

# Core Competency Framework

January 2015



**Doing what matters.**

comes with the territory

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## Background

Effective leadership is foundational to a high performing public sector organization.

The Core Competency Framework represents a Yukon government-wide commitment to leadership excellence at all levels of the organization. It represents the belief that leadership is an action and not a position. It formally expresses a collective expectation that the Yukon government staff will achieve and maintain appropriate levels of proficiency in common 'core' competencies. As an evolving system which anticipates future needs for changing competencies, the framework is premised on the expectation that employees will engage in continuous learning to meet future challenges and emerging needs.

The model of leadership and interpersonal skills outlined within this document reflects a philosophy that portrays leadership as being humane, treating others with respect, valuing their contributions and seeing others as human beings rather than human doings." Research suggests that leadership that reflects this vision is predictive of organizational productivity and employee engagement.

These competencies allow for building accountability and responsibility across all levels of an organization; it is a model that sees every employee as having a sphere in which he or she can exercise leadership and be responsible (and accountable) for making her or his constructive contribution to the purpose of the organization

## Why Competencies?

Unlike other forms of looking at job requirements and performance, which focus on "hard" outcomes, competencies provide a means of looking at not just what someone does, but how they do it - those characteristics that make a person 'exceptional'. Competencies look at the behaviours used to attain results and offer a systematic way to examine these behaviours.

A competency is a characteristic which enables people to deliver superior performance in a given job, role, or situation. The competencies provide a description of the patterns of behaviours that are required for managerial excellence in the Yukon government. They help individuals and the organization focus on the characteristics that enable leaders-managers to consistently achieve high standards of performance.

The following summary provides a detailed description of the competencies and their associated behaviours and scales.

## The Yukon Government Core Competencies

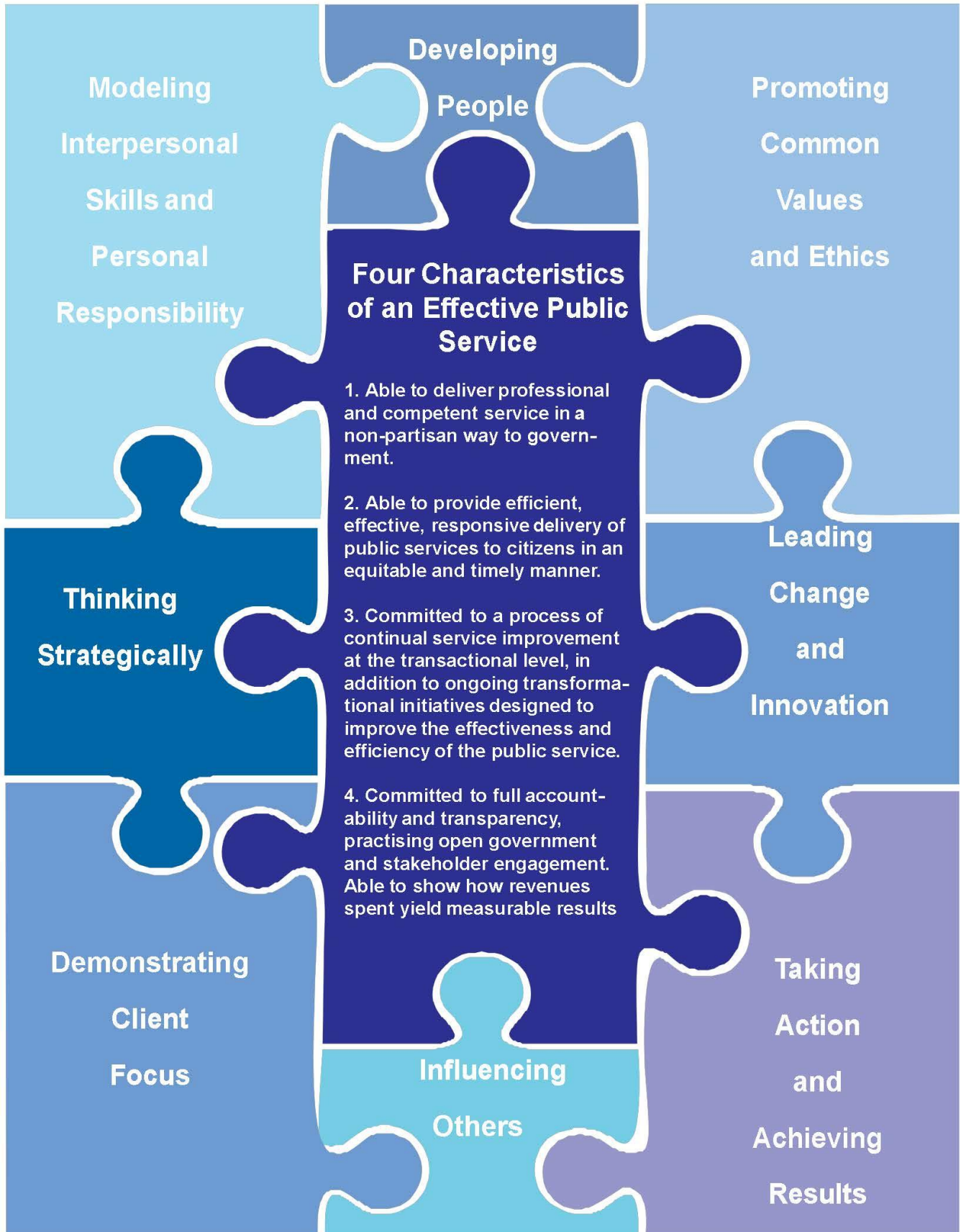
The core competencies describe the behaviours that are necessary to deliver the Yukon government's organizational vision, goals, and priorities.

