple causal relationships and consequences between factors that are not obviously related. • Draws a logical conclusion based on a combination of available and assumed information.
Level 4	Evaluating and integrating diverse and multidimensional elements to arrive at a complete solution	<ul style="list-style-type: none"> • Identifies and breaks down multiple elements of a complex problem or issue and realizes links between them. • Integrates a large amount of information from various sources. • Evaluates how the information gathered, assumptions or concepts impact on various aspects of the problem. • Considers potential impacts or consequences of different approaches. • Develops a comprehensive solution that may be precedent setting or have impacts for the broader organization.

Tips for understanding Analytical Thinking (AT)

Purpose: Analytical Thinking describes the mental behaviours involved in the thinking process that results in useful information and analysis to support appropriate actions and decisions in the CRA.

This competency focuses on how you mentally analyze situations or problems that pose a challenge to your thinking, rather than on the actions you took or technical tools you used to obtain or analyze information. Analytical Thinking is about your train of thought and reasoning that leads to a specific action or direction.

Analytical Thinking involves one or more of the following: organizing the parts of a problem or situation in a systematic way; making logical comparisons of different features or aspects; tracing implications or issues in an orderly manner; setting priorities on a rational basis; identifying time sequences, or causal relationships.

In the progression of the scale, the degree of thinking challenge refers to the amount of mental effort needed to analyze the situation. As the levels increase, it takes more mental effort to think through and understand situations in order to reach a logical conclusion because the situations are increasingly complex. Complexity means that the problem or situation is composed of a variety of connected or related parts, causes, or consequences. At lower levels the problem involves fewer dimensions and as the levels progress it becomes increasingly multidimensional.

At levels 1 and 2, Analytical Thinking involves the use of tangible facts or information that is readily available or can be obtained through research in order to reach a conclusion. At levels 3 and 4, it involves intangible elements and information gaps that cannot be filled by doing further research. There is a need to use assumptions or concepts in order to bridge the gaps to finally arrive at a conclusion or possible explanation. For the purpose of this competency an assumption can mean a supposition, hypothesis, or theory.

Analytical Thinking means...	Analytical Thinking does not mean...
<ul style="list-style-type: none">• breaking-down problems into component parts	<ul style="list-style-type: none">• dealing with a problem by trying out the first thing that comes to mind
<ul style="list-style-type: none">• thinking about the chain of events that led to a problem	<ul style="list-style-type: none">• overlooking the factors that led up to the problem
<ul style="list-style-type: none">• thinking ahead about the consequences of an action ("If I do A, then B, and C will also happen")	<ul style="list-style-type: none">• solving the immediate problem without thinking about the consequences and what other problems may follow
<ul style="list-style-type: none">• thinking through a problem before offering a solution	<ul style="list-style-type: none">• jumping to a conclusion without thinking through the facts
<ul style="list-style-type: none">• looking at the problem from different angles	<ul style="list-style-type: none">• accepting facts and information as presented

Links to other competencies

While there may be some similarity between Analytical Thinking and Creative Thinking at higher levels, their focus is different. Analytical Thinking refers to the mental reasoning process required to break down and analyze problems, while Creative Thinking focuses on the solution. Analytical Thinking may also support Developing Others in order to analyze learning needs and determine development activities. Higher levels of Analytical Thinking may lead to Strategic Outlook and Alignment, as the situations are more complex and may have impacts on the broader organization.

Client Service Orientation (CSO)

Definition: Client Service Orientation is giving the best service to internal or external clients.

Core motivation: To help or serve clients; to satisfy their needs.

Consider the progression of the scale when reviewing the underlying notions and related types of behaviours.

Progression of the scale: degree of involvement and commitment to the client		
Scale	Underlying notion	Types of behaviours
Level 1	Responding to a client's request or to service requirements	<ul style="list-style-type: none"> • Provides the client with a response to their questions or concerns. • Provides a service, including helpful information or assistance, which is consistent with relevant service standards and guidelines.
Level 2	Taking responsibility for addressing a client's need or for meeting service requirements	<ul style="list-style-type: none"> • Shows concern for and commitment to the client. • Ensures that the client's need is understood or establishes what service will be delivered. • Takes the necessary steps to ensure the client's need is addressed; may involve the assistance of third parties. • Works to resolve client service problems. • Follows-up and makes timely adjustments or advises the client of delays, as required.
Level 3	Exceeding a client's expectation or service requirements	<ul style="list-style-type: none"> • Determines a client's underlying need and provides additional information or assistance. • Uses experience and knowledge to provide additional, value-added service for the client or to improve the client's situation in some way. • Seeks client feedback to validate that additional service provided has been beneficial.
Level 4	Improving client service delivery	<ul style="list-style-type: none"> • Seeks to improve service to a client base. • Anticipates clients' future needs; plans and acts accordingly to provide long-term benefits. • Gains an in-depth knowledge and understanding of the business and needs of the client base. • Implements initiatives to optimize client satisfaction. • Recommends or determines strategic service delivery to meet projected needs of clients and prospective clients.

Tips for understanding Client Service Orientation (CSO)

Purpose: Client Service Orientation reflects on the CRA's commitment to provide service that meets client's needs or expectations. The value of the service to our clients could be expressed by one or more of the following: quality, timeliness, completeness, knowledge, skills, courtesy, fairness, and outcome.

At levels 1, 2, and 3, the involvement and commitment usually relates to a single client, while at level 4 it relates to improving service delivery to a client base (more than one client).

For this competency, the term client is used broadly and may include persons from within or outside the organization to whom you provide a service (for example, employees, taxpayers, other regions or branches, other government departments, or provinces). Your work description (client service results and key activities) and your manager can assist you in determining who your clients are within your job context.

It is important to be able to identify the client and the service you provide to them or that they have an expectation of receiving from someone in your position or role. Assisting your manager or fellow team members normally corresponds to Teamwork and Cooperation, rather than Client Service Orientation, because it leads to the achievement of a common goal.

Client requests, needs or expectations are often stated by the client. However, in cases where they are not stated or are unrealistic, client service can then refer to service requirements such as established service standards, policies, procedures, or service delivery models.

In the progression of the scale, the degree of involvement refers to the effort expended to help the client. The commitment to the client refers to the care and concern felt for and the treatment of the client. It also includes the dedication that one shows in resolving client issues or improving the client's situation. At higher levels, the client's need may be more complex or diverse which would require a greater degree of involvement and commitment in order to help them.

