

Introduction

What is a Competency?

A competency, in the RCMP, is defined as: “*An observable and measurable knowledge, skill, ability or personal characteristic defined in terms of the behaviors required by employees to achieve the performance output / outcome needs of the organization of excellence.*”

The key concepts to highlight in this definition are that competencies are observable and measurable, that they are related to excellent performance, and that they emphasize behaviour.

Competencies themselves are not a new or radical construct – in fact, they have been used within the Force for quite some time, generally under the label of *skills, abilities* and *knowledge*. What is new is the increased application of competencies across HR, and at a much finer level of detail in describing work-related performance and behaviour. The competencies in the RCMP Competency Model have all been defined in specific behavioural terms, and have an accompanying behaviourally-anchored rating scale.

What is the Purpose of Competency Based Management?

In the past decade, the use of competencies has become a common practice in many organizations. Competency profiling, gap analysis, competency-based assessment and selection based on competencies have been gaining international recognition.

The most basic objective of Competency Based Management (CBM) is to provide the tools that will enable HR to be more proactive in planning and responding to new, strategic job requirements and improve day-to-day service delivery to operations. CBM provides the road map to accomplish this objective by acting as a common language for all HR activities.

The focus of CBM is on worker qualifications and the identification of knowledge, skills, abilities, and personal characteristics (competencies) necessary for job success. CBM includes two components:

- ❑ A business planning component that allows managers to assess their resources and needs, and to link employees’ competencies and training needs with organizational objectives; and
- ❑ A career management component that provides employees with information they need to progress in the organization and their careers.

Competency-based HR management is integral to the RCMP HR vision. It builds the foundation for a more flexible workforce based on the diverse job requirements across the Force. It supports the development of a career / employment strategy by recognizing the competencies required to support the Strategic Framework and related outputs and results.

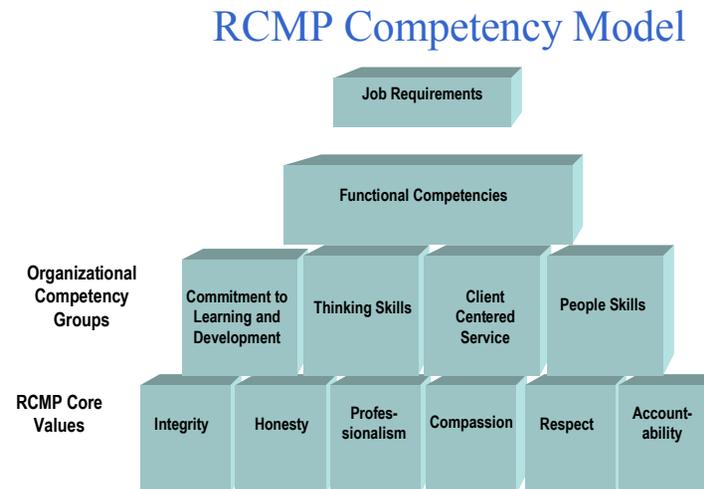
The RCMP Competency Dictionary and the Competency Model

Originally, there were eight core competencies in the RCMP, but no functional competencies were in use. As the Competency Based Management initiative progressed, it evolved that the eight core competencies should be more specifically defined, which would allow for a greater depth of understanding and more precise use in all processes. In addition, operational managers clearly indicated the need for Functional Competencies and Accomplishments.

This resulted in the approval by the SEC HR Subcommittee of the following model on 23 September 2002. Like the eight core competencies, the model is based on the core values of the RCMP. The **Competency Dictionary** is the organization's official list of competencies and was developed by reviewing competency dictionaries in other law enforcement, government, and private sector agencies, as well as by mapping and compiling all existing competencies (and values) in use in the RCMP - e.g. Core Competencies, existing Job Competency Profiles, Field Coaching Program, etc.

Most importantly, the dictionary is also being refined through input obtained from developing competency profiles for functions within the RCMP. On an ongoing maintenance basis, competencies may be added, combined or modified, as required. At the same time, subject matter experts will keep behavioural examples current. Therefore, the dictionary is a living document that will continue to evolve with the RCMP.

The structure and groupings into which the competencies have been organized is referred to as the **RCMP Competency Model**.



The RCMP Competency Model reflects the competencies that support the Mission, Vision and Values of the RCMP and that are critical to excellent performance. The strong emphasis placed on managing diversity is reflected by its inclusion across a broad range of the Organizational and Functional competencies. The Competency Model supports the RCMP's commitment to build a competent, impartial, inclusive and representative workforce.

The RCMP Competency Model has two different types of competencies: Organizational and Functional. In addition, the model also reflects those essential Job Requirements that are not "competencies", but are qualifications needed to perform a particular function.

Organizational Competencies

The Organizational Competencies reflecting personal characteristics are arranged into four groups: *Commitment to Learning and Development, Thinking Skills, Client Centered Service* and *People Skills*. These groups reflect the essential core groups of competencies that every member of the RCMP must have to deliver on the mission, vision and values, and support the Strategic Framework. These competencies underlie successful on-the-job performance across the RCMP. Typically these are less "trainable", and reflect an individual's personal qualities or attributes.

Functional Competencies

These are typically the "knowledge, skills and abilities" areas that are required by employees within a particular function. Often, these competencies are more trainable than the Organizational Competencies. They describe what the employee needs to know or be able to apply in order to perform effectively in that function. For example, all Forensic Identification Specialists must have a knowledge of Forensic Techniques including photographing a crime scene, video recording an activity or crime, measuring a scene, developing fingerprints, etc.

Job Requirements

Over and above the two categories of competencies, there are often technical or professional capabilities or other essential or mandatory qualifications required by many positions, such as successful completion of a course of study, formal developmental activity, or demonstration of a skill (e.g., PARE, First Aid, CPR, degree, diploma, certificate, accreditation, etc.). If the work evolves, the competencies will be adjusted to reflect the changes in qualifications.

How Are the Competencies Organized?