The competency model consists of eight competencies:

- Modeling Interpersonal Skills and Personal Responsibility
- Developing People
- Influencing Others
- Thinking Strategically
- Taking Action and Achieving Results
- Leading Change and Innovation
- Demonstrating Client Focus
- Promoting Common Values and Ethics

As a whole, the competencies define how leaders can be successful in their roles. It further acknowledges that the Yukon government can only accomplish its vision and goals when the competencies of leaders-managers throughout the organization are developed and aligned appropriately, and are clearly understood and demonstrated within the organization.

The core competencies are illustrated on the following page.



# Understanding the Competencies

## Overview

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

## Format of the Competency Scales

Each competency is defined and formatted in the same way as shown below. Each competency contains three components: a Title, a Definition, and a Behavioural Scale, as defined below:

**Title:** The title is the overall name given to the competency.

**Definition:** The definition provides a description of the competency, and explains what the competency means. It indicates the types of behaviours that will be described in the scale. This provides a common language so that everyone in the organization can understand the competency in the same way.

**Behavioural Scale:** Each competency also provides a behavioural scale that describes how this competency is demonstrated. The scales are structured so that they increase in terms of the complexity and intensity of behaviour shown, and provide descriptions of the types of behaviours one would expect to observe at each level of the competency. The levels of the scale are numbered in ascending order. This means that as you move up the scale, each level is more complex and more difficult to perform than the previous level. The scales are also cumulative, meaning that levels within a scale build upon each other such that, for example, in order to perform level three, one must also be able to perform the behaviours outlined in levels 1 and 2.

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## ILLUSTRATIVE EXAMPLE

### Modeling Interpersonal Skills and Personal Responsibility

**Definition:** Demonstrates strong self-awareness through deliberate learning from past experience and self-reflection to ...

Key Elements within Competency	Hierarchical Scale				
	Easier behaviour to demonstrate	←	→	More Complex behaviour to demonstrate	
	Level 1	Level 2	Level 3	Level 4	Level 5
Developing Self-Awareness	<ul style="list-style-type: none"><li>Seeks feedback and ...</li><li>...</li></ul>	<ul style="list-style-type: none"><li>Identifies underlying...</li><li>...</li></ul>	<ul style="list-style-type: none"><li>Integrates feedback and ...</li><li>...</li></ul>	<ul style="list-style-type: none"><li>Seeks feedback from a ...</li><li>...</li></ul>	<ul style="list-style-type: none"><li>Is highly receptive to ...</li><li>...</li></ul>

## Modelling Interpersonal Skills and Personal Responsibility

**Definition:** Demonstrates strong self-awareness through deliberate learning from past experience and self-reflection to increase personal effectiveness and responsibility. Uses strong interpersonal skills to build credibility and personal effectiveness.

