

Alberta Public Service Competency Model



APS Competencies

ACHIEVEMENT

RELATIONSHIPS

THINKING

RESPECT ACCOUNTABILITY INTEGRITY EXCELLENCE

Alberta

Proudly working together to build a stronger province for current and future generations

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Background

The work we do as the Alberta Public Service (APS) is deeply rooted in our vision: *Proudly working together to build a stronger province for current and future generations*. We achieve this vision through our values - *respect, accountability, integrity and excellence*. These form the foundation for our work in meeting the needs of Albertans and provide clear direction on what we strive to achieve.

Our business and environment are rapidly changing and increasingly complex. We can help ensure success by supporting and developing behavioural competencies. These competencies will help us to make the best decisions when hiring people into roles, focusing development where it will have the biggest impact, informing our succession planning and providing people with the best feedback to improve their performance and understand what is expected of them.

Why Behavioural Competencies?

Think of the 'best' teacher or coach in your life experience. Chances are the teacher or coach not only demonstrated sound technical knowledge and skills, but also a variety of behaviours that made your experience with that person exceptional.

Behavioural competencies provide a means of looking at what someone does and how they do it— it is the set of characteristics that make a person 'exceptional'. Unlike other methods of examining job requirements and performance, which focus on technical skills or obtained results, behavioural competencies provide a systematic way to define and understand the behaviours used to attain outcomes and results.

Behavioural competencies are the underlying characteristics that enable people to deliver superior performance in a given job, role, or situation. Each competency scale provides a description of the patterns of behaviours that are required for success in the APS. They help individuals and the organization focus on the behaviours that enable people to consistently achieve high standards of performance.

The APS Competency Model

The APS Competency Model, as shown on page 1, demonstrates how the competencies enable APS members to live and deliver on APS vision and values. Practice of the behavioural competencies described in the model will enable the APS, as well as our members, to reach their full potential.

The competency model is organized into three groupings, and reflects the behaviours that are necessary for exceptional performance across our organization.

The three competency groupings identify the most important aspects for success:

- **Thinking** - competencies related to systems thinking and creative problem solving.
- **Achievement** - competencies related to agility and drive for results.
- **Relationship** - competencies related to developing networks, bringing people together, and developing self and others.

We work in a wide spectrum of occupations and roles across the province. Regardless of your specific responsibilities, we are all here to work together to build a stronger province for current and future generations. We support our elected officials in making the best decisions to meet the needs of Albertans, provide advice to help government shape its policies and ensure seamless and practical implementation of those policies.

The competencies help us understand what is expected of us and how to approach our work in the most effective way. At the core of everything we do, and at the center of the competency model, are our APS values:

- **Respect** – each individual is valued and heard.
- **Accountability** – we are responsible for our actions and for contributing to the effectiveness of the public service.
- **Integrity** – we behave ethically and are open, honest and fair.
- **Excellence** – we use innovation and continuous improvement to achieve excellence.

Understanding the Competencies

Overview

The competencies provide a description of the behaviours necessary for success and the levels of progression (scales) within each competency.

Format of the Competency Scales

Each competency is defined and formatted in the same way with four components: a Title, a Definition, a Why is “Competency” Important, and a Behavioural Scale. Each of these components is explained in more detail below and then illustrated in a sample competency scale.

Title: the overall name given to the competency.

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.

Why this “Competency” is Important: provides a description of how and why a competency is important to the APS specifically.

Behavioural Scale: describes how each competency is demonstrated. The scales are structured so that they increase in terms of the complexity and intensity of behaviour shown, and provide examples of the types of behaviours one would expect to observe at each level of the competency. The levels of the scale are labelled 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 one.

See the Next Page for an illustrative example.

Thinking Competencies

Systems Thinking

Definition

The work done within the APS is part of a larger integrated and inter-related environment. It is important to know that work done in one part of the APS impacts....

Why is “Systems Thinking” Important?

- Systems Thinking is required at all levels of the APS because the results of our work impact a wide range of stakeholders in a variety of different ways.
- A systems approach to thinking about the changing environment...