For all competencies listed in the dictionary, a brief **definition** is provided. Next, a **progression** is shown; the purpose of this is to indicate the full range of expression of the competency, from the lowest level to the highest. Then, a **proficiency scale** is presented, which indicates the number of proficiency levels for the competency (this varies from four to six), and briefly defines each level.

For each proficiency level, several **behavioural indicators** (often referred to as BIs), or descriptor bullets, are provided, to further characterize the competency. Although BIs from lower proficiency levels are not repeated at higher levels, they nonetheless apply - i.e., if someone has demonstrated proficiency at level three, they are deemed to also possess proficiency at levels one and two, but not necessarily at level four - the scale is progressive from the lowest level to the highest.

It is very important to remember that the BIs for each level on the scale are *illustrative* rather than *definitive*. That is, they are just potential examples, and other examples of behaviour are possible. An employee does not need to be able to demonstrate all of the BIs to be considered to be working at that level.

The Competency Dictionary identifies qualities that are applicable to all employees, whether they are Regular Members, Civilian Members or Public Servants.

As mentioned previously, the Organizational Competencies are relevant to all functions, roles and responsibilities, while the Functional Competencies provide the opportunity of identifying competency areas that are unique to the needs of a specific function or job.

The dictionary is also intended for all hierarchical levels (or ranks) in the RCMP, from entry-level to executives. The competency profiling process will typically be applied to **five different levels of work** in the RCMP:

- ❑ **Individual Contributor** – carries out activities that require technical expertise or specialized knowledge – typically with no formal supervisory responsibilities.
- ❑ **Supervisor** – coordinates the daily activities of a team, providing guidance to employees, and also spends some of his/her time working as an Individual Contributor.
- ❑ **Manager** – plans, directs and monitors the activities of a unit or function.
- ❑ **Senior Manager** – executes the organizational strategy, coordinating across units within his/her function.
- ❑ **Senior Executive** – sets the strategic framework for the RCMP and mobilizes resources across the organization to achieve strategic priorities.

The Individual Contributor could be an investigator working on a case, a support staff doing data entry, or a manager who is directly involved in carrying out a task or project. Almost all positions involve being an Individual Contributor to a certain extent. These levels are not necessarily related to rank. A Superintendent may be an Individual Contributor, and a Corporal may be a Supervisor or Manager.

Competency Profile Development

When a competency profile is created for a function or job within a function, at least one competency must be selected from each of the four Organizational Competency groups. This ensures that the profile describes the work behaviour in the most complete manner possible, focusing on a breadth of competencies, including: learning, thinking, client service and people skills.

The profile will typically focus on the most critical Organizational Competencies – those which are key to success and which differentiate top performers. In addition, Functional Competencies should be selected (or developed) to help describe the most important knowledge or content areas to be applied. The profile will identify those that are critical to success and differentiate excellent performance.

The job experts who are developing the profile will quantify the level of proficiency required for each selected competency in two ways: firstly, by defining the **minimum level** of competence – *“the proficiency required to do the work on a day-to-day basis”*, and secondly, by setting the **desired level** – *“the maximum level of proficiency which adds value to the work (what the best do)”*.

These proficiency levels will allow the competency profile to be used for staffing purposes; we can assess where a candidate is currently in terms of each of the identified key competencies, evaluate where any potential gaps might be and select the most qualified candidate.

This also ties in well with choosing training activities to develop an employee’s competencies. An employee can potentially assess the proficiency level at which he/she has demonstrated each competency and target training for those competencies that are not yet at the required level. In fact, the goal is that competency profiles will eventually be useful across the whole range of HR applications at the RCMP.

The Organizational Competencies

Commitment to Learning and Development Group

Competencies related to the desire to develop self and others, and to be open to better ways to meet organizational needs.

Developing Self
Developing Others
Flexibility
Change Leadership

Developing Self: recognizes personal strengths and learning needs and engages in self-development opportunities to achieve full potential in current and future roles.

Progression: *from accepting learning opportunities to proactively investing and maximizing one's own learning potential*

C O N C E P T	Level 1	Level 2	Level 3	Level 4	Level 5
	Reflecting on, and learning from, past performance	Participating in learning activities to enhance performance in current role	Actively pursuing focused development	Anticipating future learning needs for current job	Maximizing own learning potential by anticipating future learning beyond current job or needs
E X A M P L E S	<ul style="list-style-type: none"> • Reflects, analyses and learns from own and others' past performance, both successes and mistakes. • Seeks assistance or advice for specific tasks when needed. • Openly accepts performance feedback from supervisors and others. • Follows the learning plan that has been developed for him/her. 	<ul style="list-style-type: none"> • Demonstrates motivation to learn by looking for timely opportunities to refine existing skills. • Regularly self-assesses and seeks feedback from others to identify areas for improvement in current role. • Enthusiastically attends courses or takes part in other developmental activities when invited to do so. • Integrates learning into on-the-job performance. 	<ul style="list-style-type: none"> • Creates plans for development, and executes them to the extent that he/she is able. • Sets realistic learning goals, and identifies targeted means for pursuing own learning. • Actively pursues learning opportunities in keeping with learning goals and plan. 	<ul style="list-style-type: none"> • Anticipates future needs of the organization, clients and partners and identifies opportunities to learn for current and future needs in one's job. • Goes beyond the context of one's current needs and challenges to optimize personal learning. 	<ul style="list-style-type: none"> • Uses knowledge, data, intelligence to improve personal learning and performance in anticipation of long-term needs. • Proactively searches for new learning to enhance future knowledge and skills.

CORE: Does the person honestly self-assess his/her performance, and strive to continuously learn and develop critical work-related competencies?

Developing Others: guides and supports developmental opportunities for others to achieve their full potential in their current and future roles and contribute to organizational success.

