



Office of the Superintendent of Financial Institutions Canada

Behavioural Competency Dictionary

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BUILDING BUSINESS RELATIONSHIPS

Definition:

Building Business Relationships is working to build or maintain effective and beneficial relationships, partnerships or networks of contacts with individuals or organizations that are, or might someday be, instrumental in achieving work-related goals.

Competence Target Level:

Level 1	Level 2	Level 3	Level 4
How it is demonstrated			
<p>Maintains Current Working Relationships and Builds Rapport</p> <ul style="list-style-type: none"> ▪ Makes effort to maintain constructive working relationships (e.g. colleagues, clients, government contacts, etc.) 	<p>Develops New Relationships</p> <ul style="list-style-type: none"> ▪ Initiates opportunities to establish working relationships 	<p>Uses Strategic Networking to Address Specific Issues</p> <ul style="list-style-type: none"> ▪ Builds and maintains planned network(s) of relationships to support the achievement of immediate and future corporate objectives. ▪ Takes the time to develop mutual areas of interest and objectives. 	<p>Uses Network for Broad Scanning Purposes</p> <ul style="list-style-type: none"> ▪ Uses network(s) of contacts to gather intelligence, to identify opportunities and seek input to problems with a view to achieving corporate objectives.

CHANGE LEADERSHIP

Definition:

Change Leadership is delivering the message of change while creating and supporting an environment that is conducive to change. It also involves the ability to manage change, from communicating and implementing the change, to taking action, to reinforce new ways of thinking.

Competence Level:

Level 1	Level 2	Level 3	Level 4	Level 5
How it is demonstrated				
<p>Communicates the Business Case for Change</p> <ul style="list-style-type: none"> ▪ Delivers the message and rationale for change to those affected by it. ▪ Outlines the business case for change. 	<p>Promotes Change Positively</p> <ul style="list-style-type: none"> ▪ Recognizes others' fears and initial resistance to change and the effects change can have on them. Identifies core issues and places them in their proper overall context in an enthusiastic and positive manner. ▪ Promotes the advantages of change and secures commitment for new initiatives. ▪ Assists others in understanding what role they play. 	<p>Applies Change Management Techniques</p> <ul style="list-style-type: none"> ▪ Effectively manages the change process by seeking opportunities and utilizing change management techniques that anticipate and remove obstacles and resistance, and promote the desired change (e.g., publicly recognizes individual employees' contributions to the change initiative, develops appropriate and timely communications, implements technology in support of change). 	<p>Champions and sustains Change</p> <ul style="list-style-type: none"> ▪ Creates an environment that embraces change. ▪ Encourages innovations. ▪ Models new behaviours associated with the change. ▪ Reinforces the link to overall business objectives. ▪ Inspires others to become champions for the needed change. 	<p>n/a</p>

COMMITMENT TO LEARNING

Definition:				
<p>Commitment to Learning is recognizing personal strengths, development needs, and evolving circumstances in the surrounding environment, and taking advantage of learning opportunities to improve current and future job performance. It includes making efforts to use newly gained knowledge and skill on the job and learning through their application.</p>				
Competence Level:				
Level 1	Level 2	Level 3	Level 4	Level 5
How it is demonstrated				
<p>Participates in Learning Activities</p> <ul style="list-style-type: none"> ▪ Is an active participant in planned learning activities. 	<p>Reflects on Work Performance</p> <ul style="list-style-type: none"> ▪ Demonstrates the motivation to learn. Reflects upon and analyzes own and others' past performance (both successes and mistakes) in order to learn how to handle similar situations in the future. 	<p>Identifies and Executes Formal Learning Plans</p> <ul style="list-style-type: none"> ▪ Actively seeks feedback from others and integrates the results into personal development efforts. ▪ Creates plans for development and executes them to the extent that he or she is able. ▪ Invests time to learn new approaches and new ways of doing things. 	<p>Anticipates Future Needs</p> <ul style="list-style-type: none"> ▪ Anticipates future needs of OSFI and identifies opportunities to learn new things for current and future needs in one's job. ▪ Actively searches for new learning to enhance knowledge and skills for current and/or future roles. 	<p>n/a</p>

CRITICAL THINKING

Definition:

Critical Thinking is the identification and evaluation of evidence to guide decision making. It involves, interpreting, linking, and analyzing information in order to define issues, trends and/or arrive at solutions to problems.