Less complex behaviour to demonstrate ← Behavioural Scale → More complex behaviour to demonstrate

Systems Thinking		Behavioural Scale				
Key Elements of Systems Thinking	A	B	C	D	E	
Looks beyond immediate	<p>Understands how work contributes to the achievement of department goals.</p> <p>Anticipates change in own area based on activities in other areas.</p>	<p>Considers the inter-relationships among different aspects of an approach including how they relate to other programs or areas.</p> <p>Considers emerging trends when contributing ideas to the development of broader priorities, strategies and approaches.</p>	<p>Consistently takes a holistic and long-term view of challenges and opportunities at multiple levels across related areas.</p>	<p>Considers and plans for how current policies, processes and methods might be affected in the short, medium, and long-term by broader trends.</p>	<p>Considers the whole system and recognizes the links between everything from the complex network of global to departmental priorities.</p> <p>Set goals within the context of long-term outcomes and broad perspectives.</p>	

Systems Thinking

Definition

The work done within the APS is part of a larger integrated and inter-related environment. It is important to know that work done in one part of the APS impacts a variety of other groups/projects inside and outside the APS. Systems Thinking allows us to keep broader impacts and connections in mind.

Why is “Systems Thinking” Important?

- Systems Thinking is needed at all levels of the APS because the results of our work **impact a wide range of stakeholders** in a variety of different ways.
- A systems approach to **thinking about the changing environment** will allow the APS to **adapt and be versatile** in an increasingly global, complex, ambiguous, and fast-changing world.
- By keeping the **whole picture in mind**, we are more likely to **create innovative and sustainable solutions**.
- At the more senior levels, a systems approach is **required for strategic thinking** to set the vision and goals of the APS and move it forward, and to help ensure that work is focused on the **priorities of Albertans**.

Systems Thinking

Definition: The work done within the APS is part of a larger integrated and inter-related environment. It is important to know that work done in one part of the APS impacts a variety of other groups/projects inside and outside the APS. Systems Thinking allows us to keep broader impacts and connections in mind.

Systems Thinking		Behavioural Scale				
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Considers impacts	<p>Considers how own work impacts the work of others and team success. Observes how the work of others impacts own work.</p>	<p>Seeks insight about the implications of different options from both a people and organizational perspective.</p>	<p>Anticipates outcomes and potential impacts across inter-related areas and factors this into planning.</p> <p>Seeks to understand a range of stakeholder perspectives and how they interrelate.</p>	<p>Integrates in-depth knowledge of underlying issues, the political environment and potential risks when considering possible opportunities or actions.</p>	<p>Evaluates broad reaching impacts within the context of the short, medium, and long-term. Uses this knowledge to inform progress.</p>	
Understands connections	<p>Asks questions to understand broader goals and objectives. Works with others to align activities.</p>	<p>Seeks information and analyzes long-term outcomes. Focuses on the goals and values in addition to the process.</p>	<p>Identifies areas wherein actions or plans do not support APS values and works to create alignment.</p>	<p>Creates strategy that supports the government's vision and the department's goals.</p>		
Provides clarity	<p>Understands how the services, activities and actions of the APS add value for clients and stakeholders.</p>	<p>Identifies unintended consequences of a plan.</p>	<p>Works with others to identify and address interdependent activities that require collaboration.</p>	<p>Identifies system behaviours that challenge progress and creates plans to address them.</p>	<p>Clarifies and shapes APS's role and purpose in meeting the needs of Albertans.</p> <p>Helps others to see their role in achieving results.</p>	

Creative Problem Solving

Definition

Ability to assess options and implications in new ways to achieve outcomes and solutions.

Why is “Creative Problem Solving” Important?

- As the issues and relationships facing the APS continue to become **increasingly complex**, and as change continues to occur at an increasingly **fast pace**, we require a **new approach to problem solving**. We need to be **more innovative and creative** as we address current and future challenges.
- **Combining different approaches and perspectives** as we think through issues helps us reach the best solution and ensures we are continually making decisions that **meet the needs of Albertans**.
- Employees across the APS need to be **proactive and take ownership for identifying solutions** within their work.
- Solutions should be **grounded in a sound understanding** of the complexity of the issue and **a view to take risks to continuously evolve and achieve our goals**.