Client Service Orientation means...	Client Service Orientation does not mean...
<ul style="list-style-type: none"> interacting with clients in a respectful, helpful and responsive manner 	<ul style="list-style-type: none"> being condescending to clients or interacting with them in a rushed or mechanical manner
<ul style="list-style-type: none"> discussing the client's need with them and their satisfaction with service delivered 	<ul style="list-style-type: none"> assuming the client will let you know if there is a problem
<ul style="list-style-type: none"> taking responsibility to resolve a client's problem even if it goes beyond the usual or normal demands of the job 	<ul style="list-style-type: none"> passing on client problems to others when you could have handled them yourself
<ul style="list-style-type: none"> taking the time to ensure that the client understands the information provided as it relates to their situation 	<ul style="list-style-type: none"> providing information without any apparent thought as to whether the client truly understands
<ul style="list-style-type: none"> using your knowledge to think through what would be best for the client and acting accordingly 	<ul style="list-style-type: none"> doing what is faster and easier for you
<ul style="list-style-type: none"> taking into consideration the client's viewpoint and feedback to identify how to serve them more effectively 	<ul style="list-style-type: none"> ignoring client feedback that could improve client service

Client Service Orientation means...	Client Service Orientation does not mean...
<ul style="list-style-type: none"> • building and maintaining productive long-term relationships with clients 	<ul style="list-style-type: none"> • focusing on short-term interactions with clients without considering the long-term implications
<ul style="list-style-type: none"> • using an understanding of client's perspective to identify constraints and advocate on their behalf 	<ul style="list-style-type: none"> • failing to pursue a solution to client problems when encountering obstacles or resistance

Links to other competencies

One can often find some degree of Adaptability in Client Service Orientation because you may adapt your approach to the needs of the client. Effective Interactive Communication is also linked to Client Service Orientation in order to understand client requests and provide appropriate responses. Initiative and Creative Thinking may be linked to the higher levels of Client Service Orientation in order to add value for the client and determine innovative ways to improve client service.

Conflict Resolution (CR)

Definition: Conflict Resolution is the ability to address conflict between people in order to preserve positive working relationships with others such as colleagues, clients or taxpayers.

Core motivation: To deal with conflict effectively in order to promote harmonious working relationships.

Consider the progression of the scale when reviewing the underlying notions and related types of behaviours.

Progression of the scale: degree of involvement in addressing conflict		
Scale	Underlying notion	Types of behaviours
Level 1	Noticing and reflecting on conflict	<ul style="list-style-type: none"> Recognizes that there is a difference of opinion or disagreement that could negatively affect working relationships or disrupt the workplace. Identifies and acknowledges personal causes, symptoms, and reactions to conflict. Reflects on the conflict and decides whether or not to address it.
Level 2	Preparing for and engaging in a conflict resolution conversation aimed at reaching a mutually satisfactory solution	<ul style="list-style-type: none"> Considers various elements of the conflict (for example, needs, communication styles, possible outcomes, and timing). Determines how to best approach the person or persons involved in the conflict. Engages the other party in a conversation attempting to resolve the conflict. Listens to the other party and tries to understand their perspective and identify common interests. Communicates with the other party in a respectful manner and demonstrates a willingness to resolve the conflict. Focuses the conversation on the issue, not the person.
Level 3	Demonstrating and promoting effective conflict resolution principles and practices	<ul style="list-style-type: none"> Demonstrates and encourages active listening and open discussion as a means to resolve conflict. Promotes the benefits of and resources for conflict resolution (such as, conflict resolution policy, conflict resolution advisors, learning products). Serves as a role model in resolving conflict situations. Provides an environment in which individuals feel free to express differing opinions and concerns without fear of reprisal. Looks beyond the immediate issue and attempts to deal with the root of the conflict so that it does not continue or escalate.

Progression of the scale: degree of involvement in addressing conflict		
Scale	Underlying notion	Types of behaviours
Level 4	Creating a workforce competent in conflict resolution	<ul style="list-style-type: none"> • Provides guidance or assists individuals in resolving conflict by enhancing their understanding of differing interests and helping them work towards an acceptable solution. • Enables individuals to develop conflict resolution skills and behaviours which will empower them to handle their own conflicts effectively. • Assists others by providing impartial conflict resolution expert services, such as those of a conflict resolution advisor or mediator. • Develops constructive approaches that use conflict and differences as catalysts for positive change in the workplace.

Tips for understanding Conflict Resolution (CR)

Purpose: This competency encourages everyone to handle conflicts in a positive and constructive manner in order to maintain harmonious working relationships and achieve organizational goals.

Conflict is the perception or actual occurrence of differences in the workplace. Conflict happens between people when there is a dissatisfaction or disagreement with an interaction, process, product, or service which is negatively impacting the working relationship. A working relationship is established when there is interaction with others (such as, colleagues, clients, taxpayers, external service providers) during the performance of work-related duties. When this type of conflict occurs, the people affected by it need to work together to resolve it. Conflict resolution is not about winning or losing, it is about reaching a mutually acceptable agreement.

Conflicts are common. Personality differences, varying work habits, lack of communication, or simple misunderstandings may all contribute to conflict. While disagreements are normal, ignoring them may not be ideal nor would it make things better. It is often through conflict that you are able to change and progress. In this context, conflict can be seen as positive if discussions can lead to a new understanding and even better ways of doing things. If left unresolved, conflict can escalate into a dispute which can disrupt the work environment impacting working relationships and organizational effectiveness.

In the progression of the scale, the degree of involvement is determined by the effort spent addressing and attempting to resolve conflict. As the levels increase, more effort is required to address conflict so the individual is more involved in thinking about the conflict, determining an appropriate approach and taking action to resolve the conflict.

This competency supports the *CRA Conflict Resolution Policy*. The use of informal (interest-based) approaches to conflict resolution is encouraged in the policy. The options for dealing with conflicts in the workplace at all levels of this competency may include seeking the assistance of a regional Conflict Resolution Advisor.