Progression: *from sharing task-related advice and encouragement, to facilitating strategic employee development*

C O N C E P T	Level 1	Level 2	Level 3	Level 4	Level 5
		Sharing task-related advice and expertise with others	Creating learning opportunities for others relative to technical skill acquisition	Coaching others and providing advice relative to competency acquisition	Creating a supportive learning environment that facilitates employee growth and development
E X A M P L E S	<ul style="list-style-type: none"> Willingly shares own task-related expertise with others. Provides direction or advice on how to do the work. Models the principles and practices of continuous learning. 	<ul style="list-style-type: none"> Identifies or suggests activities that could help develop new technical skills for others. Gives practical support and assistance to make learning easier (e.g. provides information, tools, expert advice, etc.). Expresses positive expectations for future performance. 	<ul style="list-style-type: none"> Coaches others by providing feedback relative to learning new competencies. Gives individualized suggestions for improvement of current competencies. Models the behaviours required for developing competencies. 	<ul style="list-style-type: none"> Creates an environment where mistakes are used as learning opportunities, feedback is freely offered, and expertise is shared among employees. Provides opportunities for employee development in light of current and future organizational needs. Encourages others to assess their strengths and weaknesses, career goals, and strategies for achieving them. Ensures that resources and time are available for employee development. 	<ul style="list-style-type: none"> Implements structures, succession planning mechanisms, and processes that promote employee development in line with the RCMP's goals. Structures work processes to facilitate employee development (e.g., cross-functional training, participative management, etc.).

CORE: Does the person genuinely care about and work to develop the long-term characteristics (not just skills) of others?

Flexibility: considers, adopts and changes behaviours in light of new ideas or work methods, and works effectively within a variety of situations and with various individuals or groups of diverse backgrounds and experiences. Demonstrates a positive attitude and open-mindedness when faced with change.

Progression: from accepting the need for flexibility to adjusting strategic plans to meet evolving situations

C O N C E P T	Level 1	Level 2	Level 3	Level 4	Level 5
	Accepting the need for flexibility	Adapting one's usual approach to a specific situation	Readily adapting to new ideas, peoples, and work situations	Adapting tactics and flourishing in a changing environment	Adapting strategies and organizational directions
E X A M P L E S	<ul style="list-style-type: none"> • Acknowledges that people are entitled to their opinions, and accepts that their viewpoints are different. • Is open-minded and gives consideration to new ideas and work processes. • Acknowledges the value of looking at issues from different / diverse perspectives. • Displays a positive attitude when working under conditions that are unclear or fluctuating. 	<ul style="list-style-type: none"> • Alters normal procedures to fit a specific situation to get a job done and/or meet organizational goals. E.g., takes on co-workers' tasks when needed in an emergency. • Tries out different solutions brought forth by others or to take an unorthodox approach. • Readily recovers from setbacks in planned activities or goals, and from surprises. 	<ul style="list-style-type: none"> • Changes ideas or courses of action based on new information or contrary evidence, to achieve results. • Flexibly applies guidelines or procedures to get the job done and/or to meet organizational objectives, while ensuring that sound practices are followed. • Works effectively in a rapidly changing and/or diverse environment. 	<ul style="list-style-type: none"> • Adapts longer term plans, goals or projects when initial assumptions become no longer valid. • Supports and effectively adapts to major, fundamental and relevant changes that challenge established ways of operating. • Maintains effectiveness and productivity in unstructured or ambiguous situations. • Takes the lead in implementing and / or adopting novel approaches consistent with goals and directions of the organization. 	<ul style="list-style-type: none"> • Adjusts strategic directions to address a diverse range of situations, people and groups. • Makes organizational changes to meet the needs of new situations. • Effectively shifts priorities and associated strategies to respond quickly to emerging opportunities and risks.

CORE: Does the person change gears or drop the expected task when circumstances demand it?

Change Leadership: initiates, implements, and supports new or modified approaches, practices, and processes in the organization.

Progression: *from explaining to leading change*

C O N C E P T	Level 1	Level 2	Level 3	Level 4
	Fostering understanding of change	Fostering acceptance of and commitment to change in others	Managing the change process	Leading change
E X A M P L E S	<ul style="list-style-type: none"> Effectively manages own personal resistance or reaction to change. Shares own understanding of change with others. Explains the rationale for change. 	<ul style="list-style-type: none"> Involves others in planning for and implementing change, and in so doing gains buy-in for change. Helps others deal with their resistance to change and be more open to new ideas and perspectives. Communicates to colleagues, staff and/or clients why change is needed, the benefits of change, what is at stake, and how the change will impact employees and clients. 	<ul style="list-style-type: none"> Translates organizational change strategies into specific and practical goals, processes, and time frames. Develops and implements plans to transition from the current to future situation. Develops contingency plans for major resistance and/or unforeseen issues in implementing change. Reallocates resources to reflect organizational priorities and to capitalize on the diversity of the workforce. 	<ul style="list-style-type: none"> Champions change by communicating a clear, compelling vision of what the change will accomplish. Ensures ongoing communication strategies are in place to facilitate understanding and commitment to change. Generates momentum and genuine enthusiasm for change. Spearheads the development and implementation of change strategies, developing or adjusting organizational systems to facilitate the change and employee or client transition.

CORE: Is this person truly a change agent? Can this person lead change initiatives?

The Organizational Competencies

Thinking Skills Group

Competencies related to the ability to acquire, develop, and work with information and ideas.

Innovative Thinking
Planning and Organizing
Problem Solving
Strategic Thinking
Decisiveness

Innovative Thinking: identifies, creates and implements new or alternative viable solutions to problems, situations, or work processes.

