Guidebook

For Talent Seekers

Competencies for Life
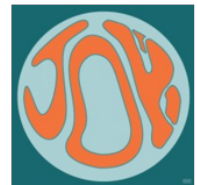
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Competencies for Life

Guidebook for Talent Seekers

Is your organization seeking talent and adaptable people to deliver its mission? If so, this guidebook is for you.

This guidebook is designed to support and guide you on the integration of the *Competencies for Life* into your organization. It includes:

- Background on the *Competencies for Life* and why they're of growing importance in today's world of work.

- An **explanation** of what competencies are and why they're important today.

- *Competencies for Life* **examples** to help show relatability and how competencies can be applied in personal or professional lives.

- *Competencies for Life* **vignettes** of inspirational real-life stories about how certain competencies impacted real people, including a specific tip for your personal success.

- A guide to how the Competencies for Life can be integrated to deliver on the strategic goals of your organization. This includes a series of customizable **tools** to support the integration into your organization seamlessly.
    - Writing *Competencies for Life* job profiles
    - How to interview for the *Competencies for Life*
    - How to support your staff in developing their *Competencies for Life*
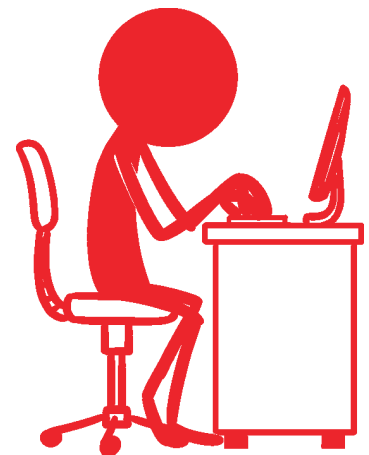
Competencies for Life Website

Central **one stop location** to learn about and have support for the competency model for talent developers, talent seekers and individuals. This hosts all the tools, learning materials, and background story of *Competencies for Life*.

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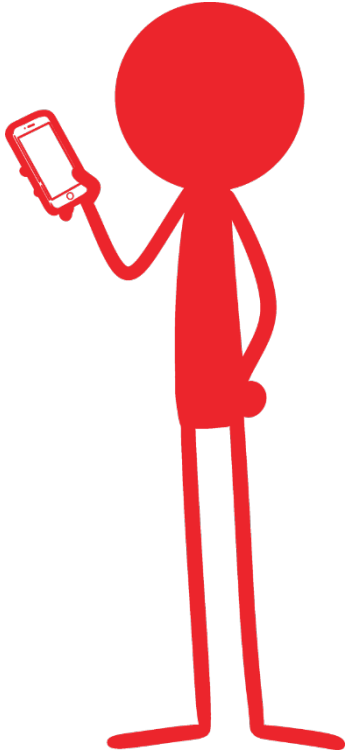
Competencies for Life **Video Short Series**

Short videos (< 3 minutes) for you and your staff on the six major clusters of competencies and how they are applied personally and professionally.

Competencies for Life **Mini-Podcast Series**

Short mini podcasts (< 10 minutes) by visible Calgarians on how the *Competencies for Life* impacted their life. Each short will be intentionally focused on one of the 25 competencies.

Competencies for Life **Webinar Series**

Recorded panel discussion on the critical role the *Competencies for Life* play in transforming Calgary into a city that can adapt faster and better than any other.

Designing You. The Guide to Your Future.

An online guide for your staff exploring their personal and professional goals. This includes:

- Reflective worksheets and checklists

- Mission mapping guide

- Guides with techniques / activities to help practice and improve competencies

- Track and plan enabling competency development

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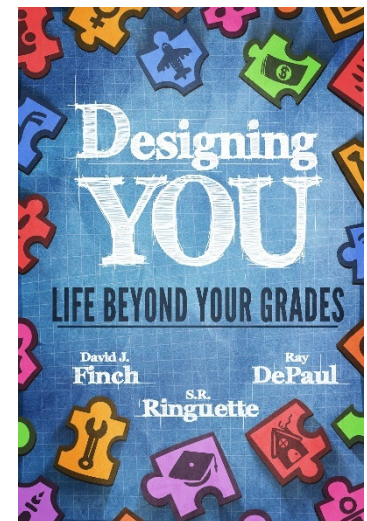
Calgary is Changing. We Must Change Too.

Historically, a city's economy was defined by its proximity to scarce natural resources, such as lumber, oil and gas, or access to navigable waterways. But over the past four decades, the competitive advantage of many cities, driven by economic, social, and cultural factors, such as advanced technology and globalization, has transitioned from proximity to natural resources, to the ability to attract and mobilize talented people. Today, a city's capacity to develop talented people underpins its economic and social prosperity. Calgary is no different.

Calgary is a city in transformation. Our city's ability to transform is defined by Calgarian's ability to **adapt to change**. As someone who is seeking talent, you know being adaptable can be reactive, like how many are learning to live in a new reality during the COVID-19 pandemic. However, you also know being adaptable can be proactive and intentional; **like having a plan**. Today, every Calgarian and organization needs a plan.

Think about the following questions:

1. What are some of the trends impacting your organization?

2. How is your team adapting to these changes?

3. How do you attract, retain, and develop talent that not just faces uncertainty, but thrives within an increasingly uncertain world?

How is Talent Defined Today?

It wasn't long ago when we could plan for a job or maybe even a career path. Today, that is not enough. This is because many jobs or career paths today, may not exist tomorrow or next year. As a city and every organization that depends on talent, must shift from thinking about jobs to thinking about competencies. The right competencies will allow our city and your organization to adapt and transform as fast as the world around it.

What is a Competency?

Competencies is the combination of aptitude, ability, knowledge, and skills to complete a job or task.

Think about playing soccer. We all naturally have some level of aptitude and ability to kick a ball. However, it takes a lot of studying and practice to become really good.

When you think about competencies there are two major types:

1. **Job-specific competencies**

2. **Enabling competencies**

Job-Specific Competencies

Job-specific competencies are the **competencies your team needs to complete a specific job**, whether it be welding, sales, or engineering. These are broken into two areas, role specific competencies (the competencies do a specific functional task) and industry specific competencies (the competencies to complete a specific task in a specific industry.

Role Specific Competencies The competencies required to **be an accountant**.

Industry Specific Competencies The competencies required to be an accountant **in the oil and gas sector.**

Historically, job-specific competencies were the most valued by employers as they were essential to generating short-term economic value. For many professions, from accountants to skilled trades to engineering common currencies have emerged in the form of competency frameworks. These frameworks define both a common language and mechanisms to assess the competency.

The challenge is job-specific competencies are highly contextual and in today's fast paced world, they possess an increasingly short lifespan. In the past, a trade learned as a teenager could be developed and refined through a lifetime of experience and maintain its value.

Today, job-specific competencies often become dated and demand continual training to maintain their value. Just look at the evolving demand forecast by the World Economic Forum.

Emerging Demand for Competencies

| INCREASING Demand	DECREASING Demand
↑ Analytical thinking and innovation	↓ Manual dexterity and endurance
↑ Active learning and learning strategies	↓ Basic memory, verbal, and auditory abilities
↑ Creativity, originality, and initiative	↓ Management of hard tangible resources
↑ Technology design and programming	↓ Technology installation and maintenance
↑ Critical thinking and analysis	↓ Basic literacies
↑ Complex problem-solving	↓ Management of people
↑ Leadership and social influence	↓ Quality control and safety awareness
↑ Emotional intelligence	↓ Coordination and time management
↑ Reasoning, problem-solving and ideation	↓ Basic communication abilities
↑ Systems analysis and evaluation	↓ Technology use, monitoring and control

The result is today, most employers are searching for people who can **adapt and pivot** in a constantly changing environment. For example:

By 2022, globally **75 million jobs will be displaced** across the leading 20 economies, while **133 million new jobs will be created** in emerging sectors.

It is estimated that in the next few years, **50 per cent** of people globally will need to be reskilled or upskilled.
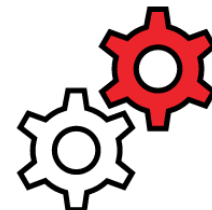
Calgary Economic Development forecasts that **half of the jobs** performed by Calgarians today could be at risk of automation over the next 20 years.

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Enabling Competencies

Enabling competencies (sometimes called soft-skills or transferable-skills) are what enable you and your staff to **adapt and adopt new job-specific competencies.**

Enabling competencies are the *Competencies for Life*.

Enabling competencies include dimensions such as **problem solving, collaborating, communicating, core literacies, and core workplace skills.** A study sponsored by Calgary Economic Development found that **2/3rds of ALL competencies** for jobs ranging from engineering to social work weren't job-specific skills but were a common set of enabling competencies. Employers, like you, long ago recognized that the most foundational competency their team needed to thrive was the capacity to adapt.