Conflict Resolution means...	Conflict Resolution does not mean...
<ul style="list-style-type: none"> • being aware of disagreements or dissatisfactions in the workplace 	<ul style="list-style-type: none"> • ignoring disagreements or dissatisfactions in the workplace
<ul style="list-style-type: none"> • discussing concerns or issues with others 	<ul style="list-style-type: none"> • avoiding discussions with others and waiting for the conflict to go away
<ul style="list-style-type: none"> • encouraging the parties in conflict to actively listen to each other and share their issues and concerns 	<ul style="list-style-type: none"> • listening to one party's perspective and taking their side
<ul style="list-style-type: none"> • helping parties in conflict to find common ground on which they can build an agreement and improve their working relationship 	<ul style="list-style-type: none"> • focusing on the differences between the parties and encouraging an "us versus them" attitude

Links to other competencies

When Effective Interactive Communication is used in the resolution of conflict situations then it does support Conflict Resolution. While Dealing with Difficult Situations and Conflict Resolution may seem similar, their focus is different. Dealing with Difficult Situations is about how you control your emotions and respond to others in situations that have the potential to be challenging or result in provocation. Conflict Resolution focuses on maintaining positive working relationships by preventing conflict from escalating or resolving conflict in work-related situations. Higher levels of both Teamwork and Cooperation and Team Leadership may involve the demonstration of conflict resolution abilities to handle disagreements within the team. However, Conflict Resolution can be observed outside a team situation as well as within. Higher levels of Conflict Resolution may involve some Initiative to proactively handle conflict situations and Developing Others to guide other to resolve their own conflicts.

Creative Thinking (CT)

Definition: Creative Thinking is discovering new opportunities and solutions for problems by looking beyond current practices and using innovative thinking.

Core motivation: To be imaginative or innovative in developing approaches or solutions.

Consider the progression of the scale when reviewing the underlying notions and related types of behaviours.

Progression of the scale: degree of originality		
Scale	Underlying notion	Types of behaviours
Level 1	Recognizing the value of a new approach	<ul style="list-style-type: none"> • Questions the adequacy and relevance of conventional approaches. • Seeks alternate solutions to problems.
Level 2	Adjusting the current approach	<ul style="list-style-type: none"> • Identifies issues and problems with current practices and finds possible ways to improve. • Initiates improvements to practices to increase efficiency. • Recommends or implements existing processes, products or solutions used elsewhere with little or no modification.
Level 3	Developing a solution using ideas and concepts in an original way	<ul style="list-style-type: none"> • Creates a solution based on ideas or approaches used in other work environments. • Makes significant amendments to or incorporates aspects from other solutions in order to arrive at one suitable for the organization.
Level 4	Creating a new solution	<ul style="list-style-type: none"> • Formulates an innovative solution by developing new concepts, models, frameworks, or approaches. • Integrates relevant concepts or models into a complete vision or solution in response to a new challenge for which there is no precedent. • Develops a novel solution to ongoing organizational challenges.

Tips for understanding Creative Thinking (CT)

Purpose: To remain an effective and efficient organization, the CRA is constantly looking for innovative ways to solve problems, make improvements to processes or procedures, and develop new approaches to meet business objectives.

Creative or innovative thinking is about new ideas. This competency encourages individuals to question the status quo, to be innovative, and to find new ways to do things. Individuals use Creative Thinking to be resourceful and to look for alternative ways that may improve work processes or practices and add value for the organization.

In the progression of the scale, as the degree of originality increases there are fewer relevant precedents (inside or outside your work environment) on which to base a solution. Therefore more creativity or innovation is required in order to modify ideas or approaches, and develop a solution that will meet the unique needs of the work environment.

Creative Thinking means...	Creative Thinking does not mean...
<ul style="list-style-type: none">questioning whether the current approach is still the best approach	<ul style="list-style-type: none">going with what has worked in the past without questioning if that approach still makes sense
<ul style="list-style-type: none">striving to come up with a number of different solutions to a problem	<ul style="list-style-type: none">believing that there is only one solution to a problem
<ul style="list-style-type: none">looking at what other organizations are doing successfully and determining what you could transfer to your organization	<ul style="list-style-type: none">assuming that what other organizations are doing will be of no use to your organization
<ul style="list-style-type: none">focusing on the value of finding new ideas and acting on them	<ul style="list-style-type: none">assuming that everything that can be tried has been tried

Links to other competencies

While there may be some degree of similarity between Creative Thinking and Analytical Thinking at higher levels, their focus is different. Analytical Thinking focuses on the mental reasoning process required to break down and analyze problems, while Creative Thinking is more about innovative thinking or thinking outside-the-box. Creative Thinking implies a certain degree of Initiative to seek new solutions and Adaptability to accept and modify solutions for the work environment. Creative Thinking may be linked to higher levels of Strategic Outlook and Alignment in order to create strategies and vision. Creative Thinking may also support higher levels of Client Service Orientation to find innovative ways to improve service to clients.

Dealing with Difficult Situations (DDS)

Definition: Dealing with Difficult Situations is keeping one's emotions under control and restraining negative responses when provoked, or when faced with opposition or hostility from others.

Core motivation: To resist provocation and conduct oneself professionally.

Consider the progression of the scale when reviewing the underlying notions and related types of behaviours.

Progression of the scale: degree of provocation and the potential consequences		
Scale	Underlying notion	Types of behaviours
Level 1	Maintaining composure	<ul style="list-style-type: none"> • Remains outwardly calm when challenged. • Resists temptation to engage in negative behaviour. • Feels negative emotions but controls them.
Level 2	Responding calmly in an emotionally charged situation	<ul style="list-style-type: none"> • Responds in a constructive manner. • Focuses the conversation on the facts of the situation rather than on the emotional reactions, in order to achieve desired results. • Feels strong negative emotions, but continues to speak or act calmly and professionally.
Level 3	Remaining calm when provoked and taking action to de-escalate the situation	<ul style="list-style-type: none"> • Controls one's own emotions when unreasonably confronted or provoked. • Attempts to defuse the situation by using words or actions to ease emotions and alleviate tension. • Gauges the readiness of others to move forward and responds appropriately.
Level 4	Withstanding a personal attack or threat	<ul style="list-style-type: none"> • Attempts to control the situation in order to ensure an effective outcome and minimize serious consequences. • Remains in control of one's own emotions despite fear for safety.

Tips for understanding Dealing with Difficult Situations (DDS)

Purpose: This competency relates to an individual's effectiveness in dealing with emotionally charged situations in their work environment. It is important that employees have the self-control to remain calm in order to fulfill their duties and achieve the CRA objectives.

Dealing with Difficult Situations looks at how you behave when you are provoked or challenged. It is important to be able to control your emotions and respond to others in these situations.

In the progression of the scale, the degree of provocation refers to how much hostility is displayed by the other party and the degree to which that hostility is directed at you personally. At all levels there should be some consideration of potential negative consequences that could result if the situation is not handled well. As the scale progresses the potential negative consequences and risk to personal safety are increased.