Progression: *from recognizing the need for novel solutions, to developing advanced responses to complex challenges*

C O N C E P T	Level 1	Level 2	Level 3	Level 4	Level 5
		Recognizing when new approaches and new ways of working are required	Generating new approaches and innovative ideas by adjusting current practices	Looking externally to identify solutions new to the RCMP	Creating new solutions for which there are no precedents
E X A M P L E S	<ul style="list-style-type: none"> Recognizes when standard or conventional approaches will not work. Makes minor modifications to current process or approach. Seeks assistance from supervisor or others in identifying alternatives. 	<ul style="list-style-type: none"> Comes up with alternatives to address problems, some of which may require fine-tuning from others to work well. When looking at issues or problems, generates new and innovative solutions by adjusting existing practices. Evaluates and creates new approaches, for example, by canvassing others for ideas, exploring diverse perspectives, and networking within the organizations etc. 	<ul style="list-style-type: none"> Brings in new and innovative solutions from outside the current environment that effectively address problems, and which become models for others to follow. Substantially improves work processes through early adoption of innovative or non-traditional approaches or technology. Identifies new approaches for the RCMP, for example, by reviewing relevant literature, meeting with representatives from other organizations etc. 	<ul style="list-style-type: none"> Integrates relevant concepts or models into a complete vision or solution for which there is no previous experience or “road map”. Develops viable new solutions to ongoing challenges. Creates an environment open to diverse perspectives. 	<ul style="list-style-type: none"> Generates multiple advanced and effective alternatives to address complex issues. Creates innovative, advanced, new models and frameworks in response to new challenges.

CORE: Does this person “think outside the box” to come up with creative or new ways of meeting operational challenges?

Planning and Organizing: plans, implements, evaluates and adjusts goals, objectives and courses of action to meet organizational needs.

Progression: *from identifying priorities and planning own work to overseeing strategic organizational planning*

C O N C E P T	Level 1	Level 2	Level 3	Level 4
	Establishing priorities and planning own work	Developing and implementing plans for group or project team	Preparing and managing complex project plans and taking corrective action	Overseeing strategic organizational planning
E X A M P L E S	<ul style="list-style-type: none"> • Sets personal objectives and goals and manages use of own time. • Works towards accomplishing own daily, weekly and annual objectives. • Learns from mistakes, and adjusts goals and courses of action to meet changing needs. • Sets priorities for his/her work in order to stay on top of the workload and tackle the most important issues first. 	<ul style="list-style-type: none"> • Develops and implements realistic and achievable work plans for group or project team – including tasks, priorities, resources and schedules. • Establishes priorities, identifies critical tasks, and pushes projects forward in a timely fashion. • Establishes controls to detect problems early and notify those involved if deadlines are affected. 	<ul style="list-style-type: none"> • Prepares and manages multi-resource plans which affect the direction of the work unit. • Analyzes complex, evolving circumstances and takes corrective action to avoid resource constraints and meet deadlines. • Prepares to implement plans by ensuring that mandate is clear and manageable with present resources. 	<ul style="list-style-type: none"> • Oversees development and manages overall strategy, plans, resources, and systems to create and implement programs and policy. • Works with plans that may affect the strategic direction of the organization. • Analyzes emerging opportunities and threats, and projects the major implications for the organization. • Reallocates resources to reflect strategic priorities.

CORE: Is this person able to look ahead and plan and organize activities to meet identified priorities?

Problem Solving: systematically analyzes and breaks down problems, opportunities and issues into component parts, identifies appropriate solutions and takes timely actions and decisions.

Progression: *from identifying problems and breaking them down to evaluating and solving complex situations*

C O N C E P T	Level 1	Level 2	Level 3	Level 4	Level 5
		Identifying problems and breaking them into their basic components	Analyzing elements of a concrete situation and drawing appropriate inferences and possible solutions or issues	Analyzing multiple relationships involving difficult problems and situations	Drawing accurate cause and effect inferences and solutions to multi-faceted issues or situations
E X A M P L E S	<ul style="list-style-type: none"> • Breaks down problems into a list of tasks or activities. • Applies approved problem-solving model (CAPRA) to address a given problem or situation. 	<ul style="list-style-type: none"> • Identifies the key relationships among elements of a situation or a problem. • Anticipates and acts upon present straightforward opportunities or problems. • Resolves problems and makes decisions in a timely manner. 	<ul style="list-style-type: none"> • Creates opportunities and solutions that address more difficult or abstract situations. • Creates and adapts solutions to address unusual data or novel situations. • Identifies several potential causes of events or multiple-part consequences. 	<ul style="list-style-type: none"> • Foresees problems and opportunities not obvious to others and acts to address them in a timely fashion. • Creates new solutions that address problems and anticipate obstacles – i.e. thinking ahead about next steps in detail. 	<ul style="list-style-type: none"> • Anticipates and prepares for long-term opportunities or problems that are not obvious to others by analyzing a vast amount of information. • Develops comprehensive solutions to extremely complex problems.

CORE: Does the person understand cause-and-effect chains and relationships?

Strategic Thinking: identifies trends, patterns or connections between organizational issues, and identifies key or underlying factors in complex situations. Identifies priorities and opportunities for the organization, and aligns daily work with long-range visions and directions of the RCMP.

Progression: from using basic reasoning to developing new, long-range models, or strategic visions and directions for the RCMP

C O N C E P T	Level 1	Level 2	Level 3	Level 4	Level 5
		Considering needs when setting current priorities	Identifying misalignments and gaps, and targeting actions to current organizational strategies	Anticipating emerging organizational needs and establishing short to medium term priorities	Shaping long term direction and vision by creating new models of organizational possibilities
E X A M P L E S	<ul style="list-style-type: none"> Understands how changes in the environment may impact RCMP operations. Conducts an environmental scan (e.g., organizational readiness, external factors, trends, etc.) when determining current organizational priorities. Considers and chooses among approaches (e.g., those used by other organizations, described in literature, suggested by employees or clients, etc.) to best address current priorities. 	<ul style="list-style-type: none"> Links current programs to longer-term perspectives. Understands the organization's strategic goals and reviews own and work unit's actions against these goals. Considers the 'big picture' by taking into account the interests of a diverse Canadian public when implementing new programs. Actively researches current developments and trends. 	<ul style="list-style-type: none"> Understands what future factors (e.g., technological breakthroughs, government policy, demographics, lifestyle, etc.) could affect the future direction of the RCMP. Integrates intelligence into a short to medium term plan, and articulates and executes the strategies. Identifies what the needs will be in the short term future and how the organization's priorities will have to change to address such emerging needs. Identifies and seizes opportunities to address emerging cultural, social, political or organizational priorities. 	<ul style="list-style-type: none"> Through the identification of patterns in the organization's situations, infers what came before, what happened during, and/or what followed the observed events and determines what needs to happen next. Projects what long term needs may emerge on the basis of the current national environment, and an understanding of how needs have developed, changed, and subsided in the past. Provides input to the general long term directions for the organization. Ensures that initiatives <i>across</i> the organization are aligned with the organization's mission. 	<ul style="list-style-type: none"> Identifies, analyses, and interprets complex, emerging international or global issues and provides direction on how the RCMP will address such issues over the long run. Fosters proactive thinking across the organization and with partner agencies and governments to address anticipated issues. Recognizes opportunities and risks associated with different long term organizational and inter-organizational approaches to emerging issues.