Creative Problem Solving

Definition: Ability to assess options and implications in new ways to achieve outcomes and solutions.

Creative Problem Solving		Behavioural Scale			
Key Elements of Creative Problem Solving	A	B	C	D	E
Seeks clarity	Breaks straightforward problems down into manageable components to identify what needs to be done.	Asks questions to get a deeper understanding of the present issue.	Engages different perspectives in seeking out root causes.	Identifies several analytical techniques and sources of knowledge to break apart complex problems.	Asks questions to get to the root issues and generate deep understanding and new ways of thinking about an issue. Ensures that the right questions are being asked about the right problem.
Challenges the process	Constructively questions and challenges the way things have always been done, when there is a clear opportunity for improvement.	Looks for ways to improve activities and results by doing something that may be new and different in the organization	Finds ways to improve complex systems or structures to better meet goals and outcomes.	Creates a safe environment for others to voice and try out new ideas or methods. Creates space for people to think creatively.	Eliminates barriers that stifle creativity and innovation (e.g. bureaucracy, traditional thinking/structure).
Integrates perspectives	Explores how others or other work units have used a new approach to gain perspective. Is aware of own assumptions and perspectives and is open to new and different approaches and ideas.	Explores different methods in how we complete our work, with a goal to achieving more efficient and effective outcomes. Regularly reviews and debriefs on what made projects or actions successful. Shares learning with others and applies learning to other projects and actions.	Accesses resources, information and technology from other areas, and uses it to analyze issues, resolve problems and improve performance.	Brings the right people together to solve complex problems and find solutions.	
Identifies alternative solutions	Contributes ideas for how work can be done differently to solve common problems. Uses or adapts existing processes or products to address both new and old problems.	Collects a breadth of data and a variety of perspectives to make a choice between potential solutions and evaluate how effective the solution will be. Uses judgement to develop pros-and-cons lists when evaluating alternatives considering the implications of proposed solutions.	Continuously engages others to scope and solve issues and find the best solutions. Encourages debate and idea generation from across the organization. Assesses and addresses risks while providing guidance to move new ideas forward.	Identifies solutions that may be new to the APS and weighs the value of each to improve results.	Actively encourages a culture of innovation and imaginative thinking. Challenges self and others to expand their thinking.

Achievement Competencies

Agility

Definition

Ability to anticipate, assess, and readily adapt to changing priorities, manage resilience in times of uncertainty and effectively work in a changing environment.

Why is “Agility” Important?

- In an era of significant world and workplace change, approaching issues and doing things the way they have been done before may no longer be enough to succeed.
- As the role and expectations of the APS continue to change, we need to be willing and able to **change the way we approach situations** so that **new ideas and solutions are encouraged, recognized and acted upon**.
- We need to maintain our **focus on long-term goals and values-based behaviours** during change.
- Being agile means that each of us needs to be able to **anticipate, quickly adapt, take advantage of opportunities, and make effective decisions**.
- This involves **proactively seeking out new opportunities, building support for change and guiding the change** process required for organizational success.

Agility

Definition: Ability to anticipate, assess, and readily adapt to changing priorities, maintain resilience in times of uncertainty and effectively work in a changing environment.