Dealing with Difficult Situations means...	Dealing with Difficult Situations does not mean...
<ul style="list-style-type: none">• remaining calm when personally provoked	<ul style="list-style-type: none">• getting defensive and letting your emotions take over
<ul style="list-style-type: none">• maintaining a professional approach despite feeling strong emotions	<ul style="list-style-type: none">• being rude, disrespectful, or over-reacting
<ul style="list-style-type: none">• taking steps to calm someone during a hostile interaction, if appropriate	<ul style="list-style-type: none">• saying or doing things that make the situation worse
<ul style="list-style-type: none">• not showing frustration or hostility when provoked	<ul style="list-style-type: none">• letting anger, frustration, and anxiety show
<ul style="list-style-type: none">• controlling one's own emotions by keeping things in perspective	<ul style="list-style-type: none">• losing perspective and becoming emotional

Links to other competencies

While Dealing with Difficult Situations and Conflict Resolution may seem similar, their focus is different. Dealing with Difficult Situations is about how you control your emotions and respond to others in situations that are challenging or result in provocation. Conflict Resolution focuses on maintaining working relationships while aiming to resolve conflict. Dealing with difficult clients or persons may require Dealing with Difficult Situations and/or Conflict Resolution. Effective Interactive Communication may support Dealing with Difficult Situations because it is often necessary to be able to communicate effectively when dealing with difficult situations.

Developing Others (DEV)

Definition: Developing Others is fostering the learning or development of others with an appropriate level of needs identification to meet individual and organizational development needs, in a continuous learning environment.

Core motivation: To help others reach their potential.

Consider the progression of the scale when reviewing the underlying notions and related types of behaviours.

Progression of the scale: degree of involvement and scope of the development		
Scale	Underlying notion	Types of behaviours
Level 1	Providing task-specific direction	<ul style="list-style-type: none"> • Helps or shows someone how to perform a specific task or particular aspect of the work. • Provides step-by-step instruction on how to do something.
Level 2	Providing instruction relative to technical skill acquisition	<ul style="list-style-type: none"> • Assists with the development of technical skills through instruction, demonstration, feedback, or other means. • Explains concepts, reasoning, or underlying principles to support the application of the skill. • Strives to ensure the individual is able to apply the acquired skill in various situations, as appropriate.
Level 3	Providing guidance to influence behavioural change	<ul style="list-style-type: none"> • Provides individualized suggestions and coaching to assist in the modification and learning of behaviours. • Provides feedback and support for continued improvement. • Models the desired behaviours or suggests appropriate role models.
Level 4	Facilitating comprehensive employee development	<ul style="list-style-type: none"> • Develops an employee development plan and manages the learning process to ensure it occurs by design rather than by chance. • Establishes ongoing dialogue with the employee regarding their development and career planning. • Ensures that resources and time are dedicated for developmental activities. • Provides opportunities for development through ongoing guidance, tools, assignments, mentoring, and coaching.

Tips for understanding Developing Others (DEV)

Purpose: Developing Others involves motivating and encouraging others to learn and develop in order to meet individual career goals which contribute to a competent CRA workforce.

Developing Others focuses on fostering and promoting the learning, development, and growth of others. This means encouraging and supporting others to learn and develop and be personally accountable for their own development in order to successfully perform in current or future roles. Developing Others is a set of behaviours that may be demonstrated by colleagues, training officers, or managers. People who demonstrate Developing Others have the desire to teach and help others to be the best that they can be.

In the progression of the scale, the degree of involvement refers to the time and effort expended to assist in someone's development. The scope of development refers to the type of skill or behaviour being developed. The scale progresses from providing specific instructions on a singular or particular element of the job to the holistic development of the individual to achieve their career objectives, aligned to the organizational needs. Therefore, the amount of involvement and support required for the development increase as it moves from short to long-term development.

Developing Others means...	Developing Others does not mean...
<ul style="list-style-type: none">• providing meaningful comments and suggestions to support the development of an employee	<ul style="list-style-type: none">• offering comments and suggestions that are vague or too general to be of any use
<ul style="list-style-type: none">• helping employees gain a clear understanding of how they are to perform their duties	<ul style="list-style-type: none">• assuming that employees know how to do the work
<ul style="list-style-type: none">• actively monitoring the quality of others' work, giving on-the-job instructions and training, or other practical support, as a means of enhancing performance	<ul style="list-style-type: none">• ignoring performance issues and not taking opportunities to provide suggestions for improvement
<ul style="list-style-type: none">• giving specific feedback on a regular basis	<ul style="list-style-type: none">• giving feedback only occasionally
<ul style="list-style-type: none">• providing constructive suggestions and encouragement	<ul style="list-style-type: none">• providing only negative comments
<ul style="list-style-type: none">• actively seeking work opportunities for employees that will challenge and enable them to learn new skills	<ul style="list-style-type: none">• continually assigning work that you know employees will do well because they have done similar assignments many times before

Links to other competencies

Although there are some similarities, the underlying intent of Developing Others is different from Team Leadership and Teamwork and Cooperation because both focus on the common goal of the team, while Developing Others focuses on assisting others with their own learning and development. In order to develop others, one may also demonstrate several other competencies, such as: Effective Interactive Communication in order to ensure understanding and adapt language where necessary; Analytical Thinking to analyze learning needs and determine appropriate developmental activities; and Adaptability to adjust to changing situations in support of the needs of the individual. Conflict Resolution may also be used in cases of disagreement or dissatisfaction with regards to development.

Effective Interactive Communication (EIC)

This competency generally excludes written communication.*

Definition: Effective Interactive Communication is transmitting and receiving information clearly and communicating actively with others in order to respond appropriately.

Core motivation: To ensure that the message is received and understood as intended.

Consider the progression of the scale when reviewing the underlying notions and related types of behaviours.

Progression of the scale: degree of sensitivity or complexity of the message being communicated		
Scale	Underlying Notion	Types of behaviours
Level 1	Paying attention to the communication of others	<ul style="list-style-type: none"> Actively listens in order to fully understand the message. Responds appropriately by delivering information and facts in a logical, clear, and coherent manner. Conveys and receives a straight-forward message.
Level 2	Checking understanding of the message	<ul style="list-style-type: none"> Takes steps to verify that the message is understood by the other party or to verify own understanding. Recognizes non-verbal cues and uses them to identify unspoken thoughts or concerns in order to respond appropriately. Uses appropriate communication techniques in order to clarify the message to achieve understanding.
Level 3	Adapting communication	<ul style="list-style-type: none"> Tailors language and style of communication according to the situation and the audience. Recognizes why others are having difficulty understanding and adapts the way the message is being conveyed. Anticipates and tries to understand the perception of the message and adjusts the communication accordingly.
Level 4	Communicating for maximum results	<ul style="list-style-type: none"> Considers factors such as the purpose of the communication, target audience, and potential impact of the message when deciding what to communicate and how to deliver the message to achieve the desired results. Understands the underlying needs and motivation of the audience as well as their interests and issues when formulating a communication strategy. Anticipates and prepares for possible breakdowns in communication

* This competency generally excludes written communication such as notes or e-mail exchanges. Exceptions may be made for employees with disabilities, on a case-by-case basis.