CORE: Does this person look at the “big picture” and examine long term and broad issues, which affect the organization?

Decisiveness: makes timely, well-informed and effective decisions in the face of vague, ambiguous or conflicting situations, or when there is an associated risk.

Progression: *from making basic decisions in simple situations to making complex decisions in ambiguous situations*

C O N C E P T	Level 1	Level 2	Level 3	Level 4
	Making relatively uncomplicated, “safe” decisions	Making decisions in a somewhat vague situation	Making decisions in ambiguous or risky situations	Making strategic decisions in highly ambiguous or risk-filled situations using advanced techniques
E X A M P L E S	<ul style="list-style-type: none"> • Makes and implements decisions where necessary information is available and stakeholders share compatible objectives. • Gets the information needed to make effective decisions. • Recognizes conflicting or risky situations as they arise, and suggests appropriate responses. 	<ul style="list-style-type: none"> • Makes and implements decisions when faced with differing stakeholder perspectives and/or potentially missing information. • Gets involved in situations that include some recognizable risk. 	<ul style="list-style-type: none"> • Makes and implements decisions where required information is incomplete and/or ambiguous, but sufficient to exercise sound judgment. • Implements ideas and approaches that are likely to add value, but may not work out. • Puts systems in place to proactively monitor risks and determine acceptable risk tolerances. 	<ul style="list-style-type: none"> • Makes and implements strategic decisions based on principles, values and business cases. • Champions initiatives with significant potential paybacks, but possible adverse consequences, based on an assessment of the risks and benefits, impacts, etc. • Integrates risk management into program management and organizational planning. • Makes strategic decisions in line with organizational priorities, goals and objectives.

CORE: Can this person act without hesitation and make effective decisions even when they are faced with missing or conflicting information?

The Organizational Competencies

Client Centered Service Group

Competencies related to meeting and exceeding client needs.

Conscientiousness and Reliability
Meeting Client Needs
Results Oriented
Stewardship

Conscientiousness and Reliability: fulfills commitments in a professional, thorough and consistent manner through self-discipline and a sense of duty. Shows a strong attention to detail and a focus on quality.

Progression: *from working reliably under supervision to independently fulfilling commitments*

C O N C E P T	Level 1	Level 2	Level 3	Level 4
		Showing a concern for being reliable and attending to details	Fulfilling commitments with minimal supervision	Proactively fulfilling work commitments without supervision
E X A M P L E S	<ul style="list-style-type: none"> Wants roles, expectations, tasks and data to be well defined. Works on assignments in order of priority assigned by supervisor. Carries out specific tasks as requested, while under supervision. Double-checks the accuracy of own information or work. Maintains a positive attitude about his/her work. Acts responsibly and professionally in all situations. 	<ul style="list-style-type: none"> Accomplishes assigned tasks on his/her own, ensuring most details are addressed. May require some direction from supervisor when circumstances change. Conscientiously attends to relevant details. 	<ul style="list-style-type: none"> Gets the job done without supervision. Anticipates problems and makes plans to prevent them and/or effectively overcome obstacles when they arise. Ensures that all tasks are completed in an accurate and timely manner. 	<ul style="list-style-type: none"> Monitors progress of a project against milestones or deadlines. Monitors data, discovers weaknesses or missing data and seeks out information to keep order. Consistently fulfills commitments, even under difficult or challenging circumstances. Proactively reviews the quality of all aspects of deliverables, leaving nothing to chance.

CORE: Does the person pay attention to small details and independently produce consistent, high quality results?

Meeting Client Needs: shows a strong desire to identify, meet or exceed internal and external client needs and expectations.

Progression: from meeting immediate, concrete client needs to anticipating and solving the client's long term strategic needs

C O N C E P T	Level 1	Level 2	Level 3	Level 4	Level 5
		Taking responsibility for meeting clients' expectations	Going beyond what is immediately asked by the client	Acting to improve service delivery to the client	Developing long-term, trusting, and consultative partnerships with client groups
E X A M P L E S	<ul style="list-style-type: none"> • Takes responsibility for achieving service standards by meeting established indicators of work quality and client satisfaction. • Checks that own work is addressing the required issues. • Keeps clients informed of relevant actions, initiatives, and any change in services. 	<ul style="list-style-type: none"> • Seeks and provides information beyond the needs initially expressed by the client to improve client satisfaction. • Seeks immediate client feedback to clarify and ensure that needs have been addressed and responds appropriately. • Where problems in service delivery fall outside one's authority, follows up on issue to ensure client's needs are addressed. • Strives to not only meet, but exceed, client expectations. 	<ul style="list-style-type: none"> • Seeks to improve client service by identifying potential improvements to RCMP's systems and processes based on clients' feedback. • Implements and evaluates approaches to optimize client satisfaction. 	<ul style="list-style-type: none"> • Initiates, implements and personally sustains effective consultative client groups. • Successfully builds bridges to diverse client groups with whom the RCMP has had difficulty establishing effective working relationships in the past. 	<ul style="list-style-type: none"> • Looks for long term benefits to the client and adjusts approach accordingly even at a cost to own organization (may trade off immediate costs for the sake of the long term relationship). • Identifies emerging client needs, and incorporates them into the vision and mission of the organization. • Develops and maintains strategic relationships based on in-depth understanding of the clients' business and objectives. Becomes involved in clients' decision-making process.