This is why the *Competencies for Life* **are the rocket fuel** that will power every Calgarian and Calgary-based organization in the new economy.
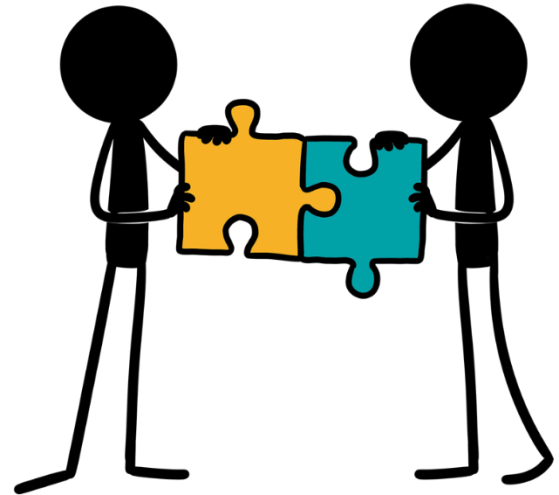
The New Talent Marketplace

A marketplace is just a process of buying and selling goods or services. Today, the acquisition, retention and development of talent is a marketplace like Amazon or eBay.

Invention of Money as a Marketplace Example	To understand this better, think about money. Money was invented about 40,000 years ago because trading didn't always work. Say one farmer had a cow and another farmer had wheat. This trade worked if the farmer who had the cow wanted wheat, and the farmer who had the wheat wanted a cow. If neither wanted what the other farmer had, trading didn't really work. The invention of money fixed this. This is because once everyone agreed on a common currency, the farmer could sell the cow for an agreed upon price to whoever wanted a cow. Now this farmer could use this money to buy whatever they wanted.

The same problem that led to the need to invent money, also exists today in Calgary's **talent marketplace.** The talent marketplace is not based on the exchange of goods or money, rather it is based on the development and exchange of competencies.

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There are three major players in Calgary's talent marketplace:

Individual Talent

These are people who need help developing their competencies or have competencies they want to sell.

Talent Developers

These are organizations and individuals who support individuals in developing their competencies through certified, non-certified and informal learning.

Talent Seekers

This is you. Organizations who require competencies to complete a job. Most often talent seekers pay individual talent for their competency (a job), but sometimes the individual talent will complete this job for free (volunteering).

The ABCs of our Talent Marketplace

As a talent seeker, you live the talent marketplace every day, but it is good for us to think about how all the pieces fit together:

1. **Talent seekers,** like you, define the competencies they need to complete a job.

2. **Individual talent** who have these competencies offer them to **talent seekers** (you) for a negotiated price. The value is defined by supply and demand. The higher the demand, and the lower the supply, the higher the price.

3. **Individual talent** who do not have the competencies in demand will seek the support of **talent developers** to help them develop these competencies.

4. **Talent developers** will collaborate with **talent seekers** to ensure they are developing competencies that are anticipated to be in demand in the future.

Individual Talent

Talent Seekers

Talent Developers

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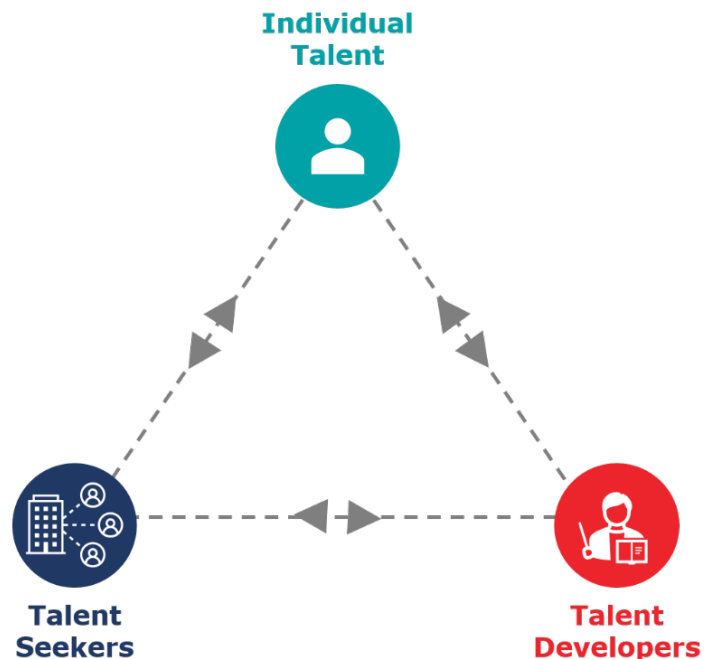
The currency of this talent marketplace is competencies.

Like money, this marketplace works when there is an alignment on the currency being exchanged and a mechanism to value it. Today, **without a common currency, we face the same problem of the farmer with the cow.**

Fixing Calgary's Marketplace

Today's talent marketplace in Calgary is massive:

There are over **1.4M individuals** who possess talent.

There are over **8000 talent developers** from kindergarten to universities to sports clubs, social organizations, art classes and libraries.

There are **155,000** commercial, social, and public **organizations** who require talent to function.

Without a common currency, Calgary's talent marketplace is missing opportunities.

For example...

A **talent seeker** may be seeking to acquire competencies related to communications.

A **talent developer**, such as a university, may claim their programs develop competencies related to communications.

Finally, an **individual** may claim to possess competencies related to communications.

However, as you have likely seen many times, the big problem emerges when all three marketplace partners realize they define communication competencies differently.

The implication of this inefficiency on your organization and our city is big.

First, **talent seekers like you** have difficulty acquiring the exact competencies they need. This will impact their ability to compete in today's super competitive marketplace. Next, both the **talent developers** and **individuals** may be investing their time and money developing the wrong type of competencies. The problems caused by this mismatch will only increase as the pace of change increases.

Two Big Problems. One Big Solution.

This transformation facing our talent marketplace has put a magnifying glass on two big problems:

Problem 1   Though we spend a lot of time talking about enabling competencies, but after about junior high, we don't spend much time investing in <u>intentionally</u> developing them.

Problem 2   These enabling competencies have no common language or mechanism to assess them. The result is a highly inefficient talent marketplace, at a time when efficiency is essential.

These two things are not only a big problem for each of us and our organization, **but it's also a big problem for our city**.
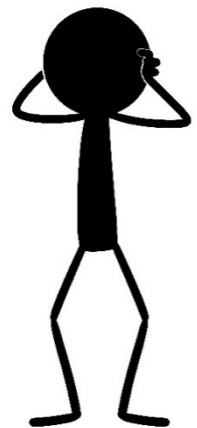
Our Common Currency: *Competencies for Life*

To compete as a city, we need a plan to continuously develop our competencies better and faster than any other. To start, we need to align on the important enabling competencies and just as important, we need to agree on what we call them.

To deal with this problem, we spent the past two years developing the *Competencies for Life*. The *Competencies for Life* are an integrated set of 25 enabling competencies anchored in six clusters.

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The Science Behind the Competencies for Life

In 2019-20, a team of researchers from the University of Calgary, Mount Royal University, Alberta University for the Arts, and the University of Guelph conducted a multi-staged study to identify the competencies that were in highest demand today.

Stage 1: Talent Marketplace Workshop

The first stage involved hosting a workshop of over 100 Calgary-based talent seekers and talent developers. The talent seekers who participated ranged from large corporations to start-ups and from across diverse sectors. One of the key goals of this workshop was to identify current and emerging competencies in high demand.

Stage 2: Enabling Competency Audit

The second stage involved identifying and auditing leading enabling competency models. This process started by identifying and auditing leading enabling competency models. This process led us to identifying the **Government of Canada's** *Skills for Success*. The **Government of the United States** and industry partners developed the Employment and Training Administration Competency Model Clearinghouse (ETAM); and the **Massachusetts Institute of Technology's** Human Skills Matrix. The final element we incorporated was **Alberta Education's** eight student competencies. This process identified 28 major enabling competencies that were included in the majority of the four models. Refer to the table on the following page for the results of this audit.
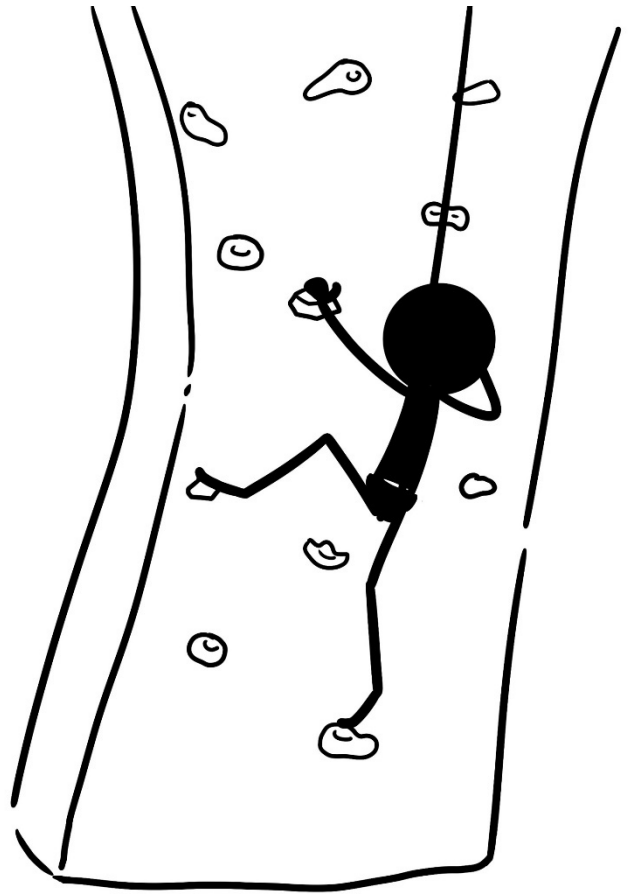
Stage 3: Enabling Competency Mapping