Tips for understanding Effective Interactive Communication (EIC)

Purpose: Effective Interactive Communication is key to ensuring effective interactive exchanges with others and is essential to meeting the CRA's business objectives. It requires active listening, understanding others' points of view, and being able to respond in an appropriate manner.

Effective Interactive Communication is a two-way communication process which focuses on the messages being transmitted and received between two or more people. The use of visual aids such as graphs or pictures may be considered in order to facilitate the interactive communication at any level of the scale.

In the progression of the scale, the sensitivity or complexity of the message relates to different understanding or perceptions of the message. Sensitivity refers to the potential audience's reactions, perceptions, or impacts of the message. As the scale increases you need to choose your words and approach more carefully. Complexity refers to the number of interrelated aspects of the message or differences in the levels of understanding of the subject matter. As the scale increases, the message becomes increasingly difficult to communicate effectively.

The following is an example to illustrate different levels of Effective Interactive Communication within the same interaction. It does not limit other possible ways to demonstrate different levels of Effective Interactive Communication. When we talk with others about a subject that we both understand and the discussion flows naturally, we communicate at a level 1. If one of us does not understand the message, we are pushed to level 2 when we take steps to aim for better understanding, but once understanding is regained we move back to level 1. What pushes us to move to level 3 is not being able to fully understand due to the sensitivity or complexity of the message being transmitted and having to use a different communication approach in order to get our message across.

Effective Interactive Communication means...	Effective Interactive Communication does not mean...
<ul style="list-style-type: none"> recognizing underlying concerns or feelings that may not be openly expressed 	<ul style="list-style-type: none"> listening to the words without trying to understand their meaning
<ul style="list-style-type: none"> actively listening and allowing others an opportunity to fully express themselves 	<ul style="list-style-type: none"> interrupting when someone is starting to express their concerns
<ul style="list-style-type: none"> thinking about how people will respond before you communicate your thoughts 	<ul style="list-style-type: none"> expressing your thoughts without considering your audience
<ul style="list-style-type: none"> customizing responses to reflect audience differences 	<ul style="list-style-type: none"> delivering the message in the same manner regardless of the audience
<ul style="list-style-type: none"> checking understanding in ways that are appropriate to the audience 	<ul style="list-style-type: none"> simply asking "do you understand?" when it is not necessary
	<ul style="list-style-type: none"> changing from one language to another, such as from French to English

Links to other competencies

Effective Interactive Communication supports many other competencies which require a certain amount of communication, such as: Conflict Resolution; Client Service Orientation; Dealing with Difficult Situations; Developing Others; Teamwork and Cooperation; and Team Leadership. A certain degree of Adaptability may be needed at higher levels of Effective Interactive Communication to adapt the communication approach to suit the needs of different audiences.

Initiative (INT)

Definition: Initiative is the preference for identifying opportunities or issues, and taking action to enhance organizational results, without being prompted by others.

Core motivation: To identify and act on opportunities or issues.

Consider the progression of the scale when reviewing the underlying notions and related types of behaviours.

Progression of the scale: degree of effort and scope of opportunity/issue or time frame		
Scale	Underlying notion	Types of behaviours
Level 1	Identifying an opportunity or issue	<ul style="list-style-type: none"> • Demonstrates awareness of an opportunity or issue which is presently occurring or is within the immediate work area. • Reports an opportunity or issue to the appropriate person.
Level 2	Taking action to address an opportunity or issue	<ul style="list-style-type: none"> • Identifies and offers suggestions to address an opportunity or issue which is presently occurring or is within the immediate work area. • Takes action, as appropriate in the work environment, to improve processes or results, or to respond to problems.
Level 3	Capitalizing on an opportunity or issue	<ul style="list-style-type: none"> • Anticipates an opportunity or issue that extends beyond the immediate work area or into the future. • Determines how an opportunity or issue could enhance results or prevent potential problems. • Proposes plans and undertakes actions to take advantage of the opportunity or issue
Level 4	Maximizing an opportunity or issue that impacts the organization	<ul style="list-style-type: none"> • Scans the environment and anticipates emerging opportunities or issues. • Makes recommendations or implements plans that are strategic and future oriented, or have a potential impact on a significant portion of the organization.

Tips for understanding Initiative (INT)

Purpose: Employees use Initiative to add value by striving to enhance results, identifying and resolving issues, or finding new opportunities for the CRA.

Initiative focuses on being a self-starter who is action-oriented. People displaying initiative assume responsibility and take independent action to handle situations without being asked or waiting for problems to arise.

In the progression of the scale, the degree of effort refers to the time and energy that one spends to address work-related opportunities or issues. The scope of the opportunity or issue ranges from addressing opportunities or issues in one's immediate work area to those that are beyond one's immediate work area. The time frame progresses from current opportunities or issues to future or potential opportunities or issues. The amount of effort usually increases as the scope of opportunity or issue expands or the time frame advances.

Initiative means...	Initiative does not mean...
<ul style="list-style-type: none">• recognizing courses of action which can be taken to handle potential problems	<ul style="list-style-type: none">• waiting for someone else to point out the problem and suggest a solution
<ul style="list-style-type: none">• suggesting courses of action that others can take to improve work processes	<ul style="list-style-type: none">• thinking that things should be done differently but keeping those ideas to yourself
<ul style="list-style-type: none">• identifying potential problems even if you are not directly involved	<ul style="list-style-type: none">• ignoring issues that are outside of your own work area
<ul style="list-style-type: none">• taking action that will lead to improved organizational performance	<ul style="list-style-type: none">• taking no action and hoping that things improve over time
<ul style="list-style-type: none">• seeking information and conducting research on your own in order to act on opportunity or problem	<ul style="list-style-type: none">• ignoring a problem or opportunity because you don't have the information necessary to act on it

Links to other competencies

Initiative may be demonstrated in many other competencies, such as Client Service Orientation and Conflict Resolution where one recognizes potential problems or conflicts and takes action to address them. It may also be demonstrated in Team Leadership and Teamwork and Cooperation, as team leaders and employees often use their initiative to help their team achieve its objectives. It may also support Relationship Network Building because a certain degree of initiative may be needed to build and maintain working relationships. A certain amount of Creative Thinking may be found in Initiative to come up with innovative solutions.