CORE: Does the person have a genuine desire to help or serve others, or act on behalf of the person being served?

Results Oriented: demonstrates a personal need to achieve high quality results that meet or surpass organizational goals. It implies being a self-starter, showing initiative, and competing against one's own standards of excellence.

Progression: from meeting basic pre-set goals to surpassing performance standards in new or challenging situations

C O N C E P T	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Strives to meet basic pre-set goals	Creating own standards of performance	Improving performance	Persevering in the face of obstacles and setbacks	Setting and meeting challenging goals	Taking calculated risks to surpass organizational goals
E X A M P L E S	<ul style="list-style-type: none"> • Tries to meet basic pre-set management objectives. • Is generally able to deliver expected results. • Ensures he/she understands expectations related to quantity and quality of work. 	<ul style="list-style-type: none"> • Establishes personal standards against which monitors own progress. • Keeps track of and measures outcomes against an objective standard. • Monitors own quality and productivity levels. 	<ul style="list-style-type: none"> • Makes specific changes in the system or in own work methods to improve performance (e.g., does something better, faster, at lower cost, more efficiently; improves quality, client satisfaction, morale), without setting any formal goals. • Collects and uses performance information to improve quality of service. • Ensures performance improvements are linked to desired outcomes. 	<ul style="list-style-type: none"> • Repeatedly adjusts plans as obstacles are encountered. • Immediately and repeatedly adjusts and regroupes from setbacks. • Persists when the prospects of success appear dimmest. • Maintains determination as obstacles accumulate. • Encourages and supports subordinates in taking calculated risks. 	<ul style="list-style-type: none"> • Sets goals beyond targets set by management, which may be ambitious, but are not unrealistic. • Sets out to achieve a unique standard, e.g., "No one had ever done it before". 	<ul style="list-style-type: none"> • Takes numerous, sustained actions over time in the face of multiple risks to reach organizational goals. • Commits significant resources and/or time to reach a challenging goal while also taking action to minimize the risks involved.

CORE: Does the person think about meeting and beating goals and taking calculated risks for measured gains?

Stewardship: focuses on safeguarding and using human, financial, and informational resources (including intelligence) effectively and economically by ensuring decisions and operations are implemented in compliance with applicable policies, procedures, standards, laws and regulations.

Progression: from safeguarding resources one uses directly on the job (e.g., a vehicle) to ensuring processes are in place in the organization to foster the responsible safeguarding and use of RCMP resources

C O N C E P T	Level 1	Level 2	Level 3	Level 4	Level 5
	Appropriately using RCMP resources to accomplish one's job	Ensuring others safeguard RCMP resources they use on the job	Promoting and modeling the safeguarding of RCMP resources	Implementing processes and infrastructures to ensure stewardship of resources	Ensuring processes and infrastructure are in place to foster strategic stewardship of resources
E X A M P L E S	<ul style="list-style-type: none"> Appropriately maintains RCMP property and assets (e.g., office equipment, vehicles, budgets, information databases, etc.). Identifies wasteful practices, or opportunities for greater efficiencies. 	<ul style="list-style-type: none"> Monitors the use of RCMP resources or assets by employees, suppliers, or clients. Takes responsibility for the careful use and protection of assets and information under one's control. Ensures that reports and data regarding RCMP resources are accurate and available. 	<ul style="list-style-type: none"> Ensures compliance with legislation, policies, and practices applicable to the appropriate and effective use of resources. Encourages employees to maintain a balanced lifestyle, to prevent burnout or stress-related work performance problems. Demonstrates a commitment to preserving a workplace free of harassment and discrimination. 	<ul style="list-style-type: none"> Ensures that there is an adequate internal control system over RCMP assets, liabilities, revenues and expenditures. Establishes and aligns authority, responsibility and accountability with RCMP objectives. 	<ul style="list-style-type: none"> Ensures processes and infrastructure are developed and in place to provide managers with integrated financial and non-financial performance information, a mature approach to risk management, appropriate control systems, and a shared set of values and ethics. Builds public confidence in the effectiveness and integrity of the systems and information used to administer programs.

CORE: Does the person make sure that desired organizational standards are met and hold people accountable to them?

The Organizational Competencies

People Skills Group

Competencies related to working effectively with others.

Communication
Persuasiveness
Courage of Convictions
Teamwork
Team Leadership
Networking and Relationship Building
Self-Control and Composure

Communication: effectively receives and conveys ideas and information in all its forms (verbal, written and non-verbal) in a way that increases the understanding of the target audience.

Progression: *from listening and conveying basic messages to communicating highly complex messages to a wide audience*

C N C P T	Level 1	Level 2	Level 3	Level 4	Level 5
	Listening, and communicating clearly to others	Communicating effectively to a wider audience	Adapting language and content to the audience	Conveying and receiving complex messages	Developing influential communication strategies
E X A M P L E S	<ul style="list-style-type: none"> Effectively prepares short documents (e.g., email, brief letters, standard forms, etc.). Conveys straightforward messages to individuals. Actively listens to people and asks probing questions to check own understanding of the issue or question at hand. Values and encourages an inclusive and comprehensive exchange of ideas. 	<ul style="list-style-type: none"> Presents ideas, proposals, concepts and other information with clarity, effectiveness and enthusiasm. Shares information in an open and direct manner to help others make informed decisions. Effectively speaks to groups by organizing ideas and speaking clearly. Checks to ensure the audience has understood what he/she has said. Prepares a variety of straightforward written documents, such as correspondence, briefing notes, or basic warrants, etc. in a clear and accurate manner. 	<ul style="list-style-type: none"> Clarifies concepts or proposals in terms that are appropriate for the audience. Anticipates audience needs and concerns and adapts content, style, mode and tone accordingly. Communicates effectively with people at all levels, internally and externally, as well as from a range of backgrounds. Communicates the appropriate messages in difficult or emotionally-charged situations, such as when dealing with the media. Provides negative feedback, or delivers bad news in a tactful and sensitive manner. 	<ul style="list-style-type: none"> Prepares a range of complex written documents, for example a lengthy, detailed warrant, or a complicated report etc. Uses multiple methods to ensure understanding of groups' input, for example, meetings, individual conversations, etc. Clearly communicates multi-faceted, abstract information with the aid of data (e.g., program evaluations, cost / benefit studies, etc.). 	<ul style="list-style-type: none"> Identifies appropriate communication strategies to communicate with a diversity of people for the purposes of education or information, with high impact. Understands the needs of the audience, reading beyond what has been communicated, and builds on others' responses in order to formulate impactful strategy. Effectively presents complex messages in ways that diverse audiences can understand.