The third stage involved identifying dozens of leading occupation or industry specific competency models. From this process we identified **15 models** that provided a diverse sample ranging from social work to engineering to marketing to accounting. From these models, we develop a codebook of competency definitions. The focus on the definition of a competency, allowed us to map a library of common synonyms used to label the major enabling competencies. **On average, each of the enabling competencies had seven common synonym labels.**

Stage 4: Competency Model Audit

The fourth stage involved auditing the 15 occupation or industry specific competency models to empirically test the commonality of the 28 enabling competencies. This study identified that the 28 enabling competencies represented **2/3rds of all competencies** across the 15 models. 1/3rd of the competencies on average were job-specific.

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Competency Mapping Audit

 Competency not coded

In the table below, ✓ indicates a coded competency; blank (grey) indicates "Competency not coded."

Competency	Workshop	Canada	Alberta	MIT	USA
Problem Solving					
Analytical Thinking	✓	✓	✓	✓	✓
Creativity	✓	✓	✓	✓	✓
Curiosity	✓	✓	✓	✓	✓
System Thinking	✓		✓	✓	✓
Self Reliance					
Adaptable	✓	✓	✓	✓	✓
Determination	✓		✓	✓	✓
Takes Initiative	✓	✓	✓	✓	✓
Collaboration					
Conflict Management	✓	✓	✓	✓	✓
Emotional Intelligence	✓		✓	✓	✓
Inspire & Lead Others	✓	✓	✓	✓	✓
Trusted	✓		✓	✓	✓
Value Relationships	✓	✓	✓	✓	✓
Communications					
Active Listening	✓	✓	✓	✓	✓
Verbal Communicator	✓	✓	✓	✓	✓
Effective Writer	✓	✓	✓	✓	✓
Core Literacies					
Reading Literacy		✓	✓	✓	✓
Civic Literacy			✓		✓
Financial Literacy					✓
Good with Numbers		✓	✓		✓
Technology Literacy	✓	✓	✓		✓
Core Workplace Skills					
Define Workplace Goals	✓	✓	✓	✓	✓
Manage People & Money	✓			✓	✓
Professional Identity	✓		✓	✓	
Continuous Learning	✓	✓	✓		✓
Time Management	✓	✓	✓	✓	✓

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Stage 5: Constructing the Competencies for Life

The final stage involved developing a model that could be adopted broadly. This process involved simplifying terminology and defining competencies clusters to increase the recall. This process involved engaging a diverse range of talent developers and talent seekers to support this refinement.
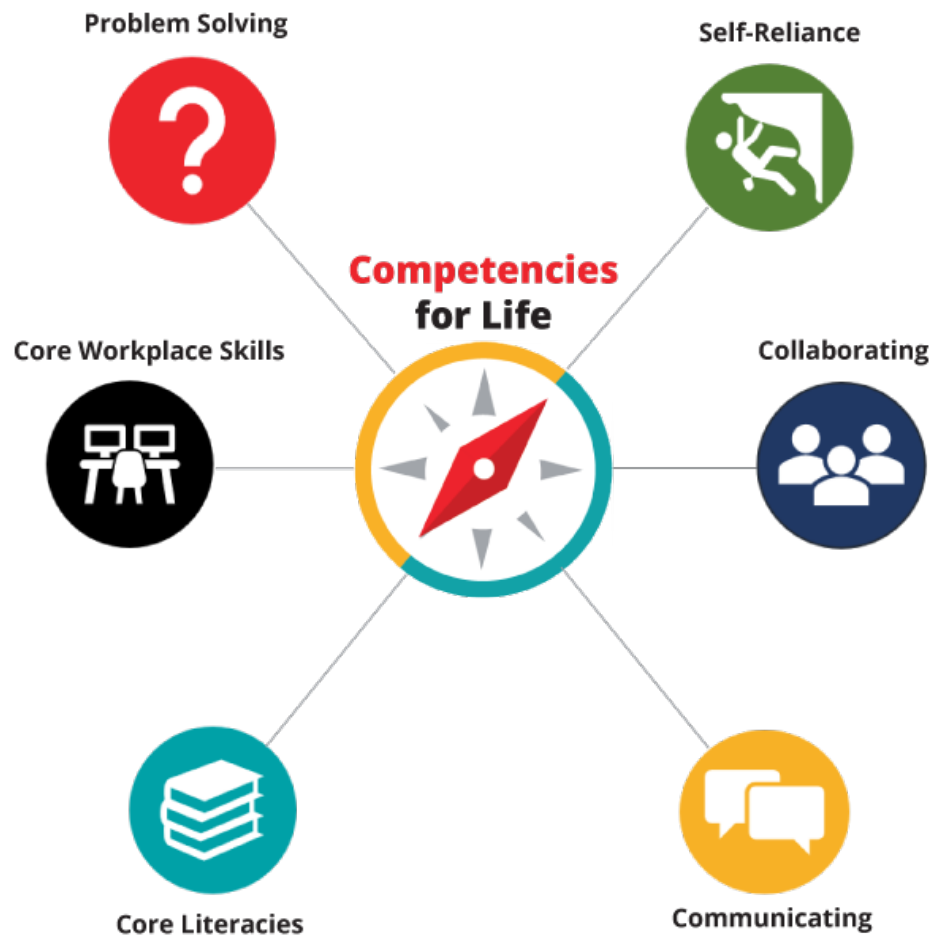
The final *Competencies for Life* includes 25 individual competencies in six competency clusters.[1] Refer to the model on the right.

Following this, we developed synthesized definitions for each of the competencies and competency clusters. This involved developing a series of example scenarios.

All competency models require mechanisms to allow individual talent, talent developers, and talent seekers to assess **competency proficiency**. During this pilot, we are not testing an overarching architecture. Rather, we encourage individuals and talent developers to reflect on the **different forms of evidence** required to demonstrate the proficiency of a specific competency.

Based on the **results of the pilot**, the next phase of this project would involve developing and deploying a comprehensive *Competency for Life* architecture to support individuals, talent developers and talent seekers assess competency proficiency.

The following section will review each of the six competency clusters and their associated competencies.

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[1] The final *Competencies for Life* model reduced the individual competencies to 25.

❓ Problem Solving...

Is important because it allows you to **analyze and connect** the dots to solve problems, big or small. Applying problem solving competencies to real-world situations - not just essays and exams - is key to **proving your value** as most problems' employers face go beyond the obvious. They allow you to consider the past, present and future all at once and to come up with **new ideas to make decisions**. Your ability to **consider evidence and apply it** to a problem is an enabling skill and you need these problem-solving competencies for everything you do.

I am....
Analytical
Curious
Creative
Systematic
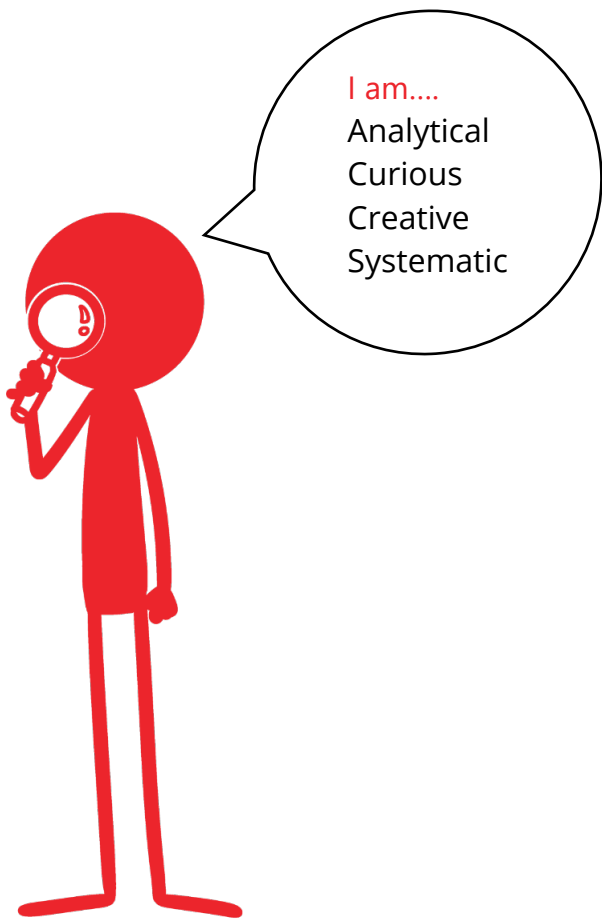
Analytical Thinking
"I consider opportunity costs when evaluating job offers, including distance, benefits, wage, and challenge."