Agility		Behavioural Scale				
Key Elements of Agility	A	B	C	D	E	
Seeks out new opportunities		Takes advantage of opportunities to change how work is done to better anticipate obstacles and improve service.	Identifies alternative approaches or courses of action in unclear and complex situations. Supports others to identify, assess, and use alternative approaches.	Creates opportunities for improvement, recognizing the importance of timing and being prepared to take action when appropriate.	Foster agility in others. Creates processes, programs or opportunities that encourage proactive and flexible practices.	
Anticipates changes	Uses common sense and past experiences to approach ambiguous problems and make effective decisions.	Anticipates changing environmental demands and changes behaviour accordingly.	Proactively explains how anticipated change will affect work processes or structures in general.	Maintains awareness of changing organizational priorities and proactively shifts strategic focus and activities as appropriate.	Proactively articulates and creates momentum for organizational change. Takes the lead by anticipating change, and shifting work to ensure that change is successful.	
Emotional resilience	Recognizes how own emotions affect performance. Knows the signs that indicate feelings and uses them as a guide. Ensures that own emotions do not affect others negatively.	Remains calm and composed even in difficult or stressful situations. Is able to see the positive side to a difficult situation. Remains optimistic and perseveres in finding solutions.	Anticipates the emotional triggers of others and prepares to mitigate reactions and maintain composure and productivity, especially during conflict or highly challenging situations.	Consistently takes action and remains objective under pressure by making well-thought through decisions when there are competing and ambiguous priorities. Supports others in managing their emotions.		
Supports change	Asks questions, seeks clarification and assesses how things will be different when change is introduced or anticipated.	Proactively seeks advice and support when priorities change to appropriately assess, prioritize and meet changing demands.	Anticipates obstacles to change and thinks ahead about next steps. Stays focused on goals despite pressure and stress. Proposes a clear rationale for change, offers alternative solution(s) and identifies the benefits.	Proactively explains how anticipated changes will affect individuals' roles or positions. Integrates the change clearly within existing work/projects.	Champions a plan of action and finds ways to overcome or remove barriers. Anticipates, evaluates and proactively addresses organizational barriers to agility.	
Adapts	Sees the need and readily steps into co-workers tasks to help out when needed. Is open to new or diverse ideas, and to doing things in a new way.	Works creatively within policies and procedures to proactively meet goals.	Makes decisions and takes action even when there is not enough clarity to predict the consequences with certainty. Includes a back-up plan in case predictions are incorrect.	Readily changes the overall plan and implements new practices when original approach and assumptions are no longer valid, ensuring an ongoing flow of information.	Quickly reads a situation, gaining an understanding of individual and environmental drivers. Articulates a meaningful vision and directions, and is prepared to switch direction if required. Establishes a culture of reallocation and adjustment as required. Allocates resources strategically and transparently.	

Drive for Results

Definition

Knowing what outcomes are important and maximizing resources to achieve results that are aligned with the goals of the organization, while maintaining accountability to each other and external stakeholders.

Why is “Drive for Results” Important?

- The APS vision of building a stronger province for current and future generations requires a **strong focus on achieving outcomes**.
- Driving for results will help us **achieve organizational goals** within the context of **striving for excellence**. We all need to take **ownership** of understanding and achieving results whether as an individual or as a part of a team.
- This means **understanding the goals** of the APS, our ministry, our department and our job, and **creating clear and thorough plans** to achieve those goals and measure results. This involves a **bias for action with balanced appreciation for risks**.
- To achieve our goals we need to be **disciplined in managing our projects** and **proactively** address challenges and find solutions.
- As APS employees, we need to create an environment that **inspires** and **motivates others** to maintain a focus on the outcomes that will **benefit Albertans**.

Drive for Results

Definition: Knowing what outcomes are important and maximizing resources to achieve results that are aligned with the goals of the organization, while maintaining accountability to each other and external stakeholders.

Drive for Results	Behavioural Scale				
Key Elements of Drive for Results	A	B	C	D	E
Plans for results	Sets goals and prioritizes work to accomplish them. Follows through on duties and tasks and reports on progress.	Takes past experiences into consideration when making plans and adjusts plans based on past learning.	Clarifies objectives and taps into a variety of available resources within the organization; ensuring that roles and contributions are clear. Sets performance standards and monitoring processes to ensure deviations from the plan are identified at an early stage.	Forecasts potential challenges with the project implementation and negotiates major issues in advance.	Defines the mission of the work to create action plans to ensure government business goals are achieved. Ensures that plans are integrated with other initiatives and take a longer-term focus on outcomes.
Takes accountability	Acknowledges areas where expectations about own service delivery, performance or interpersonal interactions are not met and takes corrective action.	Identifies underlying causes for success or lack of success which may or may not involve self and takes action to ensure future success. Holds self and others responsible for achieving results and agreed upon targets.	Openly acknowledges personal responsibility for outcomes, even when not all elements of a situation are within direct control but could have been managed through influence.	Removes barriers to collaboration and achievement of outcomes.	
Takes risks	Proactively provides suggested actions and asks for guidance to determine the best course of action when lacking all the information or where there are multiple priorities.	Identifies and acts on opportunities to partner with other groups to achieve desired outcomes.	Courageously and respectfully takes a stand on issues based on values or beliefs of what is good for Albertans, even if it is not immediately accepted or appreciated.	Holds true to principles and confronts problems directly; takes steps to rectify problem situations, even if they prove unpopular.	Uses courage and provides bold advice to elected officials, colleagues across the APS, and external stakeholders.
Focuses on outcomes	Shows awareness of and concern for APS values, and takes them into consideration when making decisions. Operates consistently with the APS values, letting them guide behaviour.	Identifies ways to exceed performance expectations. This may involve identifying potential efficiencies, different ways of working, or opportunities to contribute to the work of others.	Sets and accomplishes goals and priorities in order to deliver outcomes consistent with Government direction, departmental objectives and public expectations.	Factors in the complexity of issues, and strategically aligns decisions and plans based on values, outcomes and broader organizational needs.	Proactively initiates and implements processes to improve overall performance across the organization and the APS. Uses metrics to ensure that results are achieved.

