

# PUBLIC SERVICE LEADERSHIP COMPETENCIES FRAMEWORK

*For the PEI Civil Service*





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# Background:

## The Leadership Competencies Framework

The PSC's Deputy Minister Council Ad Hoc Committee approved the research and development of a leadership competencies framework.

The Public Service Commission (PSC) conducted research on how competencies are used in organizations, completed an inter-jurisdictional scan and worked with inter jurisdictional colleagues to develop a leadership competency framework that would be appropriate for the PEI Civil Service. Research revealed that while there were numerous leadership competencies frameworks and models viewed, there was a need to strengthen the development of mid-level leaders, and specifically on "leading self" competency.

The Leadership Competencies Framework that was subsequently developed is aligned with the vision for a public service that is collaborative, innovative, streamlined, high performing, adaptable and diverse (GOC, 2016). It reflects the complexity of public service leadership roles. The Leadership Competencies Framework includes the archetypal leadership competencies of:

leading others and creating vision, building relationships and fostering teamwork, influence and self awareness, and focusing on results.

The leadership competency framework contains:

- A preamble that sets out the fundamental expectations of leadership within the public service context
- Four competencies and accompanying definitions and examples of effective behaviours
- Self assessments for each competency
- Alignments with the Insights Transformational Leadership™ profile

# APPLYING THE LEADERSHIP COMPETENCIES

The Leadership Competencies are integrated within human resources processes and recruitment and can serve as the basis for selection, learning and development, performance and talent management of employees in the public service. The framework includes examples of effective behaviours for specific leadership levels (core, advanced and excellence). However there is no policy requirement for supervisors and managers to be assessed on the demonstration of the LCs. Employees and aspiring leaders may wish to refer to the LCs as a tool to identify their learning and development needs and to inform career planning.

## Competencies and Job Descriptions

- Competencies are the skills, attitudes and behaviours that demonstrate “how” a job should be done
- Job descriptions describe “what” the work of the position is and what tasks are included.

### Recruitment:

uses behaviour to assess abilities related to job competencies as well as technical skills/knowledge/education requirements for a position

### Role Definition:

defines how employees perform their work (competencies related to the job description)

### Performance Management:

sets consistent expectations for behaviour and provides a feedback system for competencies linked to job performance

## Integrated Leadership Competency Model

### Development/Training:

creates consistent learning outcomes for employees and leadership development programs

### Talent and Succession Management:

assists the organization in ensuring employees have the required competencies in addition to the technical skills required to fill internal positions

# Leadership in the Public Service

The Public Service in PEI is changing rapidly. Effective government requires dedicated and high-performing public service leaders who inspire others to do their best work for Prince Edward Island and all Islanders.

Leaders in the provincial public service demonstrate a strong and enduring commitment to the public good. They are authentic in the advice they provide in the interest of Islanders. They nurture productive relationships, build cohesive teams and create the organizational conditions for others to succeed. They are committed to the development of the leaders of tomorrow. They value diversity, promote the bilingual character of the public service, and uphold the values and ethics of the public sector. Leaders act with purpose and drive, balance adaptability with conviction and inspiration with stewardship, to achieve management excellence (GOC, 2016).

The Leadership Competencies define the behaviours expected of leaders in PEI's Public Service. These leaders play a pivotal role in creating and sustaining a modern, connected and high-performing public service that is ethical, professional and non-partisan. They are described below and adapted from the Government of Canada's Key Leadership Competencies profile (2016), the Insights Transformational Leadership program™, and Inter-jurisdictional research conducted by the PSC in 2016.

## Influence and Self Awareness

Leaders exemplify ethical practices, professionalism, political acumen, and personal integrity. They encourage the expression of diverse opinions and perspectives, while fostering collegiality. Leaders are self-aware and seek out opportunities for personal growth. They understand their strengths and limitations and how these influence performance. They lead from within, facilitate development, and demonstrate agile thinking.

## Builds Relationships

Leaders establish strong working partnerships with individuals, teams and others to create opportunities and develop the organization.

They are deliberate and resourceful about seeking the widest possible spectrum of perspectives. They create collaborative, respectful and trusting work environments where sound advice is valued. They demonstrate openness and flexibility to forge consensus and improve outcomes. They bring a whole-of-government perspective to their interactions. In negotiating solutions, they are open to alternatives and skillful at managing expectations. Leaders share recognition with their teams and partners.

## Leads Others

Leaders define the future and chart a path forward, often leading change and creating vision. They model public service values of respect, accountability, integrity, and excellence to build a positive roadmap for success. They are adept at understanding and communicating context, factoring in the economic, social and political environment. Intellectually agile, they leverage their deep and broad knowledge, build on diverse ideas and perspectives and create consensus around compelling visions. Leaders balance organizational and government-wide priorities and improve outcomes for PEI and all Islanders. Leaders inspire and motivate the people they lead. They manage performance, provide constructive and respectful feedback to encourage and enable performance excellence. They lead by example, setting goals for themselves that are more demanding than those that they set for others.

## Focus on Results

Leaders mobilize and manage resources to deliver on the priorities of the Government, improve outcomes and add value. They consider context, risks and business intelligence to support high-quality and timely decisions. They anticipate, plan, monitor progress and adjust as needed. Leaders take personal responsibility for their actions and outcomes of their decisions. Leaders have the courage and resilience to challenge convention. They create an environment that supports bold thinking, experimentation and intelligent risk taking. They use setbacks as a valuable source of insight and learning.