Competence Level:

Level 1	Level 2	Level 3	Level 4	Level 5
How it is demonstrated				
<p>Synthesizes basic information</p> <ul style="list-style-type: none"> ▪ Identifies various relevant information sources, main trends and issues. ▪ Collects information from a variety of appropriate sources following policies and procedures. ▪ Breaks down concrete issues/problems into parts based on a number of clear and basic factors. ▪ Employs basic techniques such as brainstorming, cause and effect diagrams. ▪ Selects appropriate action(s) from defined options, available guidelines and precedents ▪ Uses basic rules, common sense, and past experiences to identify problems. 	<p>Identifies Relationships</p> <ul style="list-style-type: none"> ▪ Identifies critical connections, similarities, trends, discrepancies and patterns in information. ▪ Separates more complex problems into elements and prioritizes appropriately. Analyzes relationships among some parts of a problem or situation, identifying basic cause and effect relationships (A leads to B) ▪ Draws logical conclusions, providing options and recommendations that address the root cause of the problem and prevent recurrence. 	<p>See Multiple Relationships / Evaluates, interprets and integrates complex and varied information</p> <ul style="list-style-type: none"> ▪ Gathers information from many sources, including experts, in order to completely understand a problem/situation. ▪ Identifies connections between situations/problems that are not obviously related. ▪ Thinks several steps ahead in deciding on best course of action, anticipating likely outcomes. ▪ Applies concepts and uses knowledge of different past trends to look at current situations. ▪ Analyzes the relationships between several parts of a complex and abstract problem or situation. Recognizes multiple causal links, several potential causes of events, several consequences of actions, or multiple-part chains of events (A leads to B leads to C leads to D). Pulls together information into a coherent picture and generates viable recommendations. 	<p>Applies a broader scale perspective to analysis</p> <ul style="list-style-type: none"> ▪ Identifies problems based on a multitude of factors. ▪ Thinks beyond the organization and into the future, balancing multiple perspectives when setting direction or reaching conclusions (e.g. social, economic, partner, stakeholder interests, short- and long-term benefits, global implications) ▪ Recommends changes to methodologies and frameworks based on analysis of emerging trends. ▪ Uses different analytical techniques to identify several solutions, weighing the value of each solution. ▪ Pulls together ideas, issues and observations into a clear and useful structure. ▪ Thinks open mindedly within alternative systems of thought. 	<p>Creates New Concepts</p> <ul style="list-style-type: none"> ▪ Creates new concepts that are not obvious to others and not learned from previous experience to explain situations or resolve problems. ▪ Creates a picture that explains a complex problem

DEVELOPING OTHERS

Definition:

Developing Others is the ability to foster the learning and development of others through encouraging, managing performance and coaching/mentoring, in order to fulfill the current and future skill requirements of both individuals and OSFI. Developing Others is not limited to formal positions of authority.

Competence Level:

