



Public Service Leadership Competencies Framework

For the PEI Civil Service



Public Service
Commission

Revised 2026



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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) developed the Leadership Competencies Framework in 2018 after conducting strenuous research and consultations including a review of the best practices of other jurisdictions and aligning our approach with Insights Discovery™. The goal was to develop a leadership competency framework appropriate for the PEI Public Service. After reviewing numerous existing leadership competencies frameworks, results indicated a need to strengthen the development of mid-level leaders, specifically on the competency of “leading self” .

2025 Review

The PSC continues to seek to strengthen the development of our leaders. Thus, it was determined that the framework and competencies should be reviewed with an Equity, Diversity, Inclusion and Accessibility (EDIA), Anti-Racism, and Indigenous lens to ensure an inclusive framework that represents our changing workforce. The secondary goal is to promote the framework and its tools widely across the organization. This will support the professional development of public servants, as noted in the [2023-2026 People Strategy](#) which outlines the PSC's commitment to developing our people and inclusive leaders.

As a result of the consultations and research completed (see Appendix A), a variety of changes have been made to the framework as well as the resources and tools.

The three main changes are:

1. Incorporating an EDIA, anti-racism, and Indigenous lens carried throughout the framework,
2. Updating the documents and resources to improve accessibility by using more concise language, redesigning documents, and creating interactive documents, and
3. Adjusting the ways in which the framework and associated tools are communicated to public servants and utilized in PSC programs.

Framework Alignment

Leadership Competencies Framework 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 the following:

- A preamble that sets out the fundamental expectations of leadership within the public service context
- A tool to help employees and supervisors utilize the framework and competencies in everyday work
- Four competencies and accompanying definitions and examples of effective behaviours
- Links to tools such as self-assessments for each competency and a list of learning and development opportunities to build on each element and competency
- Alignments with the Insights Transformational Leadership™ profile



Youth and New Professionals Networking Event 2023

Leadership in the Public Service

Why do we need Leadership Competencies?

The Public Service in PEI is changing rapidly. Effective government requires dedicated and high-performing public servants who inspire others to do their best work for Prince Edward Island and all Islanders. The following four competencies have been identified: **influence and self-awareness, build relationships, lead others, and focus on results.**

The Leadership Competencies define the behaviours expected of PEI public servants. These employees play a pivotal role in creating and sustaining a modern, connected and high-performing public service that is ethical, professional and non-partisan.

Who are Leaders in the Public Service?

Everyone is a leader in the public service, regardless of position or role. Leadership is about taking initiative, inspiring others, and contributing to the success of PEI and all Islanders. Whether you're making decisions, sharing ideas, or supporting your colleagues, your actions have a great impact on those around you. By embracing this mindset, we create a culture of accountability, collaboration, and shared success. Incorporating Indigenous teachings, particularly humility, reminds us to recognize and value the contributions of others, fostering a community where every voice is heard and respected.