	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Developing Self-Awareness</b>	<ul style="list-style-type: none"> <li>Seeks feedback and suggestions for personal learning and improvement.</li> <li>Reviews and updates personal action plan to address personal growth needs on a regular basis.</li> <li>Recognizes that own interpretation may not be shared by others.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies underlying causes for success or lack of success, and takes action to ensure future success.</li> <li>Understands, considers and respects the impact that individual differences may have before taking action.</li> </ul>	<ul style="list-style-type: none"> <li>Integrates feedback and suggestions for personal learning and integrates these in own personal action plan.</li> <li>Shows awareness and recognition of own limits and vulnerabilities, tries to improve.</li> </ul>	<ul style="list-style-type: none"> <li>Seeks feedback from a variety of sources and through diverse mediums and works to improve on a daily basis.</li> <li>Takes independent action to improve own abilities and knowledge of other areas, in line with career goals.</li> </ul>	<ul style="list-style-type: none"> <li>Is highly receptive to feedback, visibly works to personally improve, and seeks feedback to ensure improvements were made.</li> <li>Takes steps to maintain an in-depth understanding of key business issues, as well as latest approaches, and/or technologies that impact the Yukon government.</li> </ul>
<b>Taking Personal Responsibility</b>	<ul style="list-style-type: none"> <li>Acknowledges when expectations about own work, performance or interpersonal interactions are not met.</li> <li>Accepts that other people's points of view are reasonable or valid.</li> </ul>	<ul style="list-style-type: none"> <li>Acts calmly to focus on the present issue effectively, even in stressful or frustrating situations.</li> <li>Addresses difficult issues by sharing own thoughts, even when the message is not supportive.</li> </ul>	<ul style="list-style-type: none"> <li>Admits errors and misattributions and seeks to resolve these.</li> <li>Uses own stress management techniques to control responses and prevent burnout.</li> <li>Evaluates the issue and communicates relevant details openly and transparently.</li> </ul>	<ul style="list-style-type: none"> <li>Takes ownership for organizational missteps or errors promptly.</li> <li>Acts to openly and respectfully address the problem that causes the stress or conflict.</li> <li>Adapts approaches, systems, and methods to ensure learnings are implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Does what is right for the organization when it is personally difficult or painful to do so.</li> <li>Deals openly with failure by bringing team together to define specific problems and identify solutions.</li> <li>Adapts leadership role to be constructive, diffuse tension, and calm others, even in difficult or adverse situations.</li> </ul>
<b>Listening, Understanding and Responding</b>	<ul style="list-style-type: none"> <li>Communicates in a clear, open, honest, and timely manner.</li> <li>Identifies the right individuals and asks direct questions.</li> <li>Shares all relevant or useful information.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects back what was heard to check understanding.</li> <li>Recognizes feelings in others and shows interest in their lives.</li> <li>Asks clarifying questions about others' expressed interests and concerns</li> </ul>	<ul style="list-style-type: none"> <li>Understands what someone is saying or feeling, even when that person is not very clear.</li> <li>Probes appropriately to confirm understanding.</li> <li>Makes inferences about others' perspectives and how best to approach them.</li> </ul>	<ul style="list-style-type: none"> <li>Displays an in-depth understanding of the ongoing reasons for an individual's behaviour or response.</li> <li>Makes an assessment of a person's specific strengths and weaknesses based on a deeper understanding of the individual.</li> </ul>	<ul style="list-style-type: none"> <li>Actively elicits concerns and perspectives from others, tests understanding, and reflects back interest in others' views and feelings.</li> <li>Acts on understanding of the other's perspective in role-appropriate ways.</li> </ul>

## Developing People

**Definition:** Fosters the learning and development of others through supportive relationships. Transfers expertise and builds the long-term leadership capability of others by teaching, coaching and/or mentoring them.