Level 1	Level 2	Level 3	Level 4	Level 5
How it is demonstrated				
<p>Provides Task-Specific Advice</p> <ul style="list-style-type: none"> ▪ Provides direction or advice within a developmental context, on how to do the work. 	<p>Provides Advice Relative to Technical Skill Acquisition</p> <ul style="list-style-type: none"> ▪ Provides feedback or demonstrations with reasons/rationale as part of a learning strategy. ▪ Volunteers extra knowledge beyond answering a question or giving directions to help others achieve a greater understanding. ▪ Provides practical support and assistance to make skill development easier (e.g., providing information, tools, expert advice, etc.) 	<p>Provides Advice Relative to Behavioural Competency Acquisition</p> <ul style="list-style-type: none"> ▪ Provides open and objective feedback (in behavioural rather than personal terms) relative to behavioural competencies. ▪ Expresses positive expectations for future performance and offers individualized suggestions for improvement. 	<p>Facilitates Employee Development</p> <ul style="list-style-type: none"> ▪ Challenges employees to meet their potential by providing them with opportunities to develop. ▪ Facilitates development by establishing learning plans, identifying coaches, and arranging appropriate assignments, or required training, or other experiences to foster an individual's learning and development. ▪ Encourages individuals to be personally accountable for their own development for the benefit of the organization. 	<p>Promotes Competency Needs of the Organization</p> <ul style="list-style-type: none"> ▪ Understands the strategic competency needs of the organization. ▪ Within this context, assesses organizational strengths and weaknesses and acts to attract, retain and/or develop the required competencies within a succession-planning framework. Volunteers to mentor others to support long-term career development for the benefit of the organization.

FLEXIBILITY

Definition:

Flexibility is the willingness to adapt to changing circumstances while maintaining a corporate perspective. This includes the ability to engage in continuous learning and to adjust the application of knowledge, skills and abilities to address new challenges as contextual realities change. Flexibility entails understanding and appreciating different and opposing perspectives on an issue while responding favourably to change.

Competence Level:

Level 1	Level 2	Level 3	Level 4	Level 5
How it is demonstrated				
<p>Acknowledges Others' Perspectives</p> <ul style="list-style-type: none"> ▪ Understands and recognizes the value of other points of view and ways of doing things. ▪ Displays a proactive attitude in the face of ambiguity and change 	<p>Adapts to the Situation</p> <ul style="list-style-type: none"> ▪ Adapts common practice to fit a specific situation in order to get the work done and meet organizational goals. ▪ Shifts tasks, roles and project assignments as organizational realities change. ▪ Adapts behaviour to perform effectively under changing or unclear conditions. 	<p>Adapts Plans and Goals</p> <ul style="list-style-type: none"> ▪ Revises project goals when circumstances demand it. ▪ Recognizes and responds quickly to shifting opportunities and risks. ▪ Stays abreast of emerging developments and trends in own area to identify possible changes needed to plans or goals 	<p>Adapts Organizational Strategies</p> <ul style="list-style-type: none"> ▪ Anticipates and capitalizes on emerging opportunities and risks. ▪ Undertakes developmental opportunities to meet future divisional, or organizational needs. 	<p>n/a</p>

IMPACT AND INFLUENCE

Definition:

Impact and Influence involves taking appropriate action and communicating effectively with others to achieve objectives/expected results through mutually beneficial solutions or by influencing events, issues and the persons involved.

Competence Level:

Level 1	Level 2	Level 3	Level 4
How it is demonstrated			
<p>Presents the Facts</p> <ul style="list-style-type: none"> ▪ Presents technical arguments or uses direct persuasion in a discussion or presentation (e.g., appeals to reason, data, other’s interest; use of concrete examples, visual aids, demonstrations, etc.). ▪ Reasons with others. 	<p>Personalizes the Facts</p> <ul style="list-style-type: none"> ▪ Tailors presentation of discussions to appeal to the interest and level of others. ▪ Anticipates the effect of one’s words, actions or other details on people (both emotions and logic) and uses that understanding to develop effective responses to objections. 	<p>Develops Mutually Beneficial Solutions</p> <ul style="list-style-type: none"> ▪ Anticipates and prepares for a specific opportunity or problem that is not obvious to others. ▪ Looks for solutions that are convincing or likely to be “win-win”. ▪ Takes actions to create and influence mutually beneficial opportunities that look promising in the future. 	<p>Builds Coalitions</p> <ul style="list-style-type: none"> ▪ Uses indirect strategies to persuade such as establishing internal coalitions, using experts or other third parties, and building “behind-the-scenes” support for ideas. ▪ Draws upon an understanding of the culture, values and relationships within OSFI, as well as other parties external to OSFI, to adjust strategy.