Curiosity
"I engage with groups and events outside of my own circle of influence."

Creativity
"I started a blog to share experiences and photos while staying in touch with my entire family overseas."

System Thinking
"When setting up a class schedule, I consider multiple factors including course workload, travel times, prerequisites for future classes, alignment to future goals, and part-time work schedule."

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Analytical Thinking is...

The ability to deconstruct issues into smaller, more manageable pieces, use evidence and reasoning to identify unique relationships between concepts and weigh the costs and benefits of the alternative actions available.

Curiosity is...

The ability to be curious and explore a deeper meaning than what is being overtly expressed. It can lead to the expansion of social networks and learning opportunities.

Creativity is...

The use of imagination or original ideas to create something new and appropriate for the problem at hand.

System Thinking is...

The ability to evaluate the interdependency of discrete components of a whole, as well how these components affect the whole and vice-versa. This includes an individual's ability to understand complex systems, enabling the ability to anticipate potential outcomes and develop approaches to influencing these outcomes.

Problem Solving in Practice

Stefan's family had immigrated from Serbia, and it was important to both himself and his family that he earn a university degree. However, he lacked confidence after spending 12 years in an education system that told him he didn't conform well enough to be successful. Influenced by a lifelong love of video games, Stefan pursued a degree in computer science with his eyes set on designing games.

Stefan earned an internship at a video game design company, but it didn't go exactly as planned. He quickly learned that playing video games was vastly different from building video games. Stefan accepted that he no longer wanted to develop video games, but he did have a passion for solving problems and developing software.

Upon returning home from his internship, Stefan was inspired by watching his father meticulously check his lottery numbers each week. Stefan thought he could provide a better solution. So, he did. He developed a mobile application that facilitated checking lottery numbers. The app received 20,000 downloads in its first year.

Where does problem solving fit in?

Stefan was able to **think analytically**, be **creative**, and use **curiosity** to not only develop an app, but find a career path he was truly passionate about. He also exhibited **system thinking** by looking at the bigger picture of wanting a university degree but started with his passion for video games.

Click **HERE** to watch our short video on this competency cluster.

Do you think you know the *Competencies for Life?* Click **HERE** to take the Problem Solving quiz.

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❓ Examples of Problem Solving

Each row is a series of examples of one problem solving competency.

Competency	Example 1	Example 2	Example 3
Analytical Thinking	I break down the multiple trips needed to move into a new apartment and logically decide what needs to be set up first.	I plan a group camping trip to the mountains, making a list of the supplies needed in advance.	Before moving to Canada, I researched which cities were most affordable and welcoming for new immigrants.
Creativity	I paint my keys different colours to easily identify which key is for what.	I take photos while on vacation and edit them on an app on my phone.	As a cabinetmaker, I have been asked to design a custom closet for a client to fit in a less conventional space.
Curiosity	I wondered what plants would be best to grow in Calgary, so I went to the local nursery to get more information from experts.	Because I'm unsure of what I want to do in the future, I watch a webcast series to hear from young professionals sharing their experiences.	I attend a conference that has panelists speaking about changing trends within my industry.
System Thinking	To build a house, I must organize the framers, drywallers, electricians, and plumbers to contribute towards a common goal.	My soccer team is performing badly, so I consider all the different potential causes, such as technical skill, teamwork, and the group dynamic.	My family only has one car, so we sort out who can take transit to work or school, as well as what schedules work best to offer support for each other at home.

Self-Reliance...

Is important because it allows you to prevail in the face of difficulties. Self-reliance allow you to **push back against obstacles or setbacks**, with confidence, to achieve goals and continue moving forward. They allow you to **not be discouraged** and never give up, while simultaneously doing the best you can and be patient for desired results.

I am....
Adaptable
Taking initiative
Determined

Adaptable
"After performing badly on a test, I ask the teacher questions, do the homework, and go to the after-school tutorials."

Takes Initiative
"I go door to door cleaning cars, shovelling snow, and mowing lawns to fundraise money for a summer camp I want to attend."

Determination
"I ran my first half-marathon and could not complete it. I was committed to not fail again and trained extra hard and completed it on my second try. I am now training for a full marathon."

Adaptable is...

The capacity to achieve or adjust goals when faced with a new context or ongoing uncertainty. New contexts may include culture, socio-economic conditions, organization size, industry type, culture, and team composition.

Takes Initiative is...

The discipline and ambition to start a task, regardless of difficulty, with limited guidance from others and be self-reliant under pressure.

Determination is...

The capacity to complete a task when faced with obstacles. This includes a capacity to transform failures into continuous learning opportunities.

Self-Reliance in Practice

Driven by the need to constantly challenge himself, 18-year-old Ben decided to work a new job every single month. That unorthodox choice led him to work in a variety of industries including retail, engineering, and hospitality. Each new job needed new skills and he was able to develop a diverse set of skills that would prove to be useful in the years to come.

Ben later pursued a major in marketing and minor in entrepreneurship, driven by an interest in social innovation. In his third year at university, Ben was persuaded by a professor to attend a networking breakfast. There, he met a mentor who totally altered his professional path.

Ben's mentor helped him figure out who he was, what he wanted to do with his life and what kind of career he wanted. Together, Ben and his mentor developed an extremely detailed strategy to achieve Ben's goal of gaining a position at one of the top management consulting firms in the world.

Only months after graduation, thanks to the hard work he and his mentor had invested, Ben found himself with a position at his dream company. Over the past three years with the company, Ben has relied on a blend of his formal education and the transferable skills he developed in his month-long jobs prior to university, allowing him to rise within the organization.

Where does self-reliance fit in?

Ben showed his ability to **adapt** by working different jobs in various industries, while also showing how he **takes initiative** through attending a networking event. He is **determined** when he makes a strategy and follows through on it to work for his dream company.

Click **HERE** to watch our short video on this competency cluster.

Do you think you know the *Competencies for Life?* Click **HERE** to take the Self-Reliance quiz.

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Examples of Self-Reliance

Each row is a series of examples of one self-reliance competency.

Competency	Example 1	Example 2	Example 3
Adaptable	I set up a workspace at my kitchen table to work from home when needed.	I switched to online learning in the middle of the year, which involved adapting to a new schedule, the lesson processes, and virtual communication.	As a marketer, I must adapt to and consider other cultures while working with a wide range of clients.
Determined	I failed my first driving test but continued to practice and was able to pass it on the second attempt.	I keep applying for jobs and going to interviews, despite not hearing back from many places.	Despite having to shift between buildings during an office move, I was still able to complete my work responsibilities and meet deadlines.
Takes Initiative	I clean and organize my entire house on my day off.	I start designing the final report even though the primary information is still being gathered and built.	I signed up for a typing class after work to improve my technical skills, as well as strengthen my English at the same time

Collaboration...

Is important because there are few things in life that you'll do that don't involve people. Collaboration competencies provide the **ability to work with others** (one-on-one or in groups) to **achieve an end goal**. Research shows people with strong collaboration competencies also have a high emotional intelligence, as they're able to **anticipate and manage interpersonal dynamics**. This can lead to being able to minimize risks and increase the probability of success.

I...

Am emotionally intelligent
Manage conflict
Inspire and lead others
Am trusted
Value relationships
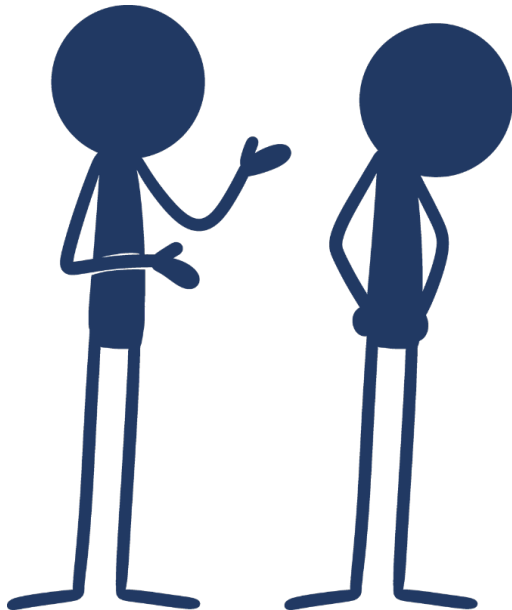
Emotional Intelligence
"I recognize a group member is struggling and offer to help them with their work to ease the strain on them."