CORE: Can the person communicate effectively and interactively with others?

Persuasiveness: gains others' support for ideas, proposals and solutions, and gets others to take action to advance the organization's objectives.

Progression: *from providing facts to using complex influencing strategies*

C O N C E P T	Level 1	Level 2	Level 3	Level 4
	Providing “the facts” to persuade	Personalizing the facts to gain support	Influencing through “association”	Using complex influence strategies
E X A M P L E S	<ul style="list-style-type: none"> • Uses the facts and available information in a discussion or presentation to persuade, e.g., appeals to reason, uses data, concrete examples, demonstrations, etc. • Obtains verbal agreement to a generally popular solution. 	<ul style="list-style-type: none"> • Adapts proposals or arguments to appeal to the interest and level of others. • Anticipates the effect of one's approach, or other factors, on persuading people (both emotions and logic). • Seeks a commitment to action, rather than simply agreement with an idea. 	<ul style="list-style-type: none"> • Builds linkages between one's proposal and other initiatives in the organization, with the intent to take advantage of these initiatives' momentum to persuade others. • Engages in multiple efforts to persuade, e.g., through meetings, presentations, articles in newsletters, etc. • Takes proactive steps to address expected reactions to proposed ideas. 	<ul style="list-style-type: none"> • Uses indirect strategies to persuade, such as establishing coalitions, using experts / lobbyists or other third parties. • Builds “behind-the-scenes” support for ideas. • Convinces initially resistant audience to take major steps to support a solution.

CORE: Does the person use effective influencing tactics or strategies to persuade others?

Courage of Convictions: demonstrates a belief in one's own capability to accomplish a task and to make difficult decisions, and takes appropriate actions that may not be popular but are in the best interests of the organization and its clients.

Progression: *from stating own opinions, to standing firm in one's convictions and ultimately inspiring others to hold such convictions.*

C O N C E P T	Level 1	Level 2	Level 3	Level 4
	Having confidence in own opinions and capability	Appropriately maintaining position even when faced with opposition	Maintaining confidence in own capabilities in face of strong challenges	Dealing with extremely challenging situations with unwavering self-assurance
E X A M P L E S	<ul style="list-style-type: none"> Speaks positively to peers or clients about initiatives or programs that are not well-liked. Speaks up to ensure people are properly informed, to clarify inaccurate information. Offers opinions, which may differ from others. 	<ul style="list-style-type: none"> Proposes new or modified approaches, practices, and processes and defends them effectively if challenged. Takes on activities and projects that need to be done, even though they may not be easy or have popular support. Accurately assesses and provides constructive criticism on subordinate work performance and career potential, even when such feedback is not positive. 	<ul style="list-style-type: none"> Speaks up when disagrees with management, clients, or others in power, but disagrees tactfully, stating own view clearly and confidently, even in a conflict. In spite of complex challenges and no guarantees of success or reward, moves issues or change initiatives forward, on the basis of personal conviction. Acknowledges personal responsibility for outcomes from decisions made. When he/she disagrees with management decisions, will tactfully express own opinion, but will eventually get onside and support their direction. 	<ul style="list-style-type: none"> Challenges management or clients honestly, sometimes at the risk of triggering a conflict. Takes on extremely challenging, i.e., very risky personally, but justified, positions willingly. For example, defending a minority opinion when it is unpopular. Makes decisions having significant consequences that are good for the organization and consistent with the core values of the RCMP, subject to public scrutiny.

CORE: Does the person truly trust in his or her abilities and take on risky tasks / challenges?

Teamwork: achieves common goals by working cooperatively with others and developing a positive work climate.

Progression: *from cooperating with teammates to taking care of and promoting the team as a whole*

C N C E P T	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Co-operating with others	Participating actively in group process	Building team spirit	Resolving issues within the team	Promoting the team	Integrating the team into the broader organizational context
E X A M P L E S	<ul style="list-style-type: none"> • Works within the team and does his/her specific share of the work. • Attends meetings and understands the collaborative benefits of working together. • When appropriate, supports group decisions, whether or not he/she agrees with them. • Offers ideas and assistance to other team members, when asked. 	<ul style="list-style-type: none"> • Undertakes efforts to keep all team members informed and updated about the work of the group. • Openly and actively shares all relevant or useful information and resources, including bringing relevant information to the attention of other team members to benefit group objectives. • Contributes meaningfully to group decisions and assists in implementing group decisions. 	<ul style="list-style-type: none"> • Shows respect for others on the team. Solicits their input and opinions in the formulation of plans or decisions. • Expresses support and encouragement for the contribution of all team members. • Acts to promote a constructive and productive climate within the team. • Encourages diversity in team composition and perspectives to facilitate effective decision-making. • Promotes harmony and consensus across the group, even when not in a position of authority. 	<ul style="list-style-type: none"> • Assists with team maintenance by managing challenging interpersonal situations. • Identifies and detects friction or dissent within the team. Tries to preserve positive working relationships. • Takes, as appropriate, steps to arrive at a beneficial resolution of conflicts. 	<ul style="list-style-type: none"> • Represents the team's work and success both within and outside the team. • Generates and maintains an environment that encourages the development of new ideas. • Provides suggestions to remove barriers to team performance. • Actively leads and inspires teams without trying to dominate the group. 	<ul style="list-style-type: none"> • Actively builds cooperation among multiple teams and promotes teamwork between own team and other teams throughout the RCMP. • Promotes sharing of expertise among teams to achieve superior service or results within RCMP and to other stakeholders and clients.