	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Developing Supportive Relationships</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates respect and appreciation for others' contributions and efforts.</li> <li>▪ Follows through on commitments, and demonstrates integrity and respect for others.</li> <li>▪ Shows awareness for own impact and impression on others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides useful training and shares expertise in a helpful manner.</li> <li>▪ Provides practical support and assistance, such as detailed instructions and on-the-job demonstrations.</li> <li>▪ Gives reasons and rationale with instructions.</li> <li>▪ Supports employees in developing performance plans and setting own work goals</li> <li>▪ Demonstrates trust in employees' skills and ability to achieve goals and make decisions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides timely, constructive feedback on learning progress.</li> <li>▪ Encourages individuals when giving corrective feedback.</li> <li>▪ Reassures others after a set-back by discussing the strengths the person can use to overcome the difficulties.</li> <li>▪ Presents and encourages individuals with opportunities to make choices and decisions about how to accomplish their work how to address miss-steps.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Takes an on-going interest in the long-term career development aims of individuals.</li> <li>▪ Provides one-on-one coaching for longer-term development of a person's career.</li> <li>▪ Delegates decision-making and work functions to give others opportunities to learn, develop, lead, and identify opportunities.</li> <li>▪ Supports employees in taking informed risks to achieve outcomes.</li> <li>▪ Empowers employees to take charge of their personal development.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies high performing individuals, and encourages and offers them career mentoring advice.</li> <li>▪ Provides visibility and exposure to higher levels of leadership while remaining supportive.</li> <li>▪ Delegates full authority and responsibility to work units and individuals with the latitude to accomplish business goals in their own way.</li> </ul>
<b>Fostering the Learning of Others</b>	<ul style="list-style-type: none"> <li>▪ Makes positive comments regarding others' developmental future.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gives a strong message of support for specific developmental efforts or programs, linking them to business strategy, goals and direction.</li> <li>▪ Works with team members on developmental strategies tied to key success behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>▪ May arrange or conduct training sessions to share useful knowledge or encourage specific skill development.</li> <li>▪ Supports others as they take on career-developing opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Takes personal ownership for developing people and assisting them through the journey.</li> <li>▪ Ensures that well-developed and diverse successors are in place.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensures high performing individuals get the appropriate assignments and promotions to develop.</li> <li>▪ Exports talented and well-developed people to other parts of the YG.</li> <li>▪ Creates a culture that supports the delegation of significant responsibility and authority.</li> </ul>



## Influencing Others

**Definition:** Generates commitment while inspiring others. Builds coalitions internally and externally, to reach the organization’s goals by using a variety of methods and adapting influence approaches, and by effectively using knowledge of how the organization really works.

	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Partnering</b>	<ul style="list-style-type: none"> <li>▪ Uses own network to exchange practical information.</li> <li>▪ Maintains open and consistent communication with others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Builds networks of contacts and relationships for benchmarking and routine information seeking.</li> <li>▪ Builds contacts outside own area, reaching out to key stakeholders, on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses network to gain insights and perspectives, and to stay abreast of developments in own sector.</li> <li>▪ Earns the confidence of counterparts in other organizations or in other parts of the organization.</li> <li>▪ Appropriately exchanges sensitive, strategic information.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Builds relationships of trust and credibility with key external stakeholders.</li> <li>▪ Builds strategic relationships that can be called on for active support and to achieve common goals.</li> <li>▪ Uses network to find partners for cross-organization activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses relationships with key stakeholders to have an impact on industry, legislation, standards, etc.</li> <li>▪ Leverages own network to shape how the Yukon government works and interacts with stakeholders.</li> </ul>
<b>Builds Consensus</b>	<ul style="list-style-type: none"> <li>▪ Appeals to reason, data, and others’ self-interest in communicating.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encourages impartial listening and open, robust debate.</li> <li>▪ Listens to understand and develop consensus when possible.</li> <li>▪ Articulates basic expectations of behavior to establish the conditions for achieving group consensus.</li> <li>▪ Influences others based on a careful selection and adaptation of data or logic.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Includes others who can provide a key contribution or who have key relationships to get ideas heard.</li> <li>▪ Clarifies the short-term purpose, expectations and norms, and goals for the group.</li> <li>▪ Reconciles conflicting interests or objectives.</li> <li>▪ Considers what is important to the audience and tailors the message and language accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Secures organizational support to enable a collaborative agenda.</li> <li>▪ Fosters a genuine mutual concern for or investment in each other’s success.</li> <li>▪ Ensures others have clear rules of engagement and reinforces these norms.</li> <li>▪ Uses memorable and impactful stories or analogies to influence an audience.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Creates a sense of commitment to a greater purpose.</li> <li>▪ Assures long-term sustainability of effort and commitment.</li> <li>▪ Builds an environment where others have internalized the norms.</li> <li>▪ Brings a coalition of people together to support an idea, project, or change.</li> </ul>
<b>Organizational Awareness</b>	<ul style="list-style-type: none"> <li>▪ Knows how to get things done within the organization.</li> <li>▪ Understands the organizational hierarchy, rules, regulations, policies, and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assists others in understanding the practical outcomes and implications of the vision.</li> <li>▪ Recognizes and/or uses the informal structure of an organization.</li> <li>▪ Recognizes key influencers and applies this knowledge when formal structure does not work as well as desired.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes and uses the organization’s culture and language that will produce the best response.</li> <li>▪ Knows what is and what is not possible, and acts to achieve goals within those boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes internal and external informal political relationships and power dynamics within the organization.</li> <li>▪ Considers the informal political dimensions of a situation when considering an approach or response.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Builds broad-based support for an idea based on an understanding of the informal hierarchies and the organizational culture.</li> <li>▪ Demonstrates understanding of the reasons or history behind decisions or practices, and takes these into account when deciding on a course of action.</li> </ul>