Leaders take change in their stride, aligning and adjusting milestones and targets to maintain forward momentum.



# LEADERSHIP COMPETENCIES: SELF ASSESSMENTS

The assessment tool that follows is based on the PEI Public Service Commission's Leadership Competencies Framework, which describes the required behaviours for effective performance at core, advanced, and excellence levels and are cumulative in nature. How often you are required to use the skill/knowledge and how important it is for your work determines the performance

standard. For example if you seldom exhibit a behaviour, or if you perform it at a lower level but it is unimportant to your job that is ok. If you function at a lower level but it is important to your work this would be an area for development to incorporate as a goal in your learning plan.



# Self Assessment: Influence and Self Awareness

Leaders exemplify ethical practices, professionalism, political acumen, and personal integrity. They encourage the expression of diverse opinions and perspectives, while fostering collegiality. Leaders are self-aware and seek out opportunities for personal

growth. They understand their strengths and limitations and how these influence performance. They lead from within, facilitate development, and demonstrate agile thinking.

<b>Core</b> - Foundational leadership skills/behaviors required for those who are leading teams or an individual program or service	<b>C</b>
<b>Advanced</b> - Enhanced leadership skills/behaviors developed through training, experience and developmental opportunities in increasingly more complex work assignments and working environments	<b>A</b>
<b>Excellence</b> - Highest level of skills/behaviors required to lead in complex organizations and challenging work environments	<b>E</b>
<i>In the right column beside each statement indicate your current level of knowledge/skill for each of the behaviour descriptors. You can consult the matrix for additional information in each level. They are cumulative in nature. The highest number for each section would indicate your level of function for that competency element</i>	

Elements of Influence and Self Awareness	
<p><b>Personal Growth and Development</b> Champions the importance of personal and/or professional development is open to self appraisal and seeks feedback from others, using these opportunities to identify areas for improvement and set goals and strategies to enhance personal performance</p>	
<p><b>Communication</b> Promotes open communication by being clear and concise in written and verbal communication, actively listening, and using appropriate messaging and manner of delivery with different audiences/ stakeholders in a wide variety of situations</p>	
<p><b>Professionalism, Political Acumen, and Decision Making</b> Uses knowledge, systems, culture, and evidence based practice to identify issues, the best data available, and possible alternatives, facilitating discussions with the appropriate parties to determine possible impacts of decisions</p>	
<p><b>I could pursue/ plan for professional development in...</b></p>	

# Self Assessment: Builds Relationships

Leaders establish strong working partnerships with individuals, teams and others to create opportunities and develop the organization. They are deliberate and resourceful about seeking the widest possible spectrum of perspectives. They create collaborative, respectful and trusting work environments where sound advice is valued. They demonstrate openness and flexibility

to forge consensus and improve outcomes. They bring a whole-of-government perspective to their interactions. In negotiating solutions, they are open to alternatives and skillful at managing expectations. Leaders share recognition with their teams and partners.

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<b>Elements of Builds Relationships</b>	
<b>Collaborative Practice</b> Understands the inherent strength of engaging stakeholders to build optimal solutions to improve service delivery, and demonstrates the ability to draw on the strengths and skills of others to pursue and achieve goals	
<b>Change Facilitation and Management</b> Initiates and directs transformational practices to improve organizational effectiveness	
<b>Conflict Management</b> Understands how to identify and deal with conflict early and effectively, facilitate discussions with opposing viewpoints and to gain agreement for the best possible outcome	
<b>I could pursue/ plan for professional development in...</b>	



# Self Assessment: Leads Others

Leaders define the future and chart a path forward, often leading change and creating vision. They model public service values of respect, accountability, integrity, and excellence to build a positive roadmap for success. They are adept at understanding and communicating context, factoring in the economic, social and political environment. Intellectually agile, they leverage their deep and broad knowledge, build on diverse ideas and perspectives and create consensus around compelling visions.

Leaders balance organizational and government-wide priorities and improve outcomes for PEI and all Islanders. Leaders inspire and motivate the people they lead. They manage performance, provide constructive and respectful feedback to encourage and enable performance excellence. They lead by example, setting goals for themselves that are more demanding than those that they set for others.

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<b>Elements of Leads Others</b>	
<b>Positive Culture and Working Environment</b> Creates a workplace that values diversity and inclusion of people and perspectives and encourages decisions built on consensus	
<b>Team Development and Leadership</b> Creates a team environment which is focused on goal attainment, recognizes contribution from team members and fosters strong communication within the team	
<b>Performance Management</b> Creates a supportive and accountable environment through setting individual and team goals, providing formal and informal feedback, and promoting professional development for individuals and team members to meet the present and future needs of the organization	
<b>I could pursue/ plan for professional development in...</b>	

# Self Assessment: Focus on Results

Leaders mobilize and manage resources to deliver on the priorities of the Government, improve outcomes and add value. They consider context, risks and business intelligence to support high- quality and timely decisions. They anticipate, plan, monitor progress and adjust as needed. Leaders take personal responsibility for their actions and outcomes of their decisions. Leaders have the courage and resilience to challenge convention. They create an environment that supports bold thinking,

experimentation and intelligent risk taking. They use setbacks as a valuable source of insight and learning. Leaders take change in their stride, aligning and adjusting milestones and targets to maintain forward momentum.