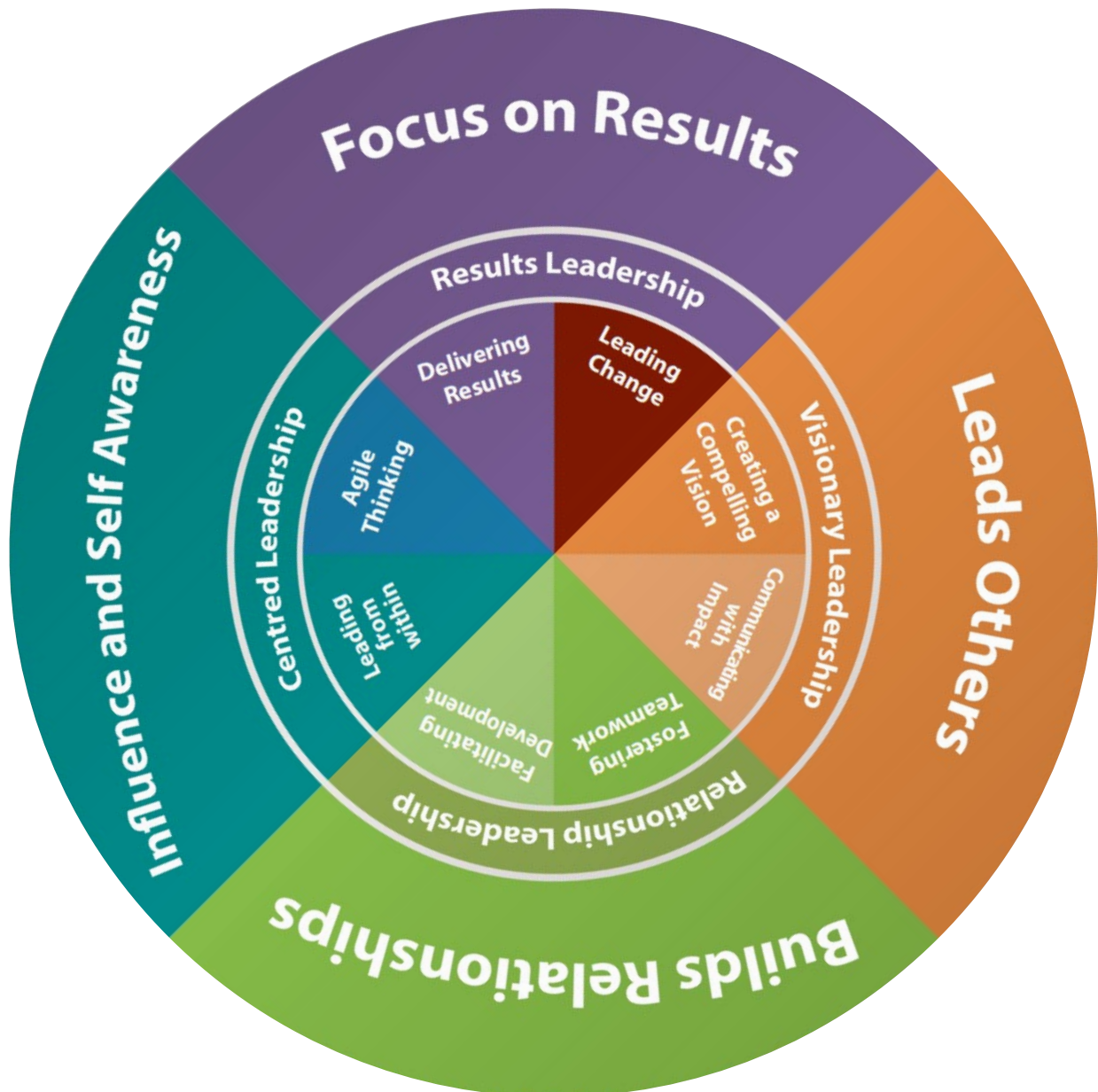


Executive Leadership Accelerator Program (ELAP). Cohort #1, 2025.

Public Service Leadership Competencies

The following pages outline the Leadership Competencies (**Influence and Self Awareness**, **Builds Relationships**, **Leads Others**, and **Focus on Results**) and their elements. Each element is a key component to the associated competency and is essential in developing all Leadership Competencies. Each element is further outlined by identified behaviours that a leader should exhibit, in the self-assessment.

The Leadership Competencies relate to Insights Transformational Leadership program™. The development of Leadership Competencies will support you as you learn to exercise different colour energies.



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 they influence performance. They lead from within, facilitate development, and demonstrate agile thinking.

Personal Growth and Development

- Recognizes the importance of self-awareness
- Uses negative experiences and constructive feedback as learning opportunities
- Continuously seeks opportunities to enhance personal and professional development in diversity and inclusion best practices and challenges one's biases

Communication

- Applies intercultural and intergenerational communication, active listening, and emotional awareness skills
- Promotes the use of effective, timely, and ongoing feedback
- Models transparent, effective, and appropriate communication practices

Professionalism, Political Acumen, and Decision Making

- Ensures diversity of representation in decisions and uses an inclusive lens to consider the impact
- Reviews outcomes as learning opportunities to build strengths
- Demonstrates strong critical thinking and problem-solving skills

Builds Relationships

Leaders establish strong working partnerships to create opportunities and develop the organization. They create collaborative, respectful, and trusting work environments. Leaders bring a whole-of-government view to their interactions, seeking the widest possible spectrum of perspectives. In negotiating solutions, they are open to alternatives and skillful at managing expectations. Leaders share recognition with their teams and partners.