## Thinking Strategically

**Definition:** Takes a comprehensive, long-term view, critically assessing options and implications, while linking decisions to strategic goals.

	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Information Gathering and Analysis</b>	<ul style="list-style-type: none"> <li>▪ Applies simple rules, common sense, and past experiences to identify problems and solutions.</li> <li>▪ Uses available information from varying sources and consults others as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increases own knowledge to determine long-term issues, problems or opportunities within own area.</li> <li>▪ Gathers cultural, operational, and other relevant information as needed.</li> <li>▪ Investigates problems and issues thoroughly from varying perspectives.</li> <li>▪ Analyzes pros and cons and establishes basic priorities or relationships.</li> <li>▪ Looks for patterns, trends or missing pieces when considering an issue.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies when there is a need for additional information, consultation, and new options.</li> <li>▪ Consistently takes a holistic and long-term view of challenges and opportunities within and outside of the Yukon government.</li> <li>▪ Vets ideas through the engagement of others.</li> <li>▪ Anticipates outcomes and potential impacts across inter-related areas and factors this into planning.</li> <li>▪ Seeks to understand a range of stakeholder perspectives and how they inter-relate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Considers and plans for how current policies, processes and methods might be affected in the short, medium, and long-term by trends and broad environment.</li> <li>▪ Integrates in-depth knowledge of underlying issues and potential risks when considering opportunities or actions, and evaluates their impact on the Yukon government.</li> <li>▪ Uses root cause analysis to identify underlying issues affecting different systems or repeating systemic problems.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sets new strategic direction based on insight into external conditions and the Yukon government's capabilities.</li> <li>▪ Involves stakeholders early on in the development of strategy.</li> <li>▪ Asks the right questions to get to the root of issues and generate deep understanding and new ways of thinking about issues.</li> </ul>
<b>Big Picture Thinking</b>	<ul style="list-style-type: none"> <li>▪ Considers how own work impacts the work of others and vice versa.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Moves between operational detail and the big strategic picture smoothly.</li> <li>▪ Considers the desired outcome and impact before acting when looking to address problems.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Translates overall strategy into actionable local changes or innovations.</li> <li>▪ Develops and establishes broad scale, longer-term objectives, goals or projects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develops and establishes broad scale, longer-term objectives, goals, or projects for the team/department.</li> <li>▪ Contributes to strategy formulation based on understanding of relevant market trends and the broader environment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sets new strategic direction based on insight into both the external market and the organization's capabilities.</li> <li>▪ Considers and plans for how current policies and processes might be affected in the short, medium, and long-term by trends and broad environment.</li> </ul>
<b>Decision Making and Evaluation</b>	<ul style="list-style-type: none"> <li>▪ Identifies when a decision needs to be made.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reviews and evaluates decisions, and reflects on outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Takes action quickly and decisively, even when lacking complete information.</li> <li>▪ Evaluates work activities and decisions in the context of alignment with organizational strategies on a continual basis.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies critical decision points ahead of time for major projects and initiatives.</li> <li>▪ Evaluates impact of how decisions and activities have been communicated to the Yukon government and general public.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Makes defensible decisions, regardless of circumstances on a consistent basis.</li> <li>▪ Uses consistent techniques to evaluate decisions, taking into account system-wide impacts.</li> </ul>

	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Communication</b>	<ul style="list-style-type: none"> <li>▪ Asks questions to understand broader goals and objectives.</li> <li>▪ Asks questions to ensure understanding of the key drivers of strategy.</li> <li>▪ Makes needs and requirements clear.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clarifies the strategy and its practical implications for others.</li> <li>▪ Communicates group and organization’s vision, mission, goals, and priorities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Translates overall strategy into meaningful actions at the group level.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plans strategies to communicate actions or decisions, and to mitigate concerns.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communicates a compelling vision that generates excitement, enthusiasm, and commitment to the Yukon government.</li> </ul>