Conflict Management
"A customer is upset over the total cost of car repairs, so I provide a thorough breakdown of the invoice to help explain why."

Inspire and Lead Others
"Instead of getting mad at a co-worker for making a mistake, I encourage them to ask questions and improve, so they feel more confident."

Trusted
"I was promoted at work, and I am now responsible for closing the store and depositing cash in the bank."

Value Relationships
"I ask for business cards and social media information, so I have a network of professionals to reach out to."

Emotional Intelligence is...

The ability to identify, assess and modulate one's own feelings and to understand the feelings of others. Emotional intelligence requires a mix of self-awareness and empathy towards others.

Inspire and Lead Others is...

The ability to guide others to complete a task through charisma, rank, intellect, will or experience. This includes the ability to establish a clear goal, the ability to communicate this goal to others.

Value relationships is...

The ability to develop and maintain relationships with individuals who may share common interests or future goals.

Conflict Management is...

The ability to resolve conflict or create common ground and reach a consensus when different options for forward movement in an organization are considered. This competency encourages people with diverse perspectives to work together to evaluate options and resolve a shared problem.

Trusted is...

A confidence in the integrity, ability, or character of a person.

Collaboration in Practice

Steve dreamed of someday working in an office. Since nobody in Steve's family had gone onto a post-secondary education and most of his adult role models were in the trades, he had to find his own path to his dream. There were barriers along the way. His family struggled financially and that meant he couldn't afford some of the basics like textbooks. Even so, Steve persevered, studied hard and was accepted into university.

Steve studied sociology, which gave him an academic foundation to better understand his community as a member of a First Nation. Today, Steve works for an academic support centre, helping First Nations, Metis and Inuit students achieve their education goals. This enables him to give back to his community, practice his spirituality and financially support his family.

Where does collaboration fit in?

Steve showed he could be a **trusted** leader through his dedication to supporting his family and community by getting the education necessary to do so. He also **values relationships** by working with a support centre that puts him in contact with individuals in need.

Click **HERE** to watch our short video on this competency cluster.

Do you think you know the *Competencies for Life?* Click **HERE** to take the Collaboration quiz.

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Examples of Collaboration

Each row is a series of examples of one collaboration competency.

Competency	Example 1	Example 2	Example 3
Conflict Management	My roommate has not been doing their share of the chores around the house, so I confront them and ask for more support.	Someone on my volleyball team is upset at a teammate for performing badly during a game. I reminded the upset teammate that the other player was trying their best and that mistakes can happen	As a new employee, I feel management has overloaded me with work. I approach my superior to share my concerns and find an attainable level of work that could grow over time as I become more experienced.
Emotional Intelligence	While living with my parents, I have an awareness of their boundaries to live cohesively.	I notice that a friend is self-conscious about their new hairstyle, so I make a point to tell them that it looks good.	I pick up on a customer being unhappy about the service they're receiving, so I ask what I can do to rectify the situation.
Inspire and Lead Others	I work out with a friend who is new to exercise to keep them motivated, as well as teach them proper form and technique.	Having played hockey for a few years, I volunteered to coach beginner groups on the side.	I hold weekly meetings with my team to talk about tasks and keep everyone motivated.
Trusted	I pay rent to my landlord on time and inform them of any damage done to the house.	When I don't complete an assignment on time, I own up to the teacher rather than cheating off a friend's work or making an excuse.	I respect my office's policy regarding work-related expenses, and make sure to never use office supplies for personal reasons.
Value Relationships	I start a conversation with an individual at a coffee shop and manage to turn that interaction into an opportunity.	Even when I'm busy with school or other extracurricular activities, I still set aside time during the week to hang out with my friends.	I take time to learn the names of my peers and ask questions that allow me to get to know them better.

Communications...

Is important because it is what allows us to **give and receive information** with other people, both in personal and professional environments. It Is how you **build and sustain relationships**, as well as build bridges between people with diverse viewpoints. It allows you and others to **understand information** more accurately and quickly, while avoiding misunderstandings and frustration.

I am....
An active listener
An effective verbal communicator
An effective writer

Active Listening
"I take customers' orders, then repeat it back to them for clarification."

Effective Verbal Communicator
"I share ideas in a meeting on how the company can be more inclusive."

Effective Writer
"I write in a personal journal."

Active Listening is...

The ability to give full attention to what other people are saying, taking the time to understand points being made and ask questions when appropriate, without interrupting at improper times.

Effective Verbal Communicator is...

The ability to share information and explanations with a target audience by speaking in a persuasive and influential way.

This includes vocabulary, tone, pace, volume, and articulation, with or without, technological support.

Effective Writer is...

The ability to share written information and explanations with a target audience in writing in a persuasive, engaging, and influential way. This includes grammar, tone, vocabulary, and style.

Communications in Practice

Marina's interest in travel, languages and politics was sparked at age nine when her family immigrated to Canada from Brazil. From that young age, Marina dreamed of a career in foreign services.

Marina moved to France at age 18 to develop her language skills. The experience abroad helped her French and taught her independence at the same time.

At university Marina studied international development and global affairs with a goal of pursuing her dream career in politics and the foreign service. But, during an extended government hiring freeze, she was forced to adapt her career aspirations. Today, Marina works for a global communications consultancy and engages clients and projects from all over the world. Though she's not in politics, she's still leveraging her love of languages and other cultures. This role has allowed Marina to move back to her hometown, where she can be close to family.

Where does communications fit in?

Marina is an **active listener** and expresses herself **verbally** through her role in communications. Through her experiences of living in Brazil, Canada and France, Marina also learned how to **write** in many languages.

Click **HERE** to watch our short video on this competency cluster.

Do you think you know the *Competencies for Life?* Click **HERE** to take the Collaboration quiz.

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Examples of Communication

Each row is a series of examples of one communication competency.

Competency	Example 1	Example 2	Example 3
Active Listening	I don't make any mistakes while completing a task because I properly listen to instructions.	When a friend is upset and telling me how they feel, I just listen rather than jumping in and giving them solutions.	During a meeting, I put my phone on silent and close the office door so that I won't be distracted.
Effective Verbal Communicator	I warn my neighbours that we will be having people over and ask them to let me know if we get too loud.	I explain to my physiotherapist where I'm experiencing pain while running to get proper treatment.	I give instructions on how to properly fill out paperwork to get benefits through the company.
Effective Writer	I translate a training manual from English to another language.	While completing a post-secondary application, I clearly portray my strengths through writing.	I reply to an email from a co-worker to clarify a task they're unfamiliar with.

Core Literacies...

Is important because it means being able to **access and understand available information** that allows you to remain current with trends within your community and workplace. Core literacy competencies also mean **maintaining the ability to engage in professional processes** more efficiently while promoting an identity that is willing to participate.

I...

Understand and apply what I read.

Am good with numbers.

Can manage money.

Am an informed citizen.

Can use and adapt to new technology.

Reading Literacy
"I read a job description to better understand what the requirements are before applying."

Good with Numbers
"I can effectively estimate in my head the cost of my groceries."

Financial Literacy
"I ring through transactions and make returns, both in-store and online."

Civic Literacy
"I write letters to local Councillors, MLAs, and MPs voicing my concerns with government action."

Technology Literacy
"I use the Calgary Transit app to better understand the routes and plan out how long it takes to get to work."

Reading Literacy is...

The ability to comprehend, apply and reflect on written texts.

Good with Numbers is...

Both the knowledge of and the ability to work with and use numbers. Has the confidence and awareness to know when and how to apply quantitative and spatial understandings at home, at school, at work or in the community.

Financial Literacy is...

Both the knowledge of and the ability to make informed decisions on the allocation of financial resources. Includes areas such as personal financial management, budgeting, and investing.

Civic Literacy is...

Both the knowledge of and the ability to effectively engage in, and influence change in social systems, including political, economic, and cultural.

Technology Literacy is...

Both the knowledge and ability to responsibly, creativity, and effectively use basic technology to enhance productivity and performance. This includes an ability to effectively adapt to new digital devices and interfaces.

Core Literacy in Practice

Growing up, Miles' whole life was all about sports. But, sensing his journey could take many twists and turns, he began university in business degree. Miles was right. His career pursuits were incredibly varied, changing with his whims.

He first focused on accounting, but after working with accountants he realized they weren't "his people."

From there, he tried the non-profit sector. Yet, after a couple of years in non-profits, Miles began feeling stagnant.

Eventually, Miles realized what he really loved was connecting with people and getting them excited about his vision. He built a team of personal and professional mentors who all emphasized the importance of building his network, and they gladly made some introductions. He attended conferences, reached out to people who interested him, and joined communities to connect with more like-minded people. Today, he's the co-founder and managing director of a media and production house where he's once again able to express his passion for sports and entertainment.

Where else does core literacies fit in?

Miles practices being an **informed and engaged citizen** by getting involved in a non-profit organization. He can **manage money** through his accounting background, which ties in with being **good with numbers**.