Collaborative Practice

- Builds inclusive and bias-free workplace culture and empowers others to share their perspective
- Respectfully deals with conflicting views and creates space where everyone can speak and learn from each other
- Engages with others to initiate collaboration, goal setting, and cross-departmental initiatives

Change Management and Facilitation

- Demonstrates agility and resilience during times of uncertainty and instability
- Demonstrates personal initiative, champions inclusive and collaborative processes to engage staff and partners in change
- Strategically identifies, implements, and manages change, understands the change process, and its impact

Conflict Management

- Understands the impact of unresolved conflict on individuals and identifies conflict situations
- Successfully mediates and negotiates difficult situations and embraces education opportunities to improve conflict resolution skills
- Strategically engages a broad range of supports, resources, and personnel to facilitate creative resolution to issues

Leads Others

Leaders model public service values to create a positive roadmap for success and inspire and motivate their team members. Intellectually agile, they build on diverse ideas and perspectives, building consensus around compelling visions. They manage performance and provide constructive and respectful feedback. They lead by example, setting goals for themselves.

Positive Culture and Working Environment

- Builds a culture of respect, inclusivity, and genuine and trusting relationships
- Values differing opinions to improve innovation, decision making, and make decisions reflective of diverse views
- Openly discusses how to demonstrate a wide variety of perspectives, identifies, and cultures are valued

Team Development and Leadership

- Encourages team members to share their experience and acknowledges others for their contribution
- Motivates the team to be highly engaged in goals with a focus on future goal attainment
- Engages in a personal development plan and contributes to a safe and bias-free work environment

Performance Management

- Is knowledgeable of how to give constructive feedback and engages in self-assessment and development plans
- Explores new ways of accomplishing goals and improving outcomes, and regularly reviews progress on goals
- Promotes the use of organization policy tools that embed equity and diversity consistently in policy and practice

Focus on Results

Leaders mobilize and manage resources to deliver on the priorities and improve outcomes. They consider context and risks and take personal responsibility for their actions. Leaders have the courage and resilience to challenge convention and use setbacks as valuable insights and learning. They are adaptable to change, aligning as well as adjusting milestones and targets to maintain momentum.

Accountability

- Takes full responsibility for actions and acts within government values and ethical practices
- Demonstrates strong commitment to personal and organizational accountability
- Ensures that effective accountability and evaluation systems are in place to measure organizational effectiveness

Continuous Improvement

- Utilizes equity-based analysis and evaluation tools to focus on improving results and continuous improvement
- Encourages team to use skills and abilities of team members to create and implement new strategies
- Promotes a learning environment across the organization in a way that promotes cultural sensitivity and awareness

System and Resource Management

- Tracks progress, understands the reallocation of resources, and considers a broad range of data during decision-making
- Continuously uses an inclusive lens in decision making, policy development, and service and program delivery
- Demonstrates accountability and excellence in managing cultural diversity and sensitivity in the workplace

How Government of PEI Will Use the Framework

Integration into Government of PEI Processes

The Leadership Competencies are integrated within various human resource processes within the Government of PEI. The competencies can serve as the basis for recruitment, learning and development, performance, and talent management of employees in the public service. The leadership competencies are the skills, attitudes, and behaviours that guide “how” the task should be done or the approach to take.

- 1. Recruitment:** behaviours are used to assess abilities related to the job competencies for a position
- 2. Learning and Development:** provide consistent learning outcomes for employees and programs
- 3. Role Definition:** defines how employees perform their work
- 4. Performance Management:** sets consistent expectations for behaviours and provides a feedback system
- 5. Talent & Succession Management:** assist the organization in ensuring employees have the required competencies to fill positions



National Day for Truth and Reconciliation 2024

How Can You Use the Framework?

There are a variety of ways to use Leadership Competencies in your work, personal and professional development.

1. Self-Assessment

Complete the Moodle self-assessment as a first step to evaluating your skills and identify areas of growth that can be enhanced through Pathways to Learning Courses or a Professional Development Plan.

2. Professional Development Plan (PDP)

A professional development plan, or PDP, is a document that outlines your plans for continuous learning and career growth. It outlines your goals as well as the skills, actions and knowledge that support reaching your goals.

Once you take the Self-Assessment, you can identify opportunities for development to inform your PDP goals. For support creating a PDP, check out this resource:

<https://psc.gpei.ca/performance-management>

3. Choosing Courses

For a list of courses offered to civil service employees, check out this resource:

<https://psc.gpei.ca/learning-and-development>

4. Applying for Jobs

Job postings often outline competencies specific to the role in the job duties or requirements section of the posting. Use the competencies to support your cover letter, resume development and preparation for interviews.

5. Development and Training Fund

The Development and Training Fund (D&T Fund) is designed for employees to take part in training offered outside of the Government of PEI to enhance their current job skills or future career abilities. You can use the competencies and elements in this framework to identify how the proposed training will support your growth in leadership.