INFORMATION SEEKING

Definition:

Information Seeking is a desire for complete/detailed information, demonstrated by activities such as asking questions, or more general data gathering for the sake of having data, which may be of current or future value.

Competence Level:

Level 1	Level 2	Level 3	Level 4	Level 5
How it is demonstrated				
<p>Asks Questions</p> <ul style="list-style-type: none"> ▪ Asks standard required questions of people who are immediately present or readily available. ▪ Consults readily available resources. 	<p>Investigates</p> <ul style="list-style-type: none"> ▪ Asks supplementary questions. ▪ Investigates the situation ▪ Finds and questions those directly involved to get at the facts. 	<p>Probes Deeper</p> <ul style="list-style-type: none"> ▪ Asks a series of probing questions to get at the root or cause of a situation or a problem, below the surface issues presented. ▪ Does not stop at the first answer, but finds out “why” something happened. 	<p>Does In-Depth Investigation/Research</p> <ul style="list-style-type: none"> ▪ Makes a systematic and well-planned effort to obtain needed data or feedback or conducts informal research using a variety of sources. 	<p>Seeks Complete Understanding</p> <ul style="list-style-type: none"> ▪ Pro-actively seeks a comprehensive perspective on issues, through environmental scanning, review of best practices, researching leading edge concepts, etc. with the intent to further the individual or organizational understanding beyond the immediate requirements.

INITIATIVE

Definition:

Initiative is recognizing the needs of the organization and taking action without being prompted to by others.

Competence Level:

Level 1	Level 2	Level 3	Level 4	Level 5
How it is demonstrated				
<p>Provides Suggestions</p> <ul style="list-style-type: none"> ▪ Bring issues to the attention of appropriate personnel as needed. ▪ Raises ideas or proposes actions to improve processes, results or to overcome obstacles. 	<p>Addresses Current Issues</p> <ul style="list-style-type: none"> ▪ Proposes and takes accountability (as appropriate) for specific courses of action to address current problems, obstacles or issues, without waiting to be asked. ▪ Approaches situations with a “can-do” attitude. 	<p>Shows Persistence</p> <ul style="list-style-type: none"> ▪ Persists when marked difficulties arise. ▪ Takes different actions over the short term to overcome obstacles that act to prevent the achievement of work-related goals. ▪ Does not give up easily when things do not go smoothly. 	<p>Seeks Solutions to Complex or Serious Issues that Have Escalated</p> <ul style="list-style-type: none"> ▪ Assesses severity of the situation, and reacts appropriately to control damage. ▪ Perseveres in seeking solutions to complex issues, despite significant and ongoing obstacles. ▪ Develops contingency plans and alerts appropriate people. 	<p>Anticipates and Capitalizes on Future Opportunities or Needs</p> <ul style="list-style-type: none"> ▪ Anticipates specific future needs, issues or opportunities and develops plans and proposed actions to optimize results. ▪ Responds to emerging trends with initiatives that are aligned with the organization’s vision and values.

INNOVATIVE THINKING

Definition:

Innovative Thinking is a willingness and ability to take a creative approach to problems or issues. It includes the ability to go beyond the conventional, and to explore creative uses of resources.

Competence Level:

Level 1	Level 2	Level 3	Level 4	Level 5
How it is demonstrated:				
<p>Recognizes When New Approaches are Required</p> <ul style="list-style-type: none"> ▪ Recognizes when a situation calls for or can be improved by an approach different from the usual. ▪ Questions the conventional approach and seeks alternatives. 	<p>Imports Solutions From Outside Current Environment</p> <ul style="list-style-type: none"> ▪ Suggests approaches and methods from other sources as alternative solutions to conventional approach. 	<p>Modifies Solutions From Outside Current Environment</p> <ul style="list-style-type: none"> ▪ Modifies and applies concepts, ideas or solutions that have been used in other environments. ▪ Thinks “outside of the box” to identify new solutions 	<p>Creates New Solutions</p> <ul style="list-style-type: none"> ▪ Integrates relevant concepts/models into a complete vision or solution for which there is no previous experience or road map. 	<p>Advances Theory Building</p> <ul style="list-style-type: none"> ▪ Creates new practices, concepts or theories, which have not been learned, to respond to new or future challenges. ▪ Pushes the frontiers of knowledge by doing things that are unique, leading-edge and new to the industry.