## Taking Action and Achieving Results

**Definition:** Focuses, commits, and applies resources to identify and achieve appropriate results.

	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Action Management</b>	<ul style="list-style-type: none"> <li>Plans and prioritizes own work and use of resources.</li> <li>Follows through on duties and tasks, and keeps appropriate people informed on progress.</li> </ul>	<ul style="list-style-type: none"> <li>Tracks work and systems in order to make adjustments to performance or to ensure alignment with the strategy.</li> <li>Establishes timelines when planning and carrying out a plan; maintains awareness of critical timeframes.</li> </ul>	<ul style="list-style-type: none"> <li>Prioritizes actions in order to respond to numerous, diverse challenges and demands.</li> <li>Identifies opportunities and roadblocks, and deals with them so that goals can be accomplished.</li> </ul>	<ul style="list-style-type: none"> <li>Ensures strategy for own area is aligned with Yukon government vision and goals.</li> <li>Sets priorities and takes calculated risks to improve the delivery of services and operations.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and implements processes to improve overall performance within the Yukon government.</li> <li>Evaluates return on investment to prioritize broad organizational changes that will impact citizens.</li> </ul>
<b>People Management</b>	<ul style="list-style-type: none"> <li>Identifies ways to support and encourage team members in accomplishing their tasks.</li> <li>Accepts and acts on constructive feedback as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and acknowledges positive contributions.</li> <li>Ensures communication is ongoing and that practical needs of the group are met.</li> <li>States expectations and requirements and sets limits for others' behaviours with rationale.</li> <li>Identifies resources based on organizational strengths and weaknesses, and aligns them with appropriate projects.</li> </ul>	<ul style="list-style-type: none"> <li>Credits others who have performed well and gets the talent of the groups involved recognized.</li> <li>Obtains needed personnel, resources, and information for the groups involved, and uses them efficiently.</li> <li>Expects high performance, based on established goals and performance targets.</li> <li>Ensures staff carry out responsibilities through regular monitoring and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Protects and promotes the group's and department's reputation with outsiders.</li> <li>Provides resources to remove barriers to task accomplishment.</li> <li>Uses own enthusiasm and commitment to higher-level goals to motivate and guide others to achieve results.</li> <li>Monitors performance against mutually agreed upon standards.</li> </ul>	<ul style="list-style-type: none"> <li>Creates structures and processes that enhance the organizational climate for a diverse workforce.</li> <li>Ties workforce planning to future strategic plans and initiatives.</li> <li>Confronts others openly, directly, and respectfully about performance problems and takes action as needed.</li> </ul>
<b>Financial Management</b>	<ul style="list-style-type: none"> <li>Manages work time effectively to complete tasks on time, budget, and to client/stakeholder satisfaction.</li> <li>Uses work resources respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>Monitors use of finances and resources within immediate area of responsibility.</li> <li>Taps into a variety of increasingly limited resources within the department to achieve results.</li> </ul>	<ul style="list-style-type: none"> <li>Develops budgets and financial plan for area of responsibility taking into account constraints and priorities.</li> <li>Takes action to ensure that financial information management systems are implemented and supported.</li> </ul>	<ul style="list-style-type: none"> <li>Plans and allocates finances and resources to enable the pursuit of organizational goals.</li> <li>Monitors use of finances and resources within department or agency.</li> </ul>	<ul style="list-style-type: none"> <li>Develops strategies to achieve operational efficiencies and value for money.</li> <li>Takes action to ensure that finances and resource allocation are appropriately audited and evaluated.</li> </ul>

## Leading Change and Innovation

**Definition:** Leads the organization effectively through fast changing environments, and creates and implements a vision of an organization that is willing to take risks and test new approaches.