Relationship Competencies

Develop Networks

Definition

Proactively building networks, connecting and building trust in relationships with different stakeholders.

Why is “Develop Networks” Important?

- The world in which we work is becoming more of an **interconnected web** of stakeholders, experts and advocates.
- The complexity of issues that we are dealing with requires **input from a wide range of internal and external stakeholders**. Therefore, having a wide range of connections is critically important to finding the **best solutions for Albertans**.
- **Building solid relationships** is important in all roles and critical for those who **obtain results with others**.
- Developing **appropriate networks** is essential as expectations are changing and one of the best ways to **solve complex problems** will be through **collaboration**.
- The resulting networks should **balance** the **value of the relationship** with the **needs of the organization**.

Develop Networks

Definition: Proactively building networks, connecting, and building trust in relationships with different stakeholders.

Develop Networks		Behavioural Scale				
Key Elements of Develop Networks	A	B	C	D	E	
Identifies stakeholders	<p>Understands that stakeholder relationships are key to securing the success of initiatives.</p> <p>Seeks to understand the perspectives and needs of colleagues, clients and stakeholders.</p>	<p>Identifies key stakeholder contacts in the organization with whom a relationship must be established.</p>	<p>Looks broadly inside and outside the APS to identify key stakeholders. Actively engages them early and ensures their voice is heard and their concerns are acknowledged.</p>	<p>Identifies people that have significant potential for contribution, and finds ways to make personal connections.</p>	<p>Uses network to identify opportunities, gather information, and seek input to problems, with a view to sustaining excellence within the APS.</p>	
Builds relationships	<p>Builds relationships by following through on commitments, demonstrating integrity, respect for others, and taking an interest in their work-related issues and activities.</p>	<p>Makes an effort to have informal or casual contact with a range of colleagues, clients and stakeholders.</p>	<p>Builds trust by being open to different perspectives while looking for long-term and mutually beneficial outcomes</p>	<p>Consistently connects with colleagues, clients, and other stakeholders and ensures their needs are represented in decision-making.</p>	<p>Quickly establishes credibility and initiates relationships with a broad range of people in unfamiliar environments. Identifies common purpose and sets a path for on-going connections. Nurtures relationships to build trust.</p>	
Focuses on client	<p>Effectively helps and follows through on inquiries, requests, and concerns from colleagues, clients and stakeholders.</p>	<p>Actively supports the interests of colleagues, clients and stakeholders by making choices and setting priorities that incorporate their needs.</p>	<p>Considers how changes might impact colleagues, clients and stakeholders, and actively seeks their input and/or involvement regarding those changes.</p>	<p>Gives service beyond stakeholders' expectations by seeking information about underlying needs, providing insights and recommending actions to address these needs.</p>	<p>Actively represents the needs of colleagues, clients and stakeholders by promoting their interests to appropriate decision-makers.</p>	
Communicates purposefully	<p>Informs key stakeholders of relevant information in a timely manner. Is aware of own impact on others and the impression being made through interactions. Is professional and respectful in all interactions.</p>	<p>Influences others by considering the meaning of what is being said, the environment and how the information is being presented.</p>	<p>Communicates regularly with stakeholders, setting up opportunities for mutual sharing of information. Maintains relationships even when no specific project/initiative is underway.</p>	<p>Invests effort in ensuring colleague, client and stakeholder needs are heard and that there is a shared understanding of context.</p>	<p>Is strategic in the impression that is being made on others. Inspires and connects with the values, beliefs and interests of others.</p>	

Build Collaborative Environments

Definition

Leads and contributes to the conditions and environments that allow people to work collaboratively and productively to achieve outcomes.