INTERPERSONAL COMMUNICATION

Definition:

Interpersonal Communication is the ability to deliver and receive information clearly and effectively in either written form or verbally. It includes listening to the information received, seeking to understand it, and then responding openly and effectively to others. It can include cross-cultural sensitivity.

Competence Level:

Level 1	Level 2	Level 3	Level 4	Level 5
How it is demonstrated				
<p>Listens</p> <ul style="list-style-type: none"> ▪ Is open and receptive to information. Listens to others (individuals or groups). ▪ Ensures that information is delivered accurately. 	<p>Checks Understanding</p> <ul style="list-style-type: none"> ▪ Seeks out the facts and pertinent information to gain understanding. ▪ Picks up on non-verbal clues and responds in ways that communicate clear understanding. 	<p>Adapts Communication Style</p> <ul style="list-style-type: none"> ▪ Adapts style, mode and tone based on the audience and the issues being discussed. ▪ Clarifies complex concepts in terms that are appropriate. 	<p>Communicates with Empathy</p> <ul style="list-style-type: none"> ▪ Is able to see things from another's perspective, sensing beyond what is communicated. ▪ Uses this understanding to anticipate others' responses and to identify appropriate communication strategies. 	<p>n/a</p>

JUDGMENT

Definition:

Judgment is forming opinions after considering various courses of action, while keeping OSFI’s mandate, core values, risk appetite and resources in mind. Opinions, evaluations, courses of action and decisions are based on available evidence combined with rational and logical assumptions.

Competence Level:

Level 1	Level 2	Level 3	Level 4	Level 5
How it is demonstrated				
<p>Makes recommendations or decisions that are in line with a precedent or proven practice.</p> <ul style="list-style-type: none"> ▪ Gathers adequate information, looks at multiple factors and all pertinent facts to form opinion. ▪ Refrains from "jumping to conclusions" and takes time to collect facts before decision-making. ▪ Independently makes decisions in line with established practices, policies and procedures. ▪ Seeks advice or second opinion if situation differs from standard practice or “the norm”. 	<p>Considers alternatives in moderately complex situations.</p> <ul style="list-style-type: none"> ▪ Considers organizational mandate, goals, risk appetite, core values and stakeholder interests to make quality and appropriate decisions. ▪ Recognizes short-term impacts of the decision. ▪ Appropriately balances organization needs and desires with available resources and constraints. ▪ Recognizes and considers various solutions to problems or situations. 	<p>Demonstrates mature, seasoned judgment in complex cases.</p> <ul style="list-style-type: none"> ▪ Makes sound, thoughtful decisions in difficult or complex cases. ▪ In absence of having all of the information, checks assumptions against available facts. ▪ Integrates organization’s risk based approach to making decisions. ▪ Examines different sides of a situation, including short term and long term impacts, prior to making a decision. ▪ Recognizes when to escalate situations to the next higher level of expertise. 	<p>Makes a judgment call in complex situations that have wide impacts.</p> <ul style="list-style-type: none"> ▪ Makes decisions that have organizational, domestic or global implications. ▪ Excels in situations having cross-sector impacts. ▪ Shows confidence in making difficult decisions with the facts and information that are available. 	<p>n/a</p>

ORGANIZATIONAL COMMITMENT

Definition:

Organizational Commitment is the ability and willingness to align one's actions with the needs, priorities and goals of the organization. It involves acting in ways that promote OSFI's goals and values or meet organizational needs.