Relationship/Network Building (RNB)

Definition: Relationship/Network Building is building and maintaining effective and constructive working relationships, partnerships or networks of contacts with people who are, or might someday be, instrumental in achieving work-related goals.

Core motivation: To develop working relationships to assist in the achievement of organizational objectives.

Consider the progression of the scale when reviewing the underlying notions and related types of behaviours.

Progression of the scale: degree of effort to establish and maintain relationships for present and future usefulness to the organization		
Scale	Underlying Notion	Types of behaviours
Level 1	Maintaining relationships within current network	<ul style="list-style-type: none"> • Maintains relationships with individuals in your current network to effectively perform regular duties and achieve immediate work objectives. • Makes a conscious effort to maintain the relationships through formal or informal contact.
Level 2	Creating new working relationships	<ul style="list-style-type: none"> • Identifies a contact and develops a relationship with an individual outside your current network who may be helpful in meeting immediate work objectives. • Builds and maintains the new working relationship through ongoing efforts.
Level 3	Networking to address future issues	<ul style="list-style-type: none"> • Seeks opportunities to network with others. • Identifies organizational contacts that may be helpful in achieving long-term or future objectives. • Establishes, maintains, and nurtures the new working relationship, which requires more effort as the need for the relationship may not yet be evident. • Acquires an understanding of the needs and challenges of the contact to ensure a successful and long-standing working relationship. • Collaborates across departmental or governmental boundaries to create mutually beneficial relationships.
Level 4	Strategically expanding network	<ul style="list-style-type: none"> • Evaluates current network for effectiveness and relevance to achieving the organization's strategic objectives. • Identifies and creates opportunities to expand network. • Understands the impact that external organizational relationships have on complex issues. • Creates, maintains, and nurtures new associations within the network.

Tips for understanding Relationship/Network Building (RNB)

Purpose: Building and maintaining working relationships assists CRA employees to readily obtain information or assistance that is critical to advancing CRA business objectives.

Relationship/Network Building generally occurs with individuals who are not clients or part of your work team. The focus of this competency is not the common goal of a team or providing service to a client but building, maintaining and utilizing working relationships or contacts in order to obtain information or assistance that can be used to achieve current or future organizational goals.

Relationship/Network Building is about establishing a meaningful connection with people inside or outside the organization who are or might be useful to the achievement of your work objectives. It relates both to the building of these relationships and to the effort required to maintain them. It can be relationships that you use today or relationships that you build for possible future purposes. It includes demonstrating respect, trust, and understanding when interacting with others in order to nurture the relationship and advance work objectives. Nurturing this meaningful connection may result in people remembering you and being willing to exchange information or provide assistance when needed.

In the progression of the scale, effort is measured in terms of time and energy spent to establish and sustain working relationships with people in your network or to expand your network. At the lower levels, there is less effort required because the relationships or networks have already been established or the contacts are easily accessible. At the higher levels, there is increased effort required since you need to make contacts, build a working relationship, and sustain the relationship to keep the person in your network. The purpose of the networking also changes as the levels progress. At lower levels, the networking is done in order to meet current work objectives, while at higher levels the networking is done to address future opportunities or issues.

Relationship/Network Building means...	Relationship/Network Building does not mean...
<ul style="list-style-type: none"> developing a network of people within or outside your organization who can help you to attain organizational goals 	<ul style="list-style-type: none"> contacting people only when you need to solve a problem or gather information
<ul style="list-style-type: none"> cultivating useful contacts with a broad range of people in a variety of positions 	<ul style="list-style-type: none"> networking for social purposes
<ul style="list-style-type: none"> serving on various committees whose membership includes people within your service area 	<ul style="list-style-type: none"> turning down invitations or not being involved in groups
<ul style="list-style-type: none"> seeking the ideas and concerns of those within your own network for mutual benefit 	<ul style="list-style-type: none"> ignoring the opinions and ideas of those in your network and believing your ideas are always the right ones
<ul style="list-style-type: none"> building and nurturing working relationships with people in other departments that may have a direct impact on your work 	<ul style="list-style-type: none"> focusing only on internal working relationships

Links to other competencies

Initiative supports Relationship Network Building because a certain degree of initiative may be needed to build and maintain working relationships.

Strategic Outlook and Alignment (SOA)

Definition: Strategic Outlook and Alignment is acting in accordance with organizational vision, including grasping the meaning of trends and interrelationships between the organization and its environment, and connecting strategies to specific activities.

Core motivation: To contribute to the strategic direction of the organization

Consider the progression of the scale when reviewing the underlying notions and related types of behaviours.

Progression of the scale: scope of outlook and degree of involvement in the vision		
Scale	Underlying notion	Types of behaviours
Level 1	Considering organizational strategies	<ul style="list-style-type: none"> • Demonstrates awareness of the organization's vision, mission, strategic outcomes, or program activities. • Reflects on how own work activities link to organizational goals and ensures that own actions are aligned.
Level 2	Aligning operations to organizational strategies	<ul style="list-style-type: none"> • Understands the link between current program activities and longer-term objectives of the organization. • Identifies misalignments or gaps between current and desired state. • Monitors strategic initiatives and trends, and adjusts priorities, activities, or operations to ensure alignment with future organizational goals.
Level 3	Translating the vision into organizational strategies	<ul style="list-style-type: none"> • Interprets the vision and establishes goals, objectives, priorities, projects, or program activities aligned with the organization's vision. • Develops strategies, models, or partnerships to realize the vision. • Scans the environment and monitors the impacts of changes on the organization. • Provides business intelligence to senior management to influence broad directions.
Level 4	Creating the vision	<ul style="list-style-type: none"> • Plays a strategic (or leadership) role in shaping the organization's long-term direction and vision. • Scans the external environment (wider government, national, or global) to identify emerging trends and opportunities that will shape the future of the organization. • Develops and communicates the big picture view of the future organization. • Redesigns the structure or operations of the organization to achieve the vision.

Tips for understanding Strategic Outlook and Alignment (SOA)

Purpose: Strategic Outlook and Alignment is essential to ensure that activities are aligned with the organizational mandate and vision.

For this competency, it is important to have an understanding of the vision as it describes the organization's future orientation. Therefore, knowledge of the mission, values, organizational goals, and objectives are essential.

In the progression of the scale, the scope of outlook refers to the extent or range of the view. At lower levels, the view is narrower (for example, a smaller part of the organization) and at the higher levels the view is broader, involving a big picture view of the organization. With respect to the degree of involvement in the vision, at the lower levels employees are more involved in supporting the established vision through their work activities while at the higher levels they are more involved in implementing or creating the vision.