	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Engaging Others</b>	<ul style="list-style-type: none"> <li>Understands that relationships are critical to the success of initiatives.</li> <li>Supports team decisions, is a good team player, and does his or her share of the work.</li> </ul>	<ul style="list-style-type: none"> <li>Solicits ideas and opinions on planned change and how best to implement and sustain change at the team level.</li> <li>Develops understanding of the need for change.</li> <li>Communicates about change in a positive way.</li> </ul>	<ul style="list-style-type: none"> <li>Builds on recent change initiatives to increase enthusiasm and commitment to the change process.</li> <li>Advocates and builds a business case for change that will help the organization accomplish its goals.</li> </ul>	<ul style="list-style-type: none"> <li>Engages staff and stakeholders, to assess their needs and concerns, throughout the change process to generate commitment.</li> </ul>	<ul style="list-style-type: none"> <li>Encourages staff and stakeholders to propose new directions and strategies for the organization.</li> <li>Communicates change vision and reasons for change in a way that generates enthusiasm and commitment.</li> </ul>
<b>Planning and Implementing Change</b>	<ul style="list-style-type: none"> <li>Understands why the change is required.</li> <li>Adapts plans to accommodate for change.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies specific areas for change in the organization to better support strategic results.</li> <li>Makes small or temporary organizational changes to meet the needs of a specific situation.</li> <li>Explores and considers the impact of change on projects, deliverables, and current working relationships.</li> <li>Monitors impact of change on team and adjusts as necessary. Reviews change outcomes and reports on results.</li> </ul>	<ul style="list-style-type: none"> <li>Shifts strategic focus and activities quickly in response to changing organizational priorities.</li> <li>Makes changes to one group or program at a time to align with the strategy or improve performance.</li> <li>Considers impact of changes on work environment.</li> <li>Monitors impact of changes and reports on results.</li> <li>Identifies opportunities and roadblocks in the change process, and deals with them so that goals can be accomplished.</li> </ul>	<ul style="list-style-type: none"> <li>Changes the overall plan and implements new practices when the original approach and assumptions are no longer valid.</li> <li>Makes coordinated changes in multiple programs or groups to support the same strategy.</li> <li>Considers impact of changes on organization and culture.</li> <li>Takes specific and sustained action to ensure the successful implementation of a change program.</li> <li>Monitors change implementation process and reports on results.</li> <li>Reflects on past successes and failures to identify patterns or trends.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates large or long-term changes in the organization in response to anticipated future requirements.</li> <li>Makes decisions and recommendations based on broad strategic insight regarding new directions focused on enhancing program outcomes.</li> <li>Monitors change process at organizational level and reports on results.</li> <li>Leverages information gains throughout the change process from the whole organization to support future initiatives.</li> </ul>
<b>Managing Change</b>	<ul style="list-style-type: none"> <li>Demonstrates willingness to change ideas or perceptions.</li> <li>Asks questions, seeks clarification, and assesses how things will be different when change is introduced or anticipated.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates planned changes openly.</li> <li>Understands that everybody adapts to change in different ways and at a different pace.</li> <li>Identifies ways to assist others in adapting to change.</li> </ul>	<ul style="list-style-type: none"> <li>Explains to individuals how the change will affect their roles. Integrates the change very clearly with existing work and projects.</li> <li>Plans approaches on how to overcome resistance to change.</li> </ul>	<ul style="list-style-type: none"> <li>Makes the environment safe for people to express new ideas and to challenge the status quo.</li> <li>Helps others respond constructively during times of stress.</li> </ul>	<ul style="list-style-type: none"> <li>Develops strategies to manage and facilitate change at an organizational level.</li> </ul>

## Demonstrating Client Focus

**Definition:** Creates a client-focused culture for the entire organization and engages others in providing outstanding service to internal and external clients.