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<i>In the right column beside each statement indicate your current level of knowledge/skill for each of the behaviour descriptors. You can consult the matrix for additional information in each level. They are cumulative in nature. The highest number for each section would indicate your level of function for that competency element</i>	
<b>Elements of Focus on Results</b>	
<b>Accountability</b> Holds self, individuals and team members responsible for setting and revising goals, measuring progress, and achieving goals to deliver high quality and effective management of human, financial and material resources which reflect best practices	
<b>Continuous Improvement</b> Challenges convention to create innovative change. Uses data, feedback, program review, future trends and best practices to ensure services and program delivery meet system and client needs	
<b>System and Resource Management</b> Uses data based decision making to allocate human, material and monetary resources to meet strategic and operational goals	
<b>I could pursue/ plan for professional development in...</b>	

# THE COMPETENCIES, ELEMENTS, AND BEHAVIOURS

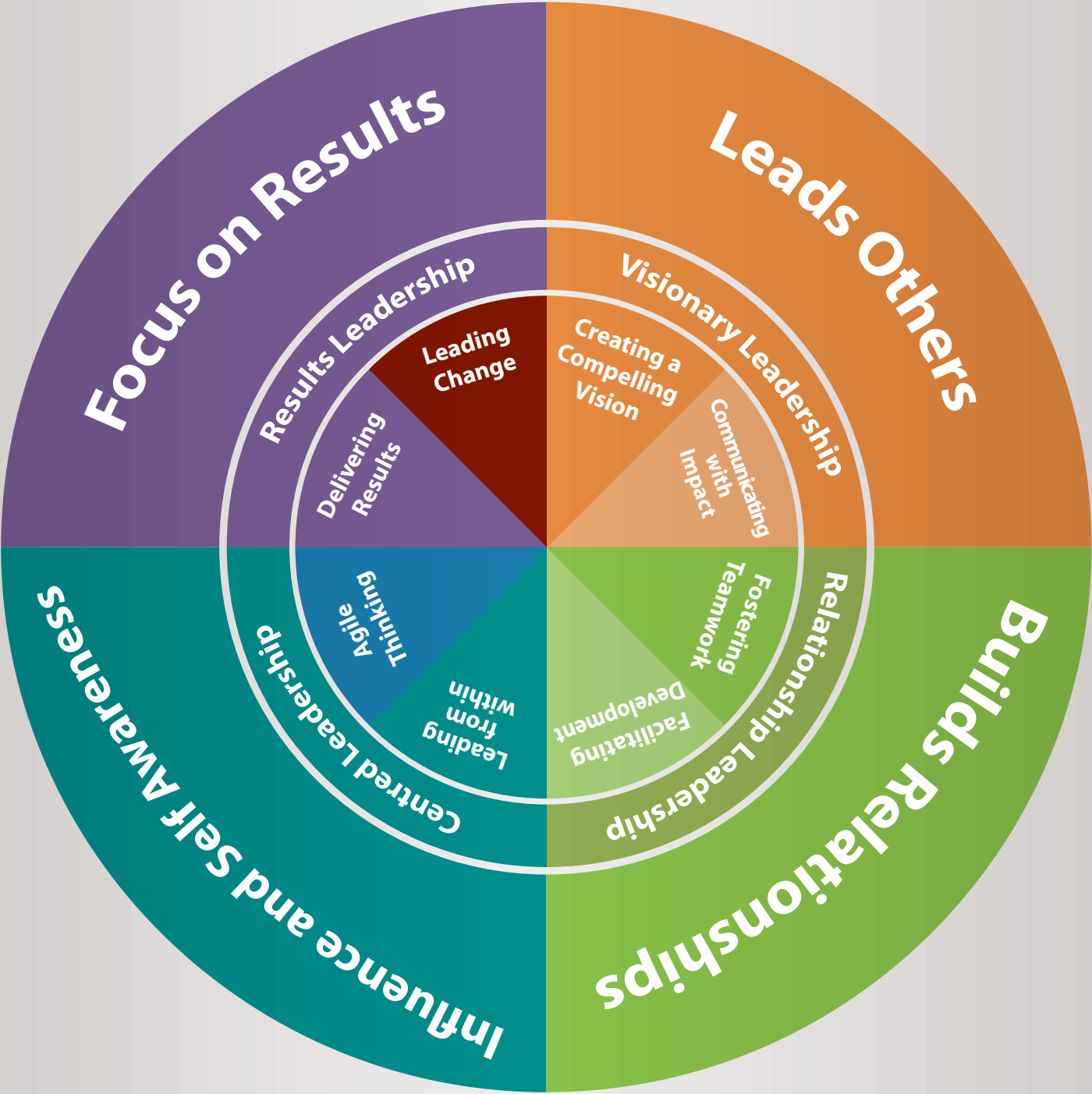
At the end of this document is a list of example effective behaviours associated with each of the Leadership Competencies for core, advanced and excellence. There is no requirement for supervisors and managers to be assessed on the demonstration of the LCs, however, employees and aspiring leaders may wish to self assess their LCs in order to identify their learning and development

needs and to inform career planning. Managers/supervisors may choose to use these when staffing, in performance management and talent management. Managers may add, remove or adjust examples as required.