Why is “Build Collaborative Environments” Important?

- As the number and **complexity of our stakeholder relationships** continue to grow and the issues we face become increasingly complex, **managing relationships** and **bringing diverse people and perspectives together** becomes increasingly critical to achieving our goals. We all contribute to creating the environments wherein collaboration can thrive.
- By leading and **creating opportunities** for people to **connect, communicate with transparency, share ideas, bring different perspectives** to the discussion, we will create a supportive environment that respects different perspectives. It is in this environment that we will effectively **identify creative and sustainable solutions**.
- **Valuing** the input of others keeps us open to **new ideas** and in touch with the **concerns of Albertans**.
- **Collaboration** means that we are all working toward a **common goal** and have access to the **distributed expertise** inside and outside the organization.

Build Collaborative Environments

Definition: Leads and contributes to the conditions and environments that allow people to work collaboratively and productively to achieve outcomes.

Build Collaborative Environments		Behavioural Scale				
Key Elements of Build Collaborative Environments	A	B	C	D	E	
Brings people together	Creates opportunities for people to share information.	Builds on the skills and knowledge of others to create results.	Engages others to think broadly about impacts of projects, brings differing perspectives together and encourages debate. Works with others to identify and remove barriers.	Involves key stakeholders in the diagnosis of problems and in developing solutions to effectively transfer knowledge inside and outside the APS. Proactively shares resources with other groups.	Promotes sharing of expertise among wide-ranging teams to achieve broader outcomes within the organization.	
Facilitates communication	Contributes positively by actively sharing information, and listening and accepting others' points of view in an open, honest and non-defensive way.	Demonstrates that he or she genuinely values and respects others' input and expertise and is willing to learn from others.	Ensures communication is ongoing by setting up processes or structures that facilitate communication and collaboration.		Initiates strategic communication systems linking up and down throughout the organization and with external stakeholders.	
Addresses conflict	Recognizes when there is a conflict and respects the other person's point of view. Identifies common purpose as well as differing perspectives and raises them for discussion. Respectfully expresses opinions during decision-making process and supports.	Encourages or facilitates conflict resolution directly by initiating open and respectful discussion of issues. Confronts and deals with inappropriate behaviours, including bullying, harassment or discrimination.	Anticipates and takes action to reduce and resolve conflict at the outset, by encouraging on-going open two-way communication among all stakeholders and groups.	Promotes positive conflict resolution by identifying issues and facilitating discussion and/or coaching others to constructively resolve conflict.	Creates a conflict-resolving environment by anticipating and addressing areas where potential misunderstanding and conflict could emerge and addressing systemic issues.	
Empowers others	Identifies ways to support and encourage group members in accomplishing their tasks. Uses mistakes as learning opportunities thereby empowering others to take risks.	Recognizes the performance of all groups involved and shows appreciation for contributions.	Appropriately credits others who have made significant contributions to achieve results. Gets the talent of the groups recognized outside of the team.	Uses own enthusiasm and commitment to higher-level goals to motivate and guide others to achieve results.	Creates and inspires a bold, compelling, shared vision that generates excitement, enthusiasm, commitment and a sense of empowerment to achieve results.	
Encourages diversity	Understands, considers and respects the impact that differences may have before taking action; recognizes that own interpretation may not be correct.		Promotes collaboration and positive relationships (even in challenging circumstances) within and across groups and builds commitment to reach desired results.	Acknowledges diverse perspectives and helps people work together to focus on outcomes of the APS.	Builds and leads diverse, cross-functional teams. Ensuring that the stage is set to promote collaboration.	