For more information for unionized employees: <https://psc.gpei.ca/funding-for-training>

For more information for excluded employees: <https://psc.gpei.ca/development-and-training-fund-excluded>

How Can a Supervisor Use the Framework?

There is no policy requiring supervisors and managers to be assessed or assess employees on the demonstration of Leadership Competencies; however, they are a useful tool to identify learning and development needs as well as inform career planning.

1. Performance Management

At least once a year, supervisors and employees will engage in a performance review or performance management discussion. The Leadership Competencies can be a helpful tool to identify areas of success and areas of development for yourself and employees.

Check out the resources available on performance management: <https://psc.gpei.ca/performance-management>

2. Feedback to Staff

When working with your team, supervisors will want to provide ongoing feedback to help recognize achievements as well as opportunities for improvement of employees. The Leadership Competencies can provide supervisors with vocabulary and resources for goal setting or discussions on the performance of their team.

Try using the behaviours under each element as a way of setting a goal for your team to work on each month!

3. Lead by Example!

Establish your professional development plan (PDP) and make continuous learning and career growth a priority for yourself. Leading by example will support and inspire your team to do the same, setting a standard of excellence that motivates everyone.



Appendix A: 2025 Revisions – Consultations and Research

The PSC engaged in research and various consultations to ensure the broad range of lenses are incorporated in the revision and the materials produced are accessible and inclusive, meeting the diverse needs of the PEI Public Service. Providing inclusive leadership learning and development opportunities, that honor diverse perspectives, cultural awareness, and lived experiences will support fostering diverse leaders within the Public Service. Jurisdictional scans were further conducted to understand various competency models across Canada.

The following consultations occurred:

- Equity-focused Policies and Initiatives Collaborative Working Group (EPIC Working Group), a working-level table comprised of public service representatives whose work focuses on gender and diversity, equity, Indigenous communities, and/or anti-racism, was engaged in a discussion to provide an EDIA, anti-racism, and Indigenous lens. They suggested incorporating language that reflects inclusive leadership principles, acknowledges systemic barriers, and promotes culturally responsive practices. Their input helped shape the tone and intent of the revised framework.
- Two participants of Leaders in Action were engaged. As a part of their participation in the leadership program, they reviewed the Leadership Competency Framework with an Indigenous lens. Components of the corporate project were integrated into this final project, including aspects of the 7 Sacred Teaching and the concept of leading inward and leading outward.
- Focus groups were conducted with anonymous public servants, recruited from the Youth and New Professionals Network. The purpose of the focus groups was to capture initial impressions and fresh perspectives of the Leadership Competencies Framework from individuals in various positions. Key learnings, such as the importance of buy-in and champions of this framework, were incorporated into this final project. Their feedback emphasized the need for clarity and visible pathways for growth.
- Alumni from PSC's Leadership Programs (Insights Transformational Leadership, Leaders in Action, etc.) were previously exposed to the framework. As a result, these alumni were consulted on the framework from a user's perspective. Through surveys, PSC collected information on how the alumni have used the competencies in the past and if they continued to utilize the framework for their professional development after the completion of their leadership program. Their insights informed updates to ensure the framework remains practical and adaptable across career stages.
- The PSC Equity, Diversity, and Inclusion (EDI) Office reviewed the framework language and was consulted on their findings and review. Language was incorporated to ensure alignment with inclusive terminology, reduce bias, and reflect the evolving understanding of equity and intersectionality in leadership.
- Teams from IT Shared Services and PSC Recruitment Consultants were consulted to support accessibility and user experience. This resulted in changes to the accessibility and design of the resources, including

clarifying the action items and next steps for participants. Improvement also included enhanced digital accessibility and user-friendly formatting.

- The Anti-Racism Office was consulted to provide an anti-racism lens, which resulted in placing an emphasis on the importance of ensuring everyone can see themselves reflected in the framework. This perspective helped reinforce the framework's inclusivity and relevance across a wide range of lived experiences.
- ThePSC's Climate Change Coordinator was engaged to provide a climate change and adaptation lens. This engagement was supportive of the importance of long-term thinking in the public service.
- Human Resource Managers received a presentation on the findings and updates of this project. They provided feedback from a leadership and usability lens, focusing on how the framework could support performance management, talent development, and succession planning.
- The PSC Management Group received a presentation on the findings and updates. They provided feedback from a leadership lens, which included suggestions for aligning the framework with organizational priorities, enhancing accountability mechanisms, and ensuring support for strategic leadership development.