National Indigenous Peoples Day, June 21, 2018, Leaders in Action Session.

# Public Service Leadership Competencies



# Professional Development Planning

On a year-to-date basis through August, the value of seasonally adjusted manufacturing shipments has increased 9.2 per cent.

- Use the results of your Insights Transformational Leadership personalized participant profile and your Leadership Competencies self-assessment
- Have a conversation with your supervisor or manager about your PD plan and goals
- Pick from courses available in the Public Service Commission's Learning and Development Calendar that address the 4 ITL manifestations:

## 1. Authentic/ Influence and Self-Assessment

(agile thinking/ leading from within)

## 2. Relationship

(facilitating development/fostering teamwork)

## 3. Visionary

(communicating with impact/creating a compelling vision)

## 4. Results

(leading change/delivering results)

**Register at:**

**<https://psc.gpei.ca/pathways-for-learning-course-selection>**



# Courses on: Authentic/ Influence and Self Awareness

## Personal Growth and Development

- Insights Discovery
- Preparing for the Interview/ Career Planning
- Mental Health and You at Work
- Family Violence Prevention Training
- Stress Reset
- Work-Life Balance
- Productivity and Time Management

## Communication

- Conflict Management for Supervisors, Managers and Directors
- Effective Communication
- Effective Presentations
- Business Writing Skills

## Professionalism, Political Acumen, and Decision Making

- Public Service Values and Ethics
- How Government Works

*Skills & Attributes: emotional intelligence, perseverance, courage, humility, integrity, interpersonal skills, political acuity*

# Courses on: Builds Relationships

## Collaborative Practice

- Building Collaborative Skills
- Collaborative Strategies for Resolving Conflict

## Change Management and Facilitation

- Change Management
- Facilitating Effective Meetings
- Dynamics of Policy Development

## Conflict Management

- Public Service Values and Ethics
- How Government Works

*Skills & Attributes: communication, openness, adaptability, diplomacy*

# Courses on: Authentic/ Leads Others

## Positive Culture and Working Environment

- Insights Discovery
- Valuing Diversity in the Workplace
- Mi'kmaq Series (Traditional History, Contemporary Society, and Consultations with Mi'kmaq)
- EAP: Employee Assisted Referrals

## Team Development and Leadership

- Insights Discovery/ Transformational Leadership
- Leading and Managing Different Generations in the Diverse Work Environment
- Building Collaborative Skills

## Performance Management

- Mental Health and Performance Matters in the Workplace
- Coaching Skills for Performance Management 1
- Coaching Skills for Performance Management 2

*Skills & Attributes: optimism, good judgement, life experience, decisiveness, team player*



# Courses on: Focus on Results

## Accountability

- Introduction to Lean Six Sigma
- Project Management Basics
- Program Evaluation 101
- Public Engagement 101

## Continuous Improvement

- Program Evaluation 101
- Change Management
- Writing for Government: Executive Council Memos, Treasury Board Memos and Briefing Notes

## System and Resource Management

- Financial Management in the PEI Government
- PeopleSoft Reporting for Managers
- Staffing and Classification: Process and Practices for Managers
- Lean Six Sigma

*Skills & Attributes: business acumen, pragmatism, perseverance, logic, integrity*

**Influence and Self Awareness - Understands their strengths and limitations and how these influence performance**  
**Centered Leadership: Leading from Within ~ Facilitating Development ~ Agile Thinking**