Click **HERE** to watch our short video on this competency cluster.

Do you think you know the *Competencies for Life?* Click **HERE** to take the Collaboration quiz.

Examples of Core Literacies

Each row is a series of examples of a core literacy.

Competency	Example 1	Example 2	Example 3
Civic Literacy	I compost and recycle what I can to have less impact on the environment.	I see that there is a problem in my school, and I bring up the issue to student council along with a solution I have devised.	I regularly engage with my respective trade union.
Reading Literacy	I read instructions on how to properly install a dishwasher.	I meet my goal of reading one book a month for an entire year.	I read the workplace newsletter each month to keep up to date on what the company is doing.
Financial Literacy	I identify and break down the project cost requirements including materials, labour, etc.	I have a part time job and set a budget for how much money I am going to save each week, to work up enough to buy a car.	Thanks to my efficient budget and restricted spending, I pay off my student loans earlier than expected.
Good with Numbers	I quickly split the cost of groceries between roommates.	While on a road trip with friends, I determine how much it will cost each of us by calculating the gas usage and price per liter.	As a cabinetmaker, I must identify precise measurements to create a high-quality product.
Technology Literacy	I change my smartphone settings to personal preferences.	I make the switch to online learning and quickly grasp how to use multiple video conference tools, as well as how to submit assignments online.	Due to a client being overseas, I hold a face-to-face meeting with them through Zoom.

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Core Workplace Skills...

Are important because an investment in your learning and development, as well as for the organization you work for, **ensures the best talent outcomes**. To keep your knowledge current and stay ahead of changes, you need to be continuously growing and learning from experiences. It also means **being organized** to increase efficiency with completing tasks to save time and money.

I...

Define workplace goals

Can manage money and people in the workplace

Am growing my professional identity

Manage my time

Continuously learn

Define Workplace Goals
"I establish sales target and plan to achieve them."

Manage Money and People
"I delegate tasks, lead meetings, and determine the budget required to complete a project."

Professional Identity
"I attend webinars with industry professionals to better understand what paths one can take post-graduation."

Time Management
"I juggle many commitments such as school, a team sport, clubs, and my job. I make schedules to visually lay out proper time for each."

Continuous Learning
"I listen to a podcast to better understand emerging trends in your business."

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Define Workplace Goals is...

The capacity to define future workplace goals, objectives, and outcomes at an individual and organizational level and to use these goals to serve as motivators for the present action.

Manage Money and People is...

The ability to achieve organizational goals through the management of financial and human resources. This includes identifying and managing risk.

Professional Identity is...

One's self-concept based on attributes, beliefs, values, motives, and experiences. Professional identity plays a critical role in the transition between school and work.

Time Management is...

The ability to efficiently and effectively managing one's own time, the time of others, and deliverables for projects. Also includes the ability to manage and filter vast levels of information to make timely decisions.

Continuous Learning is...

About expanding an individual ability to learn by regularly upgrading skills and knowledge. Effective continuous learning skills are essential to adapting to changing demands at home and work. In the workplace, this involves recognizing and reflecting on experiences as critical learning experiences.

Core Workplace Skills in Practice

Amanda's definition of success had a simple measure: her grades. But by the time she got to university she felt something was missing. Enrolled as a psychology major, she was fascinated by the topic, but stymied by what she could do with it.

In her second year, Amanda enrolled in a marketing course. The class lit Amanda's fire by linking her genuine interest in psychology to the real world: a better understanding of consumer behaviour. In marketing, she met a totally different type of student. Though committed to their education, these students defined education way beyond the classroom. It included volunteering in their community, part-time jobs, and internships.

Inspired by her classmates, Amanda took executive positions in clubs, studied abroad, mentored new students, and completed the cooperative education program. She chose her extracurricular activities to help her improve in areas where she felt she was lacking, such as network development, personal balance, and work experience.

Where do core workplace skills fit in?

By being part of so many clubs, volunteering, and working, Amanda **effectively manages her time**. She simultaneously built her **professional identity** and practiced **managing people and money**. While her GPA took a hit, she felt it was worth it to expand her learning opportunities.

Click **HERE** to watch our short video on this competency cluster.

Do you think you know the *Competencies for Life?* Click **HERE** to take the Collaboration quiz.

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Examples of Core Workplace Skills

Each row is a series of examples of a core workplace skill.

Competency	Example 1	Example 2	Example 3
Continuous Learning	I watch YouTube videos on a broad range of educational topics to help me learn about different fields outside of my own.	I looked back on my journal entries from the start of the year to not only see what changes I've made since then, but also if there are any ideas I could now use.	I perform yearly performance reviews but ask the employee to write what they think they have done well and where they feel they can improve moving forward.
Define Workplace Goals	I create a 5-year plan for my start up business to help grow my sales.	I started my job in the mailroom but have resolved to become a cashier in one year.	I set parameters for the depth and timetable of research that needs to be completed.
Time Management	I budget enough time in the morning to do a routine, like working out or eating, without jeopardizing other activities.	I juggle many commitments such as school, a team sport, clubs, and a job. To visually lay out proper time for each activity, I create a schedule.	I use Google Calendar to see my coworkers' schedules so that meetings I set aren't overlapping with other obligations.
Manage Money and People	I give my customer a quote of expected cost before beginning, including room for unforeseen expenses.	I start a lawn mowing business with friends where we offer neighbours various options at different costs.	I ensure my team at work are organized and trained to complete their task.
Professional Identity	I listen to podcasts and watch TED Talks about leadership and management.	I attend a webinar, with industry professionals, to better understand what paths one can take post-graduation.	After being offered two job opportunities, I accepted the lower salary job as it aligns more strongly with my worldview.

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Competencies for Life
Proficiency Scale

All competency models require mechanisms to enable individual talent, talent developers, and talent seekers to **assess the proficiency level of each competency**. Defined proficiency levels are essential to deliver on the full potential of any competency model. For the pilot, we provide a simple three-tiered proficiency scale that reflects the progression from basic demonstration to advanced demonstration of each of the 25 *Competencies for Life*.

Below is an example of the three-tiered proficiency scale for **verbal communications**.

Basic Proficiency: The basic knowledge and ability to share basic information and explanations verbally, one-on-one or in small groups. The audience is known to the speaker.

Intermediate Proficiency: The advanced knowledge and ability to share complex information and explanations verbally, one-on-one, or in large groups. The audience may be unknown to the speaker.

Advanced Proficiency: The advanced knowledge and ability to use verbal communications as a persuasive tool, one-on-one, or in very large groups. The audience may be unknown to the speaker.
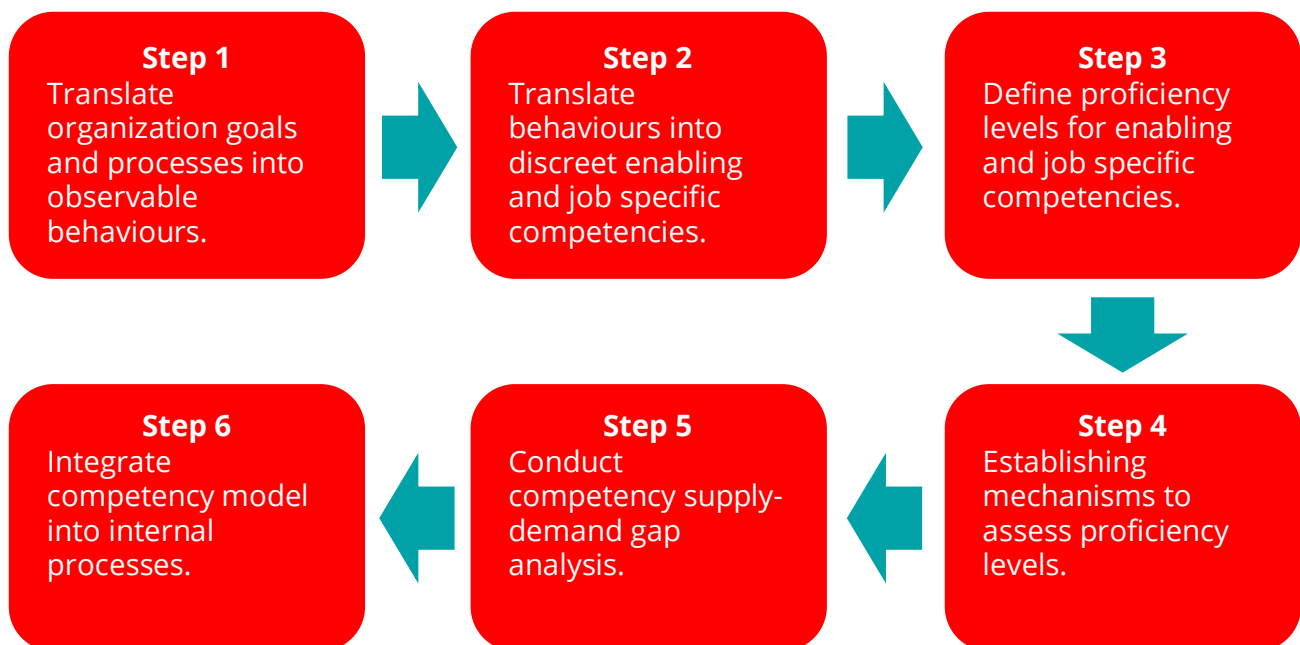
Refer to **Appendix-1** for the comprehensive three-level proficiency scale for the *Competencies for Life*.