Competence Level:

Level 1	Level 2	Level 3	Level 4	Level 5
How it is demonstrated				
<p>Models Loyalty</p> <ul style="list-style-type: none"> ▪ Respects the way things are done in the organization. ▪ Acts with integrity. 	<p>Supports the Organization</p> <ul style="list-style-type: none"> ▪ Acts to support OSFI's mission, goals and values and contributes to the credibility of the organization. ▪ Makes choices and sets priorities to meet organizational needs. ▪ Cooperates with others to achieve corporate objectives. 	<p>Takes Tough Stands</p> <ul style="list-style-type: none"> ▪ Stands by decisions that benefit the organization even if they are unpopular or controversial. 	<p>Acts for the Long-Term Good</p> <ul style="list-style-type: none"> ▪ Asks others to act in accordance with the larger organization's needs ▪ Will challenge decision-makers about organizational goals and strategies, keeping the long-term success of the organization in mind. 	<p>n/a</p>

PROFESSIONAL EXPERTISE

Definition:

Professional Expertise involves the acquisition and ongoing development of technical expertise and knowledge coupled with the ability and willingness to share this knowledge and expertise with others within and outside of OSFI. It comprises in-depth knowledge or expertise of one's own discipline and the ability to bring it to bear on the issues of OSFI and the regulatory environment.

Competence Level:

Level 1	Level 2	Level 3	Level 4	Level 5
How it is demonstrated				
<p>Keeps Current in Own Field of Expertise</p> <ul style="list-style-type: none"> ▪ Seeks out new approaches, tools, methods and /or technologies in own field of expertise by reading, talking to others, and attending industry seminars/conferences. ▪ Quickly assimilates and understands a constant stream of new information. 	<p>Demonstrates Knowledge</p> <ul style="list-style-type: none"> ▪ Demonstrates thorough knowledge of one's discipline. ▪ Applies learned concepts appropriately in the course of one's daily work. ▪ Answers questions and provides information to others. 	<p>Contributes Expertise</p> <ul style="list-style-type: none"> ▪ Maintains an in-depth understanding of key business issues and implications. Demonstrates an in-depth understanding of potential solutions within areas of expertise that could impact OSFI and the regulatory environment. ▪ Sees applicability of current or emerging approaches, tools, methods and/or technologies to future needs 	<p>Advances the Discipline</p> <ul style="list-style-type: none"> ▪ Is recognized as an authority by the broader community. ▪ Integrates multi-disciplinary principles and knowledge to identify, influence and manage issues. 	<p>Leads Through Vision</p> <ul style="list-style-type: none"> ▪ Uses comprehensive multi-disciplinary knowledge obtained through breadth of experience to project a vision of the future direction of OSFI. ▪ Demonstrates intellectual leadership in influencing others and acts as a catalyst to ensure a climate conducive to advancing the mission of OSFI.

RESULTS ORIENTED

Definition:

Results Oriented is a concern for establishing standards of excellence and continuously striving for improvement. It involves maintaining a focus on the important outcomes to achieve, demonstrating a sense of urgency, showing initiative and consistently delivering results against defined organizational objectives.

Competence Level:

Level 1	Level 2	Level 3	Level 4	Level 5
How it is demonstrated				
<p>Demonstrates Focus on Objectives</p> <ul style="list-style-type: none"> ▪ Works to meet established expectations and maintain current performance. Persists and completes assignments by focusing on end results. ▪ Sees self as accountable for achieving results. 	<p>Seeks Opportunities to Improve Performance</p> <ul style="list-style-type: none"> ▪ Adapts work style and work methods to improve performance and deliver timely results (e.g. does something better, more efficiently). ▪ Ensures the right mix of activities and resources that leads to optimal results and enhanced stakeholder/client satisfaction. ▪ Without prompting, undertakes straightforward tasks that go beyond the job's routine demands. 	<p>Sets Challenging Goals</p> <ul style="list-style-type: none"> ▪ Sets challenging goals, which are a definite, stretch, but not unrealistic or impossible. ▪ Works to achieve goals. ▪ Will persevere over the long term in overcoming obstacles that get in the way of achieving goals. 	<p>Implements Clear Vision</p> <ul style="list-style-type: none"> ▪ Develops and implements a clear vision of desired impacts on stakeholders/clients. ▪ Identifies emerging issues and manages associated risks. ▪ Establishes new directions and measure of success focused on the enhancement of results. ▪ Encourages others to take risks by promoting and trying new ideas. 	<p>n/a</p>

SELF-CONFIDENCE

Definition:

Self-Confidence is a belief in one's own capability to accomplish a task and select an effective approach to a task or problem. This includes confidence in one's ability as expressed in increasingly challenging circumstances and confidence in one's decisions, opinions or judgment.