Leadership elements, attributes, skills	Core	Advanced	Excellence
<p><b>Personal Growth and Development</b></p> <p>Champions the importance of personal and/or professional development</p> <p>Is open to self appraisal and seeks feedback from others, using these opportunities to identify areas for improvement and set goals and strategies to enhance personal performance</p>	<p>Foundational leadership skills/behaviors required for those who are leading teams or an individual program or service</p> <ul style="list-style-type: none"> <li>Understands role and purpose of public service and impact on client relationships</li> <li>Recognizes importance of self-awareness for leaders</li> <li>Nurtures the growth of self and others</li> <li>Demonstrates emotional intelligence</li> <li>Is aware of how own behavior impacts others</li> <li>Accepts responsibility for own behaviors and actions</li> <li>Uses negative experiences as a learning opportunity</li> <li>Accepts constructive feedback</li> <li>Creates plan to address identified issues</li> <li>Continuously seeks out opportunities to complete personal and/or professional development in diversity and inclusive practices</li> <li>Raises self awareness and living your values</li> </ul>	<p>Enhanced leadership skills/behaviors developed through training, experience and developmental opportunities in increasingly more complex work assignments and working environments</p> <ul style="list-style-type: none"> <li>Invites constructive feedback from team members</li> <li>Promotes the value of differing viewpoints and the need for individuals to understand the role behavior plays in interpersonal interactions</li> <li>Is aware of how own values and biases affect interactions with others and takes effective action to mitigate impact</li> <li>Reviews role in situational outcomes as a learning experience to build strengths</li> <li>Uses self assessment as a tool for dealing with sensitive situations requiring negotiation and compromise</li> <li>Actively supports staff development through exposure to different situations for purpose of learning new skills</li> </ul>	<p>Highest level of skills/behaviors required to lead in complex organizations and challenging work environments</p> <ul style="list-style-type: none"> <li>Operates with a high level of self-awareness</li> <li>Is future oriented and reads the organization to be able to deal with long term trends, anticipated service delivery needs and workforce issues</li> <li>Willing to take informed risks in order to deal with ongoing issues or to move the organization toward goals and into the future</li> <li>Demonstrates strong understanding of personal impact on others in a variety of situations with many different stakeholders</li> <li>Encourages feedback from across the organization</li> <li>Communication practices promote transparency and a positive work environment</li> <li>Champions the importance of personal and/or professional development in diversity and inclusive practices</li> </ul>
<p><b>Communication</b></p> <p>Promotes open communication by being clear and concise in written and verbal communication, actively listening, and using appropriate messaging and manner of delivery with different audiences/stakeholders in a wide variety of situations</p>	<ul style="list-style-type: none"> <li>Inspiring and influencing with emotional awareness</li> <li>Develops, implements, and encourages effective communication expectations and practices with individuals and team members</li> <li>Models appropriate and effective communication practices (including technology)</li> <li>Demonstrates openness to feedback from team members and others and adapts message as necessary</li> <li>Sets appropriate agendas and effectively runs team meetings</li> <li>Applies intercultural communication skills to foster inclusive and safe spaces at work</li> </ul>	<ul style="list-style-type: none"> <li>Is a strong communicator in various modes (written, verbal, presentations, etc.)</li> <li>Effectively engages others to come up with the best possible solution</li> <li>Facilitates and promotes communication among team members and discussions in conflict situations</li> <li>Communicates effectively within and across team members, department and other organizations</li> <li>Uses feedback and proactive coaching to help others attain goals and improve performance</li> <li>Effectively participates in discussions with peers and others to reach best possible outcomes in ambiguous and/or difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>Motivates and engages staff across the organization as a strong communicator</li> <li>Communicates effectively (with clarity and conviction) and gains commitment in a wide variety of situations, which may include highly sensitive issues with multiple stakeholders and/or audiences</li> <li>Facilitates vertical and horizontal communication optimally using technology to deliver the message</li> <li>Promotes the use of effective, timely and ongoing feedback across the organization to model transparent communication practices</li> </ul>
<p><b>Professionalism, Political Acumen, and Decision Making</b></p> <p>Uses knowledge, systems, culture, and evidence based practice to identify issues, the best data available, and possible alternatives, facilitating discussions with the appropriate parties to determine possible impacts of decisions</p>	<ul style="list-style-type: none"> <li>Understands economic, social and political environment</li> <li>Models behaviors which support organizational values</li> <li>Gathers information to identify problems and opportunities</li> <li>Recommendations and/or actions reflect consideration of possible alternatives and impacts</li> <li>Involves relevant people in decision making and seeks direction appropriately</li> <li>Informs people of decisions and follows through on decision making</li> <li>Communicates controversial decisions or information with tact and diplomacy</li> </ul>	<ul style="list-style-type: none"> <li>Understands origins of issue and demonstrates strong problem-solving orientation using fact-based/ broad range of information sources/analysis of factors</li> <li>Discussions involve peers within organization and a variety of other stakeholders in decision</li> <li>Considers multiple solutions and impacts on team members and clients and other stakeholder organizations</li> <li>Uses appropriate decision making processes to select action and considers short and long term impact of decisions</li> <li>Communicates changes and decisions both horizontally and vertically</li> <li>Considers impacts on design and delivery of services, policy, human resources, budget, and other large picture factors</li> <li>Advances professional competencies in the organization through reciprocal networking relationships</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates strong critical thinking skills in complex, problematic and ambiguous situations</li> <li>Fully considers multiple contributing factors and underlying issues while weighing various solutions</li> <li>Uses strategic alliances to develop creative, proactive and future oriented strategies</li> <li>Decisions reflect broad based decision making ability considering impact on clients, policy, programs, the organization and the public service as a whole</li> <li>Uses knowledge, influence, and networks to anticipate potential issues and impact of organizational decisions, solve operational problems, and achieve corporate objectives</li> <li>Assists others in gaining a better understanding of the public sector environment and political context and management decisions</li> </ul>

**Builds Relationships - Establishes strong working partnerships with individuals, teams and others to create opportunities and develop the organization**  
**Relationship Leadership: Facilitating Development ~ Fostering Teamwork ~ Communicating with Impact**