To better understand this competency, it is helpful to read the levels from the highest to the lowest. The vision is necessary to guide the organization into the future; strategies are needed to implement the vision; operations need to be aligned with strategies and those should be considered in daily work activities.

Strategic Outlook and Alignment means...	Strategic Outlook and Alignment does not mean...
<ul style="list-style-type: none">• considering how day-to-day tasks support the broader organizational objectives	<ul style="list-style-type: none">• doing your work without understanding how it fits into the big picture
<ul style="list-style-type: none">• aligning your activities and priorities with the organization's strategic goals	<ul style="list-style-type: none">• setting activities and priorities that are independent of the organization's strategic goals
<ul style="list-style-type: none">• analyzing trends and determining potential implications for your organization	<ul style="list-style-type: none">• dealing with immediate issues only without consideration of the broader organizational objectives
<ul style="list-style-type: none">• developing a clearly defined vision for the organization	<ul style="list-style-type: none">• creating a vaguely defined vision

Links to other competencies

Strategic Outlook and Alignment may require a certain degree of Analytical Thinking to analyze complex activities and strategies for impacts on the organization and alignment to the vision. Team Leadership may also be required to effectively guide the team to achieve organizational strategies and the vision. Creative Thinking may also be linked to higher levels of Strategic Outlook and Alignment in order to create strategies and vision.

Team Leadership (TL)

Definition: Team Leadership is engaging others and guiding them while being accountable for the achievement of organizational goals and objectives.

Core motivation: To motivate and empower the team.

Consider the progression of the scale when reviewing the underlying notions and related types of behaviour.

Progression of the scale: degree of involvement in supporting the team and the needs being addressed		
Scale	Underlying notion	Types of behaviours
Level 1	Informing the team	<ul style="list-style-type: none"> • Informs team members of goals, objectives, and priorities. • Clearly establishes and communicates expectations. • Ensures that team members have the necessary information to carry out their duties. • Informs the team about decisions, including the rationale for and consequences of decisions.
Level 2	Encouraging team input and using authority fairly	<ul style="list-style-type: none"> • Elicits and values team members' input and expertise. • Involves team members in decision-making processes. • Treats all team members in a fair and equitable manner. • Considers team members' needs, interests, and competencies when establishing roles and responsibilities. • Strives to achieve consensus and build commitment to team goals.
Level 3	Enhancing the team's effectiveness	<ul style="list-style-type: none"> • Identifies and balances individual, team, and organizational needs • Addresses more complex needs of the team (for example, resources, development, or well-being) in order to create conditions that enable the team to perform at its best. • Develops a talented team by capitalizing on team members' skills, abilities, and competencies aligned to the work objectives. • Manages the dynamics of a diverse team. • Acknowledges successes and areas for improvement. • Builds and supports a sense of mutual responsibility in team settings that motivates team members to do their best.
Level 4	Positioning the team within the organization	<ul style="list-style-type: none"> • Aligns the team's activities and priorities to meet future organizational objectives. • Promotes team successes and builds the team's credibility with stakeholders. • Builds or maintains appropriate linkages or partnerships. • Promotes the team's identity and value within the organization.

Tips for understanding Team Leadership (TL)

Purpose: Team Leadership focuses the team's effort to ensure the goals and objectives are aligned in achieving CRA's mandate.

Team Leadership refers to the behaviours expected to involve people and effectively lead them towards the achievement of program or project objectives. Monitoring performance and providing regular feedback are important at all levels of Team Leadership.

Team Leadership is demonstrating behaviours that motivate and support team members to achieve organizational goals. While some of the behaviours are similar to higher levels of Teamwork and Cooperation, this competency is demonstrated by those in a leadership role, who are accountable for team results, as opposed to being an equal team member. Lower levels of Team Leadership may be demonstrated by employees while the higher levels normally require the authority and accountability associated with team leader or manager roles.

In the progression of the scale, the degree of involvement refers to the level of commitment and effort to support the team. The needs of the team range from basic needs such as safety, information and tools required to perform the work to more complex needs such as resources (financial and human), well-being (work-life balance, motivation, and autonomy), or development needs of the team. As the needs of the team increase in complexity, it will take more effort to address them.

For the purpose of this competency a team is defined as two or more people working together to advance organizational goals and objectives.

Team Leadership means...	Team Leadership does not mean...
<ul style="list-style-type: none"> making tough decisions which support the team and the organization, and which are in line with personal and organizational ethics 	<ul style="list-style-type: none"> failing to deal with sensitive or difficult issues that impact on the team's operations
<ul style="list-style-type: none"> keeping team members informed about decisions and explaining the rationale 	<ul style="list-style-type: none"> dictating orders and giving incomplete information
<ul style="list-style-type: none"> managing team operations and decisions through the efforts of team members 	<ul style="list-style-type: none"> believing that if you want it done right, you need to do it yourself and that you are the one who knows the best course of action
<ul style="list-style-type: none"> building team morale and encouraging team members to support the team goals and each other 	<ul style="list-style-type: none"> placing a low importance on teamwork and ignoring issues which may affect morale
<ul style="list-style-type: none"> actively promoting the links between team activities and the strategic direction of the organization 	<ul style="list-style-type: none"> focusing on team activities without consideration of how these relate to broader organizational objectives
<ul style="list-style-type: none"> treating all team members fairly 	<ul style="list-style-type: none"> showing favouritism to some team members or not dealing with performance problems or team issues
<ul style="list-style-type: none"> setting direction and providing role clarity 	<ul style="list-style-type: none"> assuming that team members can work it out themselves
<ul style="list-style-type: none"> making sure your team has appropriate training and other resources 	<ul style="list-style-type: none"> not considering individual and team development or resource needs

Team Leadership means...	Team Leadership does not mean...
<ul style="list-style-type: none"> interacting with team members to encourage their commitment to the team goals 	<ul style="list-style-type: none"> thinking that the team will work towards team goals without encouragement from you
<ul style="list-style-type: none"> balancing the needs of employees and the organization 	<ul style="list-style-type: none"> placing too much emphasis on individual or organizational needs to the detriment of the other

Links to other competencies

Although there are some similarities between Developing Others and Team Leadership, the underlying intent of each is different. The intention of Team Leadership is guiding a team towards a goal, while Developing Others is about assisting others with their own learning and development. Team Leadership may be supported by many other competencies. Higher levels of Teamwork and Cooperation may lead to Team Leadership because often someone will be assuming an informal leadership role. Effective Interactive Communication may be needed to communicate with the team and ensure that team members understand their roles in meeting team objectives. Conflict Resolution can also support Team Leadership, as the team leader needs to be aware of and deal with conflict within their team. Adaptability behaviours may be drawn upon to adjust leadership styles to different needs of team members. At the higher levels of Team Leadership, Strategic Outlook and Alignment is often seen, since one needs to be geared towards the achievement of larger organizational strategies and the vision. Initiative may also be demonstrated in higher levels of Team Leadership in order to proactively manage the team to meet current and future objectives.