Competence Level:

Level 1	Level 2	Level 3	Level 4	Level 5
How it is demonstrated				
<p>Presents Self Confidently</p> <ul style="list-style-type: none"> ▪ Works without needing supervision, appears confident in person, presents self strongly. ▪ Demonstrates the courage to think independently; identifying outcomes and consequences; considering all perspectives. 	<p>Has Confidence in Own Ability</p> <ul style="list-style-type: none"> ▪ Relies on and presents self as authority. ▪ By taking a logically based approach; values practical solutions. ▪ Described as someone who makes things happen, assesses and takes appropriate risks. ▪ Stands by own convictions, explicitly stating confidence in personal judgment where appropriate. 	<p>Accepts Challenges</p> <ul style="list-style-type: none"> ▪ Likes challenging assignments and actively seeks new responsibility and accountability. ▪ Speaks frankly with management, clients and stakeholders, or others in power, but does so constructively and diplomatically. ▪ States own view clearly and confidently, even in conflicting circumstances, while reflecting values that are consistent with organizational goals. ▪ Judgment is respected within the Division. 	<p>Confronts Extremely Challenging Situations</p> <ul style="list-style-type: none"> ▪ Willingly takes on extremely challenging or personally risky tasks. ▪ Challenges management, stakeholders or clients assertively in crisis situations by objectively assessing the facts; considering ramifications of decisions and actions; and communicating agreed-upon decisions. ▪ Accepts responsibility or takes ownership for organizational decisions when they come under public scrutiny. ▪ Judgment is respected within the Sector and Division. 	<p>Accurately Assess The Complexities of Any Given Situation and Demonstrates Good Judgment</p> <ul style="list-style-type: none"> ▪ Uses a combination of insights from own experience, theory, or other knowledge in a disciplined decision-making process to determine a course of action when all the facts are not, or cannot be known, or when the ultimate outcome is ambiguous. ▪ Takes into consideration factors and impact beyond the Division or Sector; filtering out distractions. ▪ Judgment is respected in the Industry, Sector and Division.

SERVICE ORIENTATION

Definition:

Service Orientation involves giving the best service possible. It implies a desire to help others and to meet their needs. Duty of care and respect for privacy/confidentiality is demonstrated in all interactions.

Competence Level:

Level 1	Level 2	Level 3	Level 4	Level 5
How it is demonstrated				
<p>Follows-up/Communicates</p> <ul style="list-style-type: none"> ▪ Follows through on inquiries, requests, and complaints. ▪ Keeps client or stakeholder up-to-date about progress of activities. ▪ Maintains clear communication regarding mutual expectations and monitors satisfaction. 	<p>Takes Personal Responsibility</p> <ul style="list-style-type: none"> ▪ Takes personal responsibility for the service provided. ▪ Resolves problems promptly and takes steps to improve service for the future. 	<p>Adds Value</p> <ul style="list-style-type: none"> ▪ Seeks information about the underlying needs, beyond those expressed initially, and provides appropriate service within that context. ▪ Makes concrete attempts to add value, to make things better in some way (e.g. educates clients). 	<p>Works With a Long-Term Perspective</p> <ul style="list-style-type: none"> ▪ Works with a long-term perspective in addressing problems or needs. ▪ Builds understanding and trust with clients or stakeholders by getting to know their business. ▪ Seeks to improve service by identifying improvements to systems and processes based on a broader long-term perspective of client or stakeholders needs. 	<p>Develops Partnerships</p> <ul style="list-style-type: none"> ▪ Develops and maintains a strategic relationship based on in-depth knowledge and understanding of the client or stakeholder's business/needs. ▪ Becomes an integral contributor to the client or stakeholder's strategy. ▪ Anticipates future needs and plans and acts as appropriate.