	Core	Advanced	Excellence
Leadership elements, attributes, skills	Foundational leadership skills/behaviors required for those who are leading teams or an individual program or service	Enhanced leadership skills/behaviors developed through training, experience and developmental opportunities in increasingly more complex work assignments and working environments	Highest level of skills/behaviors required to lead in complex organizations and challenging work environments
<b>Collaborative Practice</b> Understands the inherent strength of engaging stakeholders to build optimal solutions to improve service delivery, and demonstrates the ability to draw on the strengths and skills of others to pursue and achieve goals	<ul style="list-style-type: none"> <li>Collaborates to build effective relationships</li> <li>Seeks and leverages opportunities to enhance outcomes through partnerships</li> <li>Keeps lines of communication open while working with others</li> <li>Builds and nurtures communities of practice</li> <li>Seeks input from others Models whole of government approach to interactions</li> </ul>	<ul style="list-style-type: none"> <li>Values partnerships</li> <li>Models collaborative goal setting and decision making</li> <li>Identifies complimentary areas and gaps across areas of responsibility</li> <li>Creates and maintains strong and effective relationships with team members, colleagues and other stakeholders</li> <li>Initiates collaboration to improve service delivery, policy and programs</li> <li>Creates networks and facilitates relationships with key stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Creates a working environment that fosters collaborative practice and common purpose</li> <li>Builds strategic alliances and connections that further the work of organization</li> <li>Successfully engages others in work that furthers the vision and goals of the public service</li> <li>Builds organizational commitment through cross – departmental initiatives to enhance the public service and create a more effective and efficient service delivery system</li> <li>Takes accountability for implementation of horizontal initiatives</li> <li>Effectively and respectfully deals with conflicting views and fosters collaboration to reach agreement</li> </ul>
<b>Change Facilitation and Management</b> Initiates and directs transformational practices to improve organizational effectiveness	<ul style="list-style-type: none"> <li>Understands change process, its impact and that change management requires specific skills and knowledge</li> <li>Accepts change as a regular occurring process and is adaptable to change</li> <li>Sees opportunities in change</li> <li>Proactively supports and communicates about change</li> <li>Coordinates and prioritizes work activities to contribute to organizational objectives and results</li> <li>Demonstrates personal initiative by exhibiting a commitment to productive change in the organization</li> <li>Assists others to adapt and takes steps to maintain cooperative and collaborative working relationships during the change process</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and directs transformational practices</li> <li>Understands impact of change on self, team and larger unit</li> <li>Possesses strong change management skills and knowledge and is able to apply these during change management exercises</li> <li>Ensures timely communication of change initiatives during times of ambiguity</li> <li>Utilizes government resources to support and guide change in the department</li> <li>Demonstrates agility during times of uncertainty and instability</li> <li>Engages team and key stakeholders at the appropriate time to effectively deal with change and uses as opportunity to further goals</li> <li>Develops communication plan for change process and to keep team informed</li> <li>Meets timelines and adjusts as required</li> <li>Identifies risks and develops appropriate options to deal with changing environment</li> <li>Is aware of skills and potential of employees and role those may play in the future brought about by the change</li> <li>Identifies training needs related to change and develops plan to meet those needs</li> <li>Accesses supports to assist individuals and the organization to deal with impacts</li> </ul>	<ul style="list-style-type: none"> <li>Balances the need for change with the need for continuity</li> <li>Recognizes the effect that change has; anticipates needs and identifies resources to facilitate change implementation</li> <li>Identifies and plans for ways to mitigate the disruptive impacts of change on individuals and the organization as a</li> <li>Demonstrates resilience, composure and a positive outlook in an environment of uncertainty and ambiguity</li> <li>Strategically identifies and implements change in the context of short term, and long term goals, organizational priorities, organizational accountabilities and future direction</li> <li>Takes strategic action to maximize opportunities, identify barriers and mitigate negative impacts of change</li> <li>Aware of organizational impact of change and ensures vertical and horizontal communication is clear, consistent and timely</li> <li>Successfully uses collaborative processes to engage staff and partners in change</li> </ul>
<b>Conflict Management</b> Understands how to identify and deal with conflict early and effectively, facilitate discussions with opposing viewpoints and to gain agreement for the best possible outcome	<ul style="list-style-type: none"> <li>Communicates with impact</li> <li>Understands impact of unresolved conflict on individual staff, clients and work unit</li> <li>Identifies conflict situations and those involved</li> <li>Collects information to gain understanding and insight</li> <li>Seeks assistance appropriately</li> <li>Develops plan and follow-up actions</li> </ul>	<ul style="list-style-type: none"> <li>Successful in mediating difficult situations and reaching agreement within the team or with other related parties</li> <li>Considers presenting and underlying factors, workplace nuances and system/client needs</li> <li>Seeks input into planned actions and/or strategies</li> <li>Successfully negotiates and resolves issues within area of responsibility or across units</li> <li>Reaches agreements that consider individual, team and broader system</li> </ul>	<ul style="list-style-type: none"> <li>Highly competent in mediating and resolving multi-layered issues/disputes with individuals, groups and/or stakeholders</li> <li>Strategically engages broad range of supports, resources and personnel to facilitate creative resolutions to issues</li> <li>Agreements reached reflect understanding of the differing viewpoints, the values and needs of organization, best practices and statutory requirements</li> </ul>

**Leads Others - Models public service values of respect, accountability, integrity and excellence to build a positive workplace culture  
Visionary Leadership: Leading Change, Creating a Compelling Vision, Communicating with Impact**