Teamwork and Cooperation (TWC)

Definition: Teamwork and Cooperation is being part of a team and working cooperatively with team members toward a common goal.

Core motivation: To work collaboratively with others; to be a team player.

Consider the progression of the scale when reviewing the underlying notions and the types of behaviours.

Progression of the scale: focus shifts from your personal interests as a team member to the interests of the team as a whole		
Scale	Underlying notion	Types of behaviours
Level 1	Participating in team processes	<ul style="list-style-type: none"> • Considers the goal of the team when taking action. • Assumes personal responsibility by ensuring that own share of the work is carried out effectively in relation to the common goal. • Acts in accordance with team decisions or activities.
Level 2	Assisting the team	<ul style="list-style-type: none"> • Shares relevant and useful knowledge, experience, or expertise in order to help teammates meet the common goal more efficiently or effectively. • Contributes to the team's goal by helping others with their work when appropriate. • Strives to do something extra to help team members.
Level 3	Encouraging others to collaborate with the team	<ul style="list-style-type: none"> • Encourages and motivates team members to contribute their knowledge, expertise, or efforts. • Capitalizes on the strengths, skills, and abilities of team members to achieve the common goal. • Encourages team members to express their views and opinions while seeking consensus. • Persuades team members to help each other in order to achieve the common goal.
Level 4	Fostering a cohesive team	<ul style="list-style-type: none"> • Values, encourages, and finds ways to recognize and support team members' contributions. • Promotes team harmony. • Strengthens bonds and reinforces team unity. • Increases team commitment and motivation to ensure continuing optimal performance of the team.

Tips for understanding Teamwork and Cooperation (TWC)

Purpose: Teamwork and Cooperation encourages employees to seek out, value, and support each other's contributions in order to achieve CRA goals.

Teamwork and Cooperation means being part of a team and working together, as opposed to working competitively or on a separate agenda. It implies a genuine intention to keep one's team in mind, and the perception that one's team is an integral part of one's work environment through which organizational goals and objectives can be met. It suggests an underlying belief that the team will be stronger and better equipped to meet its goals and objectives if everyone on the team contributes.

For Teamwork and Cooperation, we are looking for the behaviours you demonstrate when you are in a situation where you are an equal team member rather than the leader. As you progress through the scale, the focus of your behaviour shifts away from your personal interests (doing your part) to the interests of the team (doing what's good for your team). It is important to reflect on what it is that you did to help others, and how it contributed to the team's goal.

For the purpose of this competency a team is defined as two or more people working together towards a common goal.

Teamwork and Cooperation means...	Teamwork and Cooperation does not mean...
<ul style="list-style-type: none">• keeping others informed and up-to-date about any relevant or useful information	<ul style="list-style-type: none">• keeping potentially helpful information to yourself
<ul style="list-style-type: none">• appreciating and showing consideration for one's team members	<ul style="list-style-type: none">• interacting with one's team members in a negative or indifferent manner
<ul style="list-style-type: none">• soliciting and utilizing the skills, ideas, and opinions of team members	<ul style="list-style-type: none">• ignoring the ideas and opinions of team members
<ul style="list-style-type: none">• asking others' for their opinions and ideas in team meetings	<ul style="list-style-type: none">• assuming that if others had anything of value to say then they would say it without being asked

Links to other competencies

Teamwork and Cooperation can be linked to Team Leadership because at higher levels one is assuming a leadership role without having the authority of an official team leader. There are some similarities between Teamwork and Cooperation and Developing Others; however, the focus of each is different. The focus of Teamwork and Cooperation is on doing things to benefit the team to achieve a common goal, while Developing Others focuses on assisting others with their own learning and development. Teamwork and Cooperation is supported by Effective Interactive Communication because communication is a large part of teamwork. Initiative also supports Teamwork and Cooperation because employees are often willing to share their expertise and take initiative to help others on the team. Adaptability may be needed in some cases to adjust to other team members' styles in order to work cooperatively. Higher levels of Teamwork and Cooperation may involve some amount of Conflict Resolution to handle disagreements within the team.

Technical competencies

Introduction to Technical Competencies

Technical competencies are a critical component of the CRA's competency-based human resources management. They refer to the technical knowledge, skills and abilities that are relevant to specific jobs, roles or work areas. Like behavioural competencies, technical competencies have two components: a definition and a scale. However, technical competencies share one standardized scale that explains in generic terms each of the five levels of proficiency associated with these competencies.

Proficiency Scale for the Technical Competencies

(Knowledge/Skills/Abilities)

Level	Description
1 Introductory	Demonstrates basic knowledge of the subject matter and where it fits into the business of the CRA. Is able to direct people to the appropriate source for further information.
2 Basic	Demonstrates basic knowledge and capability to apply it in common situations that present limited problems. Requires guidance to deal with the more complex situations.
3 Intermediate	Demonstrates good working knowledge and solid capability to independently undertake a full range of typical challenges.
4 Advanced	Demonstrates in-depth knowledge and sufficient capability to address unusual situations without clear precedents and an ability to develop enhancements to approaches and methods, and integrates with other areas of knowledge/specialty.
5 Expert	Demonstrates expert knowledge and capability to address the most complex challenges, develops new theories/approaches or methods, and is recognized as an internal or external authority.

Technical Competencies and Definitions

Accounting (A)

Understands one or more of the following:

- Generally accepted accounting principles (GAAP) as defined by the Canadian Institute of Chartered Accountants (CICA);
- Current accounting practices and techniques as outlined in the CICA Handbook;
- The analysis, classification and recording of the business transactions of a business or other corporate entity.

Auditing (AU)

May include:

- Understanding auditing principles, techniques and/or practices;
- Ability to conduct professional audits, including external (for example, Income Tax and GST) and internal audits;
- Ability to evaluate the risks associated with situations and the extent of the audit required.

Writing Skills (WR)

May include one or more of the following:

- Ability to produce clear, concise, logical and grammatically correct written material in English or French;
- Ability to convey information in English or in French accurately and obtain desired results;
- Ability to use a variety of writing styles and approaches in English or in French as appropriate to the circumstances and intended readership.

Note: This competency differs from the behavioural competency Effective Interactive Communication. Writing Skills in English or French refers to the ability to produce written documentation.