TEAM LEADERSHIP

Definition:

Team Leadership is mobilizing the energies of others to work toward a shared purpose in the best interests of OSFI, its people and the people it serves. The “team” here should be understood broadly as any group in which the person takes on a leadership role, formally or informally.

Competence Level:

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
How it is demonstrated					
<p>Manages Expectations and Informs Others</p> <ul style="list-style-type: none"> ▪ Expresses expectations of others and speaks to team members regularly. ▪ Shares useful and relevant information in a timely manner. ▪ Explains rationale behind decisions and reasons for decisions. 	<p>Empowers Others</p> <ul style="list-style-type: none"> ▪ Delegates meaningful responsibility and holds them accountable for results in such a way that employees feel more capable and motivated. ▪ Gives latitude for decision-making and allows them to make mistakes. 	<p>Encourages Team Participation</p> <ul style="list-style-type: none"> ▪ Asks questions to encourage individual input to decision-making and focuses team on the topic at hand. ▪ Facilitates the process of group interaction. ▪ Treats all team members fairly and respectfully.. ▪ Leads by example (e.g. walks the talk). 	<p>Fosters Group Success</p> <ul style="list-style-type: none"> ▪ Works to resolve obstacles outside of the team’s direct influence. ▪ Generates and maintains an environment conducive to personal development and team success (i.e., obtains and effectively manages resources, personnel, tools, and information for the team, creates an environment that is positive and stimulating). 	<p>Aligns with the Broader Organization</p> <ul style="list-style-type: none"> ▪ Understands the organization’s mission, goals, values and objectives and helps the team to align its priorities accordingly. ▪ Is supportive of the wider organization and ensures that appropriate partnerships are maintained. 	<p>Communicates a Compelling Vision</p> <ul style="list-style-type: none"> ▪ Leads and communicates a compelling vision that generates enthusiasm and commitment in people. ▪ Develops and implements long-term alternative strategies for achieving success.

TEAMWORK AND CO-OPERATION

Definition:

Teamwork and Co-Operation is working cooperatively with others involved in a common goal. It involves working together to achieve common objectives as opposed to working competitively. “Team” refers to an individual’s working group as well as the broader organization.

Competence Level:

Level 1	Level 2	Level 3	Level 4	Level 5
How it is demonstrated				
<p>Participates in Team Process</p> <ul style="list-style-type: none"> ▪ Participates and supports team decisions. ▪ Does one’s share of the work. ▪ Keeps other team members informed and up-to-date. ▪ Shares all relevant and useful information regarding project/work progress. 	<p>Shares Expertise</p> <ul style="list-style-type: none"> ▪ Offers personal expertise without being asked. ▪ Goes beyond just answering a question to add extra knowledge and greater understanding. 	<p>Seeks the Contribution of Others</p> <ul style="list-style-type: none"> ▪ Values the contributions that others with different backgrounds, styles and perspectives, can bring and seeks their input and expertise. ▪ Encourages all members of a group to contribute to a process or decision. ▪ Fosters team spirit. 	<p>Nurtures the Team</p> <ul style="list-style-type: none"> ▪ Publicly credits others who have performed well. ▪ Encourages and empowers others (i.e., represents the “glue” that bonds the team together). ▪ Provides constructive feedback to fellow team members. ▪ Takes responsibility for team’s successes or failures. 	<p>Builds Bridges Among or Between Teams</p> <ul style="list-style-type: none"> ▪ Identifies and detects barriers among or between teams. ▪ Facilitates sharing of expertise and resources to resolve conflict. ▪ Preserves positive working relationships and harmony. ▪ Facilitates collaboration across team(s) to achieve a common goal. ▪ Takes steps to arrive at a beneficial resolution of conflicts.