	Core	Advanced	Excellence
<p>Leadership elements, attributes, skills</p> <p><b>Positive Culture and Working Environment</b></p> <p>Creates a workplace that values diversity and inclusion of people and perspectives and encourages decisions built on consensus</p>	<p>Foundational leadership skills/behaviors required for those who are leading teams or an individual program or service</p> <ul style="list-style-type: none"> <li>Builds culture of respect based on the PEI public service values of respect, accountability, integrity and excellence</li> <li>Values diversity and inclusion and demonstrates ethical behaviour</li> <li>Understands respectful workplaces and deals appropriately and quickly with behaviors that are inconsistent</li> <li>Keeps commitments</li> <li>Seeks others' opinions and Acknowledges others' contribution</li> <li>Demonstrates ethical behavior</li> <li>Decisions are fair and open to scrutiny</li> <li>Ensures team members are aware of one another's roles and contributions and the role the team plays in the organization/ department as a whole</li> <li>Hires employees with a focus on enhancing the team</li> <li>Encourages team members to provide input into decisions and Facilitates good two way communication</li> <li>Determines training, supports and materials needed for team to do their work</li> <li>Invests time in mentoring and the development of leaders</li> <li>Approves staff to attend learning events and cultivates an environment of continuous learning</li> </ul>	<p>Enhanced leadership skills/behaviors developed through training, experience and developmental opportunities in increasingly more complex work assignments and working environments</p> <ul style="list-style-type: none"> <li>Creates psychologically healthy work and contributes to organization culture and is pro-active in maintaining a culture of respect within the team</li> <li>Values differing opinions as a way to improve decision making and dialogue</li> <li>Creates audit trail and as a result, contributes to transparency in decision making</li> <li>Is proactive maintaining a culture of respect across teams, work units and stakeholders</li> <li>Decisions made reflect consideration of differing views</li> <li>Able to bridge differing views and build consensus</li> <li>Support and encourage employees who request to participate in diversity training, cultural programs and events</li> </ul>	<p>Highest level of skills/behaviors required to lead in complex organizations and challenging work environments</p> <ul style="list-style-type: none"> <li>Uses values of respect, accountability, integrity and excellence as foundation for decision making at operational and policy level</li> <li>Models personal conduct consistent with public service values</li> <li>Encourages respectful dialogue and invites feedback on decisions</li> <li>Strongly promotes diversity as an important consideration for policy and best practices to enhance the organization</li> <li>Lead by example by participating as visible champions in recognizing diversity and inclusion</li> </ul>
<p><b>Team Development and Leadership</b></p> <p>Creates a team environment which is focused on goal attainment, recognizes contribution from team members and fosters strong communication within the team</p>	<ul style="list-style-type: none"> <li>Ensures each team member understands their role and expectations for performance</li> <li>Is knowledgeable of how to give constructive feedback effectively and respectfully</li> <li>Informal feedback provided on a regular basis</li> <li>Gives formal feedback annually</li> <li>Engages individual staff in self assessment and in areas for improvement</li> <li>Invites feedback from staff</li> <li>Supports and challenges others to achieve goals</li> </ul>	<ul style="list-style-type: none"> <li>Understands link between individual, team and organizational performance</li> <li>Encourages team members to share their experience and strengths with other team members</li> <li>Secures and provides the right supports to team members to enable them to provide a high level of service</li> <li>Develops protocols and practices to ensure team is consistent in practice</li> <li>Acknowledges the work of the team and individual team members for their contribution</li> <li>Motivates the team to be highly engaged in team goals and their contribution to organizational goals</li> <li>Involves team members in projects with attention to skill set, project targets and skill development</li> <li>Models the importance of a learning organization through engaging in a personal development plan and fostering learning opportunities in the workplace</li> <li>Focus on future, goal attainment and staff requirements within unit and across the organization</li> </ul>	<ul style="list-style-type: none"> <li>Communicates vision and values of organization, emphasizing excellence at all levels</li> <li>Builds a strong collaborative organization with partners to accomplish organizational goals</li> <li>Actively engages employees and teams through a variety of mechanisms to give feedback</li> <li>Ensures appropriate communication is conveyed horizontally and vertically</li> <li>Motivates individuals and teams to contribute to organization goals and provide excellent service to clients/public</li> </ul>
<p><b>Performance Management</b></p> <p>Creates a supportive and accountable environment through setting individual and team goals, providing formal and informal feedback, and promoting professional development for individuals and team members to meet the present and future needs of the organization</p>	<ul style="list-style-type: none"> <li>Engages staff and links individual and team goals to departmental goals</li> <li>Models effective feedback processes with staff</li> <li>Facilitates growth and development plans for individual staff members; identifies training requirements for unit</li> <li>Encourages feedback from team members and pro-actively identifies areas requiring change</li> <li>Finds opportunities to support individual development within the unit</li> <li>Engages staff in measuring results and meeting goals</li> <li>Explores new ways of accomplishing goals and improving outcomes</li> <li>Invites feedback on leadership and actively follows up as needed</li> <li>Is proactive in own personal development and personally engaged in self development plan</li> </ul>	<ul style="list-style-type: none"> <li>Identifies opportunities across the organization and with partners to meet goals of the organization</li> <li>Develops measures at the organizational level to ensure individual feedback mechanisms are in place and used as best practice</li> <li>Identifies and prioritizes learning needs at the organizational level</li> <li>Regularly reviews progress on goals and develops organizational reporting mechanisms to inform and engage staff</li> <li>Supports and challenges others to achieve goals</li> </ul>	<ul style="list-style-type: none"> <li>Identifies opportunities across the organization and with partners to meet goals of the organization</li> <li>Develops measures at the organizational level to ensure individual feedback mechanisms are in place and used as best practice</li> <li>Identifies and prioritizes learning needs at the organizational level</li> <li>Regularly reviews progress on goals and develops organizational reporting mechanisms to inform and engage staff</li> <li>Supports and challenges others to achieve goals</li> </ul>