Develop Self and Others

Definition

A commitment to lifelong learning and the desire to invest in the development of the long-term capability of yourself and others.

Why is “Develop Self and Others” Important?

- As expectations of the APS continue to change, we need to **continually grow and learn** from our experiences, we need to **adapt**, keep our knowledge and skills **current** and **stay ahead** of new developments.
- To ensure we have the best talent, we need to **invest in learning and development across the organization** so that the APS has the capacity to be healthy, successful and sustainable into the future.
- Developing others involves **sharing your knowledge, expertise, skills** and **perspectives** with others to provide insight. Taking the time to share our knowledge and experience and hear what others have to say contributes to **increasing breadth of perspective and understanding**.
- Fostering our **own growth** and the **growth of others** will allow us to better meet the **needs of Albertans** and make the APS a great place to **build a career**.

Develop Self and Others

Definition: A commitment to lifelong learning and the desire to invest in the development of the long-term capability of yourself and others.

Develop Self and Others	Behavioural Scale				
Key Elements of Develop Self and Others	A	B	C	D	E
Plans for development	<p>Takes an active role in own career development. Creates a plan for development with the help of their supervisor.</p> <p>Seeks out and positively accepts constructive feedback; applies this to a development plan.</p>	<p>Reflects on own areas of strengths and opportunities for development. Considers developmental needs when assessing options for development including both formal and informal opportunities.</p>	<p>Models continuous learning by designing a personal action plan in line with career goals. Proactively engages in own development using a variety of learning activities beyond formal training.</p> <p>Reflects on learning experiences and creates plan on how to apply to the work environment.</p>	<p>Shares learning experiences with others and works with team to create a plan on how learning can be applied more broadly within the group.</p>	
Actions development	<p>Reflects on own performance to understand successes and setbacks and takes specific action to improve performance in current job.</p> <p>Participates in development activities.</p>	<p>Takes initiative to stay current on a broad range of topics with new approaches and/or technologies that may impact his or her area. Takes courses, continuously reads and learns through experience and others.</p>	<p>Finds ways to leverage strengths through on the job assignments, career moves or further developing strengths through formal training, volunteers for “stretch” assignments and taking on increase responsibilities.</p>	<p>Stays ahead of the curve and sees applicability of emerging approaches and/or technologies to meet the future needs of Albertans. Works with others to discuss the possible implications and applications.</p>	<p>Actively learns about the broader organization and other related groups, partners and organizations to effectively engage in systems thinking.</p>
Supports others’ development	<p>Shares knowledge and insights with others.</p>	<p>Contributes to team learning by sharing information, knowledge, and experiences even when not asked.</p>	<p>Supports the development of others by providing specific, constructive, timely and regular feedback. Gives individualized suggestions for improvement.</p> <p>Contributes to team learning by initiating and contributing to group reflection and discussions. Uses this information to plan future activities and projects.</p>	<p>Creates a safe environment where learning is considered a shared experience and where people can continue to develop new skills.</p>	<p>Cultivates an environment for organizational learning by bringing others together to examine successes and to assist in defining specific issues and create solutions</p> <p>Encourages and challenges others to take a broad and systems thinking approach to their problem solving and decision-making.</p>
Develops staff (leader)	<p>Identifies and supports development for direct reports in support of their career development.</p>	<p>Understands the strengths and development needs of direct reports. Actively coaches and mentors relative to day-to-day work.</p>	<p>Knows the people on their teams by connecting with and listening to them. Recognizes and values the diversity of knowledge, skills and abilities, making the best use of those talents.</p> <p>Encourages employees to own and be accountable for their personal development.</p>	<p>Consults with individuals to reflect on experiences as learning opportunities and ensure delegation of appropriate and helpful assignments (e.g. cross-functional group participation).</p>	<p>Champions and highlights the strategic importance of ongoing development and learning.</p> <p>Actively builds leadership capacity across the APS. Provides up and coming leaders opportunities for stretch assignments.</p> <p>Supports trying new approaches and views the results as opportunities for organizational learning.</p>



This Competency Model was prepared by Hay Group in consultation with the Human Resources community of the Alberta Public Service and through them, members of the broader Alberta Public Service, for use by the Alberta Public Service.

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