	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Client Orientation</b>	<ul style="list-style-type: none"> <li>Is professional and courteous with clients.</li> <li>Follows through on client inquiries and service requests.</li> <li>Delivers quality service in a timely manner.</li> <li>Keeps clients up-to-date about progress of projects.</li> </ul>	<ul style="list-style-type: none"> <li>Takes personal responsibility for collaborating with clients to jointly identify and resolve client service problems promptly and responsibly.</li> <li>Develops a clear understanding of the needs of clients.</li> <li>Monitors client satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>Asks for client feedback and takes action for improvement.</li> <li>Adapts approaches where appropriate to better meet the needs of clients.</li> <li>Identifies obstacles to meeting client needs and develops solutions.</li> <li>Considers how activities and projects will impact clients.</li> <li>Identifies short-term strategies and approaches to meet client needs.</li> </ul>	<ul style="list-style-type: none"> <li>Studies the client's business and underlying needs to provide a tailored response.</li> <li>Recommends or customizes products, services or solutions that address the client's real needs.</li> <li>Speaks and acts on behalf of the interests of clients.</li> <li>Ensures that decisions are made in consideration of impacts on clients.</li> </ul>	<ul style="list-style-type: none"> <li>Becomes a trusted advisor in the client's decision-making process.</li> <li>Identifies a long-term perspective and strategy in addressing clients' needs.</li> <li>Incorporates clients' needs in policy or program changes.</li> <li>Ensures that the organization's activities and initiatives respond to real client needs.</li> </ul>
<b>Focusing Others on Clients</b>	<ul style="list-style-type: none"> <li>Sets a personal example for how to interact with clients.</li> <li>Shares helpful information about clients with others.</li> </ul>	<ul style="list-style-type: none"> <li>Makes sure people treat clients with respect and courtesy.</li> <li>Sets and enforces standards for politeness and promptness in dealing with clients.</li> <li>Ensures that clients' issues or problems are corrected promptly and efficiently.</li> <li>Monitors, evaluates, and improves client satisfaction.</li> <li>Makes sure that systems, metrics, and procedures address client satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>Makes decisions based on understanding client needs.</li> <li>Focuses people on understanding clients' current needs.</li> <li>Gets others to add value by addressing the areas that matter most to the clients.</li> </ul>	<ul style="list-style-type: none"> <li>Encourages client-focused innovation of new product and services.</li> <li>Supports cross-boundary collaboration to address clients' emerging needs</li> <li>Encourages people to find new and better ways to meet clients' current needs</li> <li>Encourages people to spend time getting to know the clients' deeper needs</li> </ul>	<ul style="list-style-type: none"> <li>Inspires people to design new business models or new kinds of products or services</li> <li>Enables the organization to partner with clients.</li> <li>Supports collaborations with the client.</li> <li>Enables people to find new ways to do business with clients.</li> </ul>

## Promoting Common Values and Ethics

**Definition:** Promotes the establishment, development and application of positive organizational values, ethics and standards of conduct.

	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Modelling Values and Ethics</b>	<ul style="list-style-type: none"> <li>Acts consistently with organizational values, ethics and standards.</li> <li>Treats members of all groups equally and with respect.</li> </ul>	<ul style="list-style-type: none"> <li>Informs those affected by a decision of what is happening.</li> <li>Recognizes that prejudices and systemic barriers may exist within the current environment.</li> <li>Listens to and considers diverse perspectives respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>Sets a good example by modeling desired behaviour.</li> <li>Shows interest in a person's background, interests, and experiences, and uses that information to give appropriate and thoughtful responses.</li> <li>Monitors and evaluates own beliefs and behaviours with regard to prejudices and personal biases and works hard to ensure that these do not impact actions or decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Sets an example by modelling desired behaviour in relation to the vision and goals.</li> <li>Adapts own leadership practices to encourage diversity, prevent intolerance, and ensure that members of different demographic groups are heard.</li> <li>Acts on values when it is not easy to do so.</li> <li>Takes action to reconcile competing values.</li> </ul>	<ul style="list-style-type: none"> <li>Acts on values where significant cost of risk is associated with doing so.</li> <li>Personally behaves and ensures that others behave in a way that is compliant with appropriate corporate policies, ethics, and the values of the Yukon government.</li> <li>Engages people in positions of power to act on organizational values.</li> </ul>
<b>Integrating Values and Ethics</b>	<ul style="list-style-type: none"> <li>Makes an effort to ensure respectful, open, honest, and professional working interactions with colleagues.</li> <li>Speaks up about potential issues even if it may be risky to do so.</li> </ul>	<ul style="list-style-type: none"> <li>Discusses and invites conversations around organizational values, ethics and conduct standards to develop understanding.</li> <li>Makes a point of communicating that perspectives were heard and attended to.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and avoids situations that may lead to a conflict of interest.</li> <li>Creates a working environment conducive to discussing ethical matters.</li> <li>Monitors team activities to ensure consistency with organizational values and ethics.</li> </ul>	<ul style="list-style-type: none"> <li>Openly opposes and seeks to resolve unequal treatment in a resolute manner.</li> <li>Creates processes to facilitate the identification and resolution of ethical matters that others trust and find safe.</li> <li>Creates a deliberate decision making approach that others can apply to ensure due process, fairness, and transparency in decisions and actions.</li> </ul>	<ul style="list-style-type: none"> <li>Makes systemic changes to break down barriers between different groups.</li> <li>Fosters a climate that respects and values diversity.</li> <li>Promotes a climate of commitment to organization values, ethical and associated professional conduct.</li> <li>Ensures that organizational processes and procedures are in alignment with the organization's values and commitment to ethical conduct.</li> </ul>