A full deployment of *Competencies for Life* would incorporate a variety of formal proficiency assessment mechanisms for talent seekers, talent developers and individual talent.

Becoming a Competency Driven Organization

Competency-based management standardizes all people management activities based on competencies designed to deliver on an organization's goals. This framework is called a competency architecture. This architecture defines the rules that guide the integration of competencies into all aspects of organizational planning. There are six steps to developing a competency architecture for your organization.

Step 1	Step 2	Step 3
Translate organization goals and processes into observable behaviours.	Translate behaviours into discreet enabling and job specific competencies.	Define proficiency levels for enabling and job specific competencies.

Step 6	Step 5	Step 4
Integrate competency model into internal processes.	Conduct competency supply-demand gap analysis.	Establishing mechanisms to assess proficiency levels.

Step 1: Goals into Behaviours

The sole purpose of a competency model is to ensure that an organization's talent is optimized to deliver on its defined goals. Therefore, the competency model must be anchored to the goals of your organizations. Thus, the first step is to translate the goals (and associated processes) of an organization to increasingly discrete behaviours. For example, if a strategic goal of your organization is to be the industry leader in customer service, what behaviours are essential to delivering this? Active listening? Time management? Emotional intelligence?

Step 2: Behaviours into Competencies

A well-designed competency architecture incorporates both enabling and job specific competencies. discussed earlier. For your competency architecture, your enabling competencies can anchor to the *Competencies for Life*. The job-specific competencies can be structured in job

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families. A job family are roles in an organization that require similar competencies and form a logical career path for an individual. This often is structured by departments, as jobs in sales are often very different than jobs in engineering.

Step 3: Proficiency Levels

To be operationalized, a competency model must include the following three elements:

1. **Competency Definition:** All competencies must have a clear and concise definition.

2. **Proficiency Scale:** All competencies must have a proficiency scale to reflect the progression from basic demonstration to advanced demonstration. Each proficiency level should provide a summary of the expectation for achieving this level.

3. **Observable Behaviour:** Each proficiency level should provide a concise description of the observable behaviours that an individual must demonstrate.

Below is an **example** of these four elements for the competency of verbal communications

Competency Definition

Verbal communication is the ability to share information and explanations with a target audience by speaking in a persuasive and influential way. This includes vocabulary, tone, pace, volume, and articulation, with or without, technological support.

Proficiency Scale and Level Summary

Basic Proficiency: The basic knowledge and ability to share basic information and explanations verbally, one-on-one or in small groups. The audience is known to the speaker.

Intermediate Proficiency: The advanced knowledge and ability to share complex information and explanations verbally, one-on-one, or in large groups. The audience may be unknown to the speaker.

Advanced Proficiency: The advanced knowledge and ability to use verbal communications as a persuasive tool, one-on-one, or in very large groups. The audience may be unknown to the speaker.

Examples of Observable Behaviours

Basic Proficiency	Intermediate Proficiency	Advanced Proficiency
Verbal communication is the ability to share information and explanations with a target audience by speaking in a persuasive and influential way. This includes vocabulary, tone, pace, volume, and articulation, with or without, technological support. *e.g., At a team meeting, an employee asks their manager questions about a new product.*	The advanced knowledge and ability to share complex information and explanations verbally, one-on-one, or in large groups. The audience may be unknown to the speaker. *e.g., At the annual company retreat, the marketing manager presents research findings to guide the development of a new product.*	The advanced knowledge and ability to use verbal communications as a persuasive tool, one-on-one, or in very large groups. The audience may be unknown to the speaker. *e.g., A marketing manager presents a proposed new product to the executive team for approval.*

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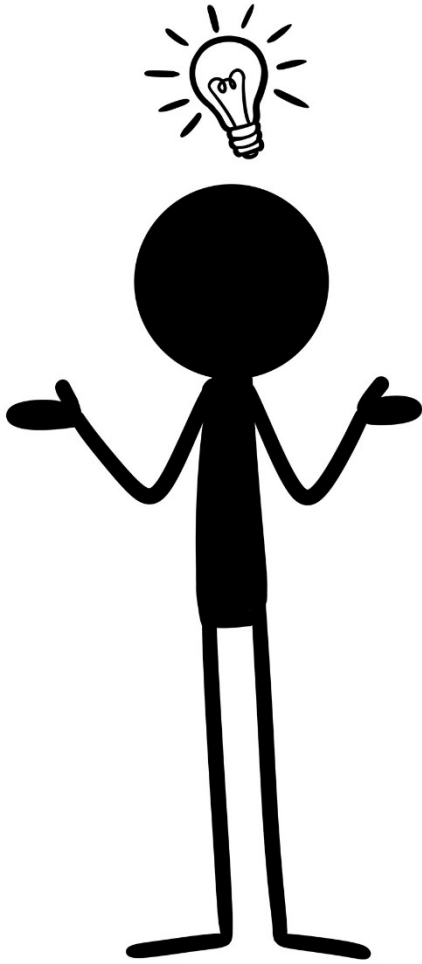
Proficiency scales are often multi-dimensional and may include numerous sub-indicators. Click **HERE** to see diverse examples for assessing verbal communication proficiency.

Step 4: Assessment Mechanisms

Competency assessments can be accomplished through a wide variety of other methods, such as competency-based behavioral interviews, role-plays and simulations, and track record and portfolio reviews. As well, formalized assessment is often included as a component of employee development programs for the purpose of assessing the employee's skills and competencies pre- and post-learning.

Step 5: Competency Gap Analysis

A competency gap analysis involves three stages. The first stage is assessing the current and forecasted enabling and job specific competencies demand by proficiency level. The second stage is assessing the current enabling and job specific competencies supply. Competencies can be acquired internally, or they could be acquired through outsourcing or other mechanisms. The final stage is conducting a gap analysis between the supply and demand of competencies. This will identify any imbalance. In some cases, you may find you are short in some competencies; and in other cases, you may find you are over supplied in other competencies.

Step 6: Integrating the Competency Model

The final stage is integrating the competency architecture into your human resource management process, including recruitment, retention, and development.

Competency-Based Job Profiles

A traditional job profile emphasizes the work by listing the roles and responsibilities. For example, a job profile for a bookkeeper may just list activities such as responsibility for bank deposits, keeping a ledger, bank statement reconciliations and account payables.

In contrast, a competency-based job profile emphasizes the competencies and experience the candidate requires, or will be required to develop, to succeed. In the example of a bookkeeper, a competency-based profile includes the specific enabling and job-specific competency levels and defines the evidence required to demonstrate it. Examples of evidence include:

- Coursework in bookkeeping, accounting, and finance
- Specific software certification
- Level of job-specific experience (occupation and/ or industry)

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- Specific length of time performing tasks associated with a job

- Additional licenses or certifications required to complete this job

This is important not only for recruiting, but also for creating different levels of positions within a department and providing a staff an opportunity to identify a professional pathway. Moreover, a competency-based profile will provide you a path to offering professional development seminars, workshops, and other training. In sum, competency-based job profiles provide the following benefits:

1. Supports the design of a concise recruitment and hiring process.

2. Provides efficiencies by developing standardized recruitment and hiring tools.

3. Provides an objective and transparent standard to assess an individual's capacity to perform a job.

4. Provides explicit and transparent criteria to enable current or aspiring staff to reflect on their competency development.

Creating a detailed list of activities and responsibilities for a role, not only to help with recruitment, but also to support performance evaluation and understand the role of each position in a small business.

Below is an example of a restaurant shift leader. The first is a traditional job profile; the second is a competency-based job profile incorporating the *Competencies for Life*. Refer to the **Appendix-2** for a series of competency-based job profile templates.