**Focus on Results - Promotes vision linked to organizational objectives with a strong results orientation**  
**Results Leadership: Agile Thinking ~ Delivering Results ~ Leading Change**

Leadership elements, attributes, skills	Core	Advanced	Excellence
<p><b>Accountability</b></p> <p>Holds self, individuals and team members responsible for setting and revising goals, measuring progress, and achieving goals to deliver high quality and effective management of human, financial and material resources which reflect best practices</p>	<p>Foundational leadership skills/behaviors required for those who are leading teams or an individual program or service</p> <ul style="list-style-type: none"> <li>• Sets short and long term goals for self that are consistent with department goals</li> <li>• Sets priorities and delivers on time and to standard</li> <li>• Takes full responsibility for actions and acts within government values and ethical practices</li> <li>• Demonstrates strong time management skills</li> <li>• Evaluates progress of individual staff and team progress on goals at least once a year</li> <li>• Understands how evaluations contribute to accountability</li> <li>• Provides authentic, evidence-based advise to leadership</li> </ul>	<p>Enhanced leadership skills/behaviors developed through training, experience and developmental opportunities in increasingly more complex work assignments and working environments</p> <ul style="list-style-type: none"> <li>• Facilitates cooperation and collaboration among units to focus on producing results and accomplishing goals using established criteria to measure progress</li> <li>• Identifies and provides support for team members to attain goals</li> <li>• Provides regular updates on progress towards goals</li> <li>• Possesses a repertoire of skills and knowledge of evaluation best practices.</li> <li>• Open to sharing evaluation skills and knowledge with others</li> <li>• Provides authentic, evidence-based advise to leadership</li> </ul>	<p>Highest level of skills/behaviors required to lead in complex organizations and challenging work environments</p> <ul style="list-style-type: none"> <li>• Creates a culture which is focused on achieving results, innovation and providing excellence in public service</li> <li>• Holds self and individuals accountable for results</li> <li>• Demonstrates strong commitment to personal and organizational accountability by regularly reporting on goals and progress in a transparent manner</li> <li>• Ensures that effective accountability and evaluation systems are in place to measure organizational effectiveness</li> <li>• Provides authentic, evidence-based advise to leadership</li> </ul>
<p><b>Continuous Improvement</b></p> <p>Challenges convention to create innovative change. Uses data, feedback, program review, future trends and best practices to ensure services and program delivery meet system and client needs</p>	<ul style="list-style-type: none"> <li>• Understands the goals of the department</li> <li>• Champions change efforts focused on improving services and results to clients and public;</li> <li>• Reviews activities to determine gaps and identify options for improved services and programming</li> <li>• Invites feedback to determine better outcomes in the future</li> <li>• Understands project management principles</li> <li>• Views continuous improve using a problem-solution lens</li> <li>• Encourages and supports innovation</li> <li>• Seeks out emerging trends and best practices to inform strategy and continuous improvement efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Uses data and evidence to inform decisions</li> <li>• Encourages team to use skills and abilities of team members to create and implement new strategies to deal with ongoing or future issues</li> <li>• Keeps current on relevant legislation, best practices and client issues</li> <li>• Promotes a learning environment across the organization</li> <li>• Uses feedback as learning for improvement (personal and team)</li> <li>• Uses a broad range of data and information sources across units to determine optimal options</li> <li>• Uses continuous improvement and efficiency principles to manage work and streamline processes</li> <li>• Applies project management principles to ensure policy implementation and desired outcomes are delivered within key milestones and targets</li> <li>• Champions change efforts focused on improving results for citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates proactive orientation of continuous and ongoing improvement by reviewing progress and resetting targets and priorities</li> <li>• Establishes system-wide feedback mechanisms to determine measurement criteria, what is working well and identify required changes</li> <li>• Engages organization in striving for continuous improvement by setting targets and measuring progress</li> <li>• Clearly articulates key arguments based on sound analysis of evidence to identify benefits, costs and impacts of policy options.</li> <li>• Champions innovation and change efforts focused on improving results for citizens</li> <li>• Identifies and analyze issues that may impact policy and priorities</li> </ul>
<p><b>System and Resource Management</b></p> <p>Uses data based decision making to allocate human, material and monetary resources to meet strategic and operational goals</p>	<ul style="list-style-type: none"> <li>• Tracks progress on goals and understands budgetary, administrative and human resource responsibilities including reallocation of resources</li> <li>• Key contacts are consulted on options</li> <li>• Manages staff performance and development</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews progress and considers data related to areas of responsibility</li> <li>• Identifies gaps and/or misallocation of resources related to goals</li> <li>• Considers a broad range of data, options and evaluates the impact on clients, service delivery, human resources and material considerations during decision-making</li> <li>• Facilitates broad consultation with others to identify opportunities for optimal resource management</li> <li>• Seeks out opportunities to encourage diversity and inclusion among teams</li> <li>• Advances whole of government objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Is highly competent in allocating and managing significant human, financial and other resources in challenging and changing situations in order to meet obligations that are aligned with strategic and operational goals of the organization</li> <li>• Evaluates and supports the development of new services and provides appropriate resources</li> <li>• Continuously seeks new opportunities for policy capacity development through new and existing human and technological resources</li> </ul>



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