CORE: Does the person act to facilitate the operation of a team of which he or she is a part?

Team Leadership: leads and supports a team or other group to achieve expected results.

Progression: from administering day-to-day activities of the team to communicating and executing a compelling vision

C N C P T	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Administering day-to-day activities of the team	Providing required information	Promoting team effectiveness	Positioning self as the leader - taking charge	Integrating the team within the organization	Creating and communicating a compelling vision
E X A M P L E S	<ul style="list-style-type: none"> • Uses formal authority and power in a fair, inclusive and equitable manner. • In meetings, states team objectives, controls time, assigns tasks, etc. • Ensures that group tasks are completed in a timely and accurate manner. • Monitors adherence to agreed-upon standards of performance. • Exemplifies the core values of the RCMP and is seen as a role model. 	<ul style="list-style-type: none"> • In a leadership role, lets people affected by a decision know what is happening, even if they are not required to share such information. • Makes sure the group has all the necessary information; communicates a direction. • Explains the reasons for a decision. 	<ul style="list-style-type: none"> • Creates the conditions that enable the team to perform at its best (e.g., setting clear direction, providing appropriate structure, optimizing diversity among team members). • Uses sound strategies, such as dealing with poor performers, providing team assignments and cross-training, using informal recognition and explaining decisions related to assignments, to promote team morale and productivity. • Gets others' input for purposes of building team spirit and promoting the effectiveness of the group or process. • Resolves conflicts in the team, gives fair feedback (individual or collective), etc. • "Sets a good example" by personally modeling desired behaviour. 	<ul style="list-style-type: none"> • Ensures that others buy into leader's mission, goals, agenda and policy. • Establishes strong personal credibility as a leader, and consolidates the team in the face of challenges. • Leverages diversity to respond to the future needs of the organization. 	<ul style="list-style-type: none"> • Protects the group and its reputation in relation to the larger organization or the community at large. • Makes sure the practical needs of the group are met by obtaining needed personnel, resources and information for the group. • Provides or secures needed support and development for the individuals and/or the leadership team within a group. 	<ul style="list-style-type: none"> • Creates and communicates a compelling vision that generates excitement, enthusiasm and commitment to the group mission, which, in turn, results in the execution of the vision.

CORE: Does the person lead groups of people to work effectively together? Is this person a true people leader?

Networking and Relationship Building: builds and maintains effective and constructive working relationships, partnerships or networks of internal and external contacts, with people who may assist in attaining goals.

Progression: *from making informal contacts to building strategic networks*

C O N C E P T	Level 1	Level 2	Level 3	Level 4	Level 5
	Making or sustaining informal contacts	Building or maintaining rapport	Solidifying relationships	Planned networking to address specific issues	Networking to enhance strategic influencing opportunities
E X A M P L E S	<ul style="list-style-type: none"> Makes, initiates and sustains respectful and cooperative informal contacts with others, in addition to contacts required in the course of work. 	<ul style="list-style-type: none"> Makes an effort to build rapport with identified stakeholders. Pursues friendly relationships and maintains contact with a range of diverse individuals and groups to ensure a positive working environment. 	<ul style="list-style-type: none"> Proactively solidifies relationships through systematically building a solid foundation of mutual understanding and trust. Makes an effort to understand the needs and challenges of peers and contacts in other organizations. 	<ul style="list-style-type: none"> Develops and maintains a planned network of relationships with clients, RCMP co-workers, colleagues in the government and other organizations, etc. that may not be of immediate use but may be in the future. Uses a network to identify opportunities, gather intelligence, seek input to specific problems and/or to develop a reputation in the community. Develops strong and lasting relationships with elected officials, other police, and various levels of government and agencies, as appropriate. 	<ul style="list-style-type: none"> Creates a formal network to influence public policy with a view to better serving the interests and needs of a diverse Canadian public. Brokers relationships between public and private sector organizations, nationally and internationally, to create goodwill for the RCMP that can be leveraged to achieve strategic priorities. Regularly evaluates existing contacts to renew network, identifying new relationships to be developed in order to ensure strategic objectives can be attained.

CORE: Does the person make an effort to proactively build helpful working relationships?

Self-Control and Composure: keeps emotions under control and restrains negative actions when provoked, when faced with opposition or hostility from others, or when working under conditions of increasing levels of stress. Maintains stamina and concentration under continuing stress.

Progression: *from restraining impulses to maintaining effectiveness in the face of extreme stressors*

C O N C E P T	Level 1	Level 2	Level 3	Level 4
	Restraining emotional impulses	Responding calmly	Controlling own and calming others' emotions in very stressful situations	Maintaining effectiveness despite extreme and prolonged stressors
E X A M P L E S	<ul style="list-style-type: none"> When faced with hostility, resists the impulse to do something inappropriate. When feels strong emotions, such as anger, extreme frustration or high stress, simply holds them back. Removes self from the source of the opposition or stress. 	<ul style="list-style-type: none"> When feels high level of tension, anger, extreme frustration, or high stress in the course of a confrontation or other situation, holds the emotions back, works through the issue and responds appropriately. Ignores angering actions, evaluates the needs of the situation and responds to achieve the most effective outcome. 	<ul style="list-style-type: none"> Not only controls own emotions, but calms others as well, in profoundly stressful situations that affect everyone involved. Maintains productivity and concentration when facing mental stressors, such as time pressures. 	<ul style="list-style-type: none"> Maintains focus on the task at hand in the face of extremely contentious situations, or during repeated exposure to difficult demands. Withstands the effects of strong emotions or stress over time; keeps functioning and maintains stamina and effectiveness in the long term despite ongoing stress. Applies specific techniques, such as planning activities ahead of time, to manage emotions and minimize stress for self and others, contributing to a less stressful environment with the most positive outcome.

CORE: Does the person keep from acting on strong emotions such as anger? Is the person able to stay effective when faced with heavy or long term stresses or challenges?