Traditional Job Profile	Competency-based Job Profile
Job Title	**Job Title**
Restaurant Shift Leader	**Restaurant Shift Leader**
The Role	**The Role**
o Is the main point of contact for all front of house staff	o Is the main point of contact for all front of house staff
o Ensures a smooth operation between the front of house and in the kitchen	o Ensures a smooth operation between the front of house and in the kitchen
o Monitor and track daily cash deposits	o Monitor and track daily cash deposits
o Advocate for a safe and healthy work environment	o Advocate for a safe and healthy work environment
o Coach and mentor staff	o Coach and mentor staff
What you bring the job:	**Competency Proficiency**
o 2 - 4 years experience working in high volume food service environments	*Enabling Competency Proficiency*
o Well organized	Refer to *Competencies for Life* for detailed competency definition and associated proficiency scale for the enabling competencies.
o The ability to lead others	**Basic Competency Proficiency**
o An effective communicator	o Problem-solving, for example, identifying ways to manage efficiency.
o The ability to delegate efficiently	

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o The ability to manage difficult situations o Comfortable with financial management o Required certifications to responsibly serve alcohol o Interested in a career in hospitality.	o Adaptability, for example, being prepared to modify staffing with pandemic closures. o Lead and inspire others, for example, leading a team on a very busy shift. o Emotional intelligence, for example, recognizing an employee facing high-levels of anxiety due to a death in their family. o Basic conflict management, for example, managing a customer's complaint. **Intermediate Competency Proficiency** o Active listening, for example, engaging and listening to customer concerns. o Verbal communications, for example, Giving a speech to new staff on their first day. o Technology literacy, for example, the ability to work with a new point of sale system. o Time management, for example, the ability to coordinate staff scheduling to ensure it does not conflict with classes. **Job-specific Competency Proficiency** o Legally permitted to service alcohol o Ability to train staff on Touch Bistro **Evidence of Competencies** o 2 - 4 years experience working in high volume food service environments, including a minimum of 2 years experience managing people and money. o Verification of defined competencies and level through professional references o ProServe certification o High school diploma or equivalent o Ideal candidates will have successfully completed course work associated with managing people and money.

Developing your Team

In the new turbulent world of work, your staff have a lot of options to consider regardless of whether they are in high school, university or have been working for 20 years. **So, where do they start?**

They Start with Designing YOU.

Designing YOU is an important tool to support making decisions big and small—it is a tool that helps your staff **address the relentless questions and unsolicited advice about their future** they're getting right now.

If they are young adults, their parents may have had the wheel for much of the journey until high school graduation. Then suddenly, after graduation, the situation changes, and they need to make some weighty, often intimidating decisions. That's why building a journey map is so critical right now for them. In the absence of a guide, they might be swayed by a lot of well-intentioned advice about their life decisions.

As a person who is responsible for talent, you know what makes someone different, interesting, and valuable never comes from any textbook or a diploma. That's why investing in providing support for your team to build their own map right now is so critical. To help them answer some of some daunting questions them may be asking yourself:

1. Should they **go to school** or **go travelling?**

2. What competencies are they **good at** today?

3. Why do they **like certain things** and not others?

4. What is a **mentor**?

5. What makes **them happy?**

6. How can they tell **their story**?

7. How can they **prioritize and balance** all the things they want in life?

8. What should they do if **the world changes?**

Designing YOU **helps unlock the person that they'll launch into the world**. We're not going to give them a simple quiz that will spit out six jobs they might be good at or tempt them with some secret to success and happiness. They're more complicated and interesting than that, and so is life.

Designing YOU is composed of a **series of modules** that include a variety of activities. Ideally, they are done in order, but they can also jump around and explore. Each module is described below:

Module 1 — Why Design YOU?

Module 1 walks them through the **seven key attributes of a product designer** and why them must adopt these to become the champion of their life.

Module 2 — Exploring Who You Are

Module 2 is about **reflecting on the person they are today**. It involves exploring their personality, knowledge, and skills right now.

Module 3 — Why Mentors Matter

Module 3 focuses on the **team effort required to design you**. We'll explore the value of their relationships and from this, they'll form their design team of experts who will support and guide them through the Designing YOU process.

Module 4 — Exploring Career and Job Pathways

Module 4 focuses on **exploring career options**. First, they'll evaluate what they love to do and what you're good at, then they'll explore how to leverage it to make a living. By the end of Module 4, they will start to have a vision of the future Professional YOU.

Included in the Professional YOU is a series of **Designing YOU Career Guides** written to support them work down this path. These Career Guides are complimentary, and deal with some of the crucial questions facing anyone exploring their Professional YOU.

Each guide includes a series of **Career Mission Maps** that provides examples of how they can chart a course to achieving their professional mission. If you'd like to start by exploring our range of Career Mission Maps, click here to search our Designing YOU Mission Map Gallery.

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Module 5 — You are More than a Job

Module 5 is when they will **discover how their Professional YOU fits into their Whole YOU**. The Whole YOU is about how they define success. You'll think about where they want to live, the people they want to be around, the importance of their bank account and other factors that matter to you.

Module 6 — Designing their Map

Module 6 is possible after they've identified their destination in Module 5. The roadmap will allow them to implement the Whole YOU. **Every decision they make in pursuit of the destination now has a purpose**.

Module 7 — Telling Your Story

Module 7 recognizes that having the best product that no one has ever heard of or cares about is called "going out of business." **Their story is how they'll connect to the audience** they care about and **how they'll make them care about you**. They'll figure out what they can offer the world and develop a strategy to communicate it.
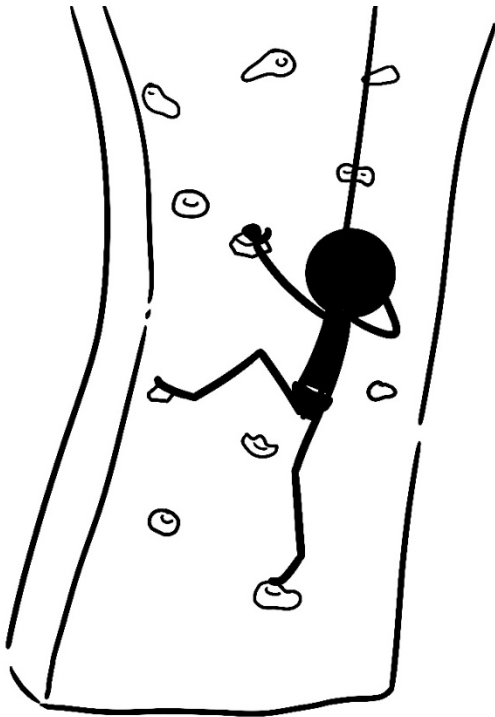
To start, send your team to the competency for life website and have them select their Designing YOU journey.

The High School Explorer. This journey is best if they are still in high school and contemplating some bigger decisions after graduating. School? Programs? Work? Travel?

The Advanced Explorer. This journey is best if they are a little older. Maybe they took some time off after high school, or maybe you're in university or college now or have graduated. Or they may be in a job or career that just doesn't feel right. Regardless of the reason, they want to reflect and explore your future and then develop a map to get them there.

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APPENDIX 1

Competencies for Life

PROFICIENCY SCALE

	Basic	Intermediate	Advanced
Problem Solving			
Analytical Thinking	The basic knowledge and ability to deconstruct basic issues into smaller, more manageable pieces and use reasoning to identify relationships. *e.g., An employee creates a general pros and cons list on the different options available for a website platform.*	The advanced knowledge and ability to deconstruct increasingly complex issues into smaller, more manageable pieces, then use reasoning and evidence to identify relationships. *e.g., An employee evaluates and ranks which website platforms will work best with what is needed for the company and whether tools can be supported properly.*	The advanced knowledge and ability to deconstruct complex issues into smaller, more manageable pieces, then use reasoning and evidence to identify relationships, while weighing the costs and benefits of alternatives. *e.g., An employee evaluates and ranks which website platforms will work best with what is needed for the company and whether tools can be supported properly. They then conduct a cost-benefit analysis between the top three platform choices to make a final decision.*
Curiosity	The basic drive to explore, investigate and learn more about a subject that impacts an individual directly. *e.g., A product designer asks what procedure has been used in the past for sending out customer surveys.*	An intrinsic drive to explore, investigate, and learn more about a subject that may or may not impact an individual directly. *e.g., A product designer considers how customer surveys have been sent out in the past and questions whether this is the best approach now. To explore*	An insatiable drive to explore, investigate and learn more about the world. *e.g., A product designer questions whether doing customer surveys is the best method for engaging customers. The designer explores alternative methods to engaging*

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		this the employee conducts benchmarking research to identify alternative distribution approaches.	*customers in a more sustained manner in the product design process.*
Creativity	The use of imagination or original ideas to identify and solve a basic problem. *e.g., A server at a restaurant identifies an inefficiency in the ordering process and recommends a solution.*	The use of imagination or original ideas to identify and solve a complex problem. *e.g., A server at a restaurant identifies an inefficiency in the ordering platform and develops a new platform in their computer science class.*	The use of imagination or original ideas to reframe problems and identify new solutions. *e.g., A server observes that restaurant kitchens are underutilized 70% of the time and develops an app for online ordering and delivery.*
System Thinking	The basic knowledge and ability to reflect how individual components are connected in a basic system. *e.g., A product manager gathers information from a range of relevant sources inside and outside their department to inform their own work.*	The advanced knowledge and ability to reflect how individual components play a role within a complex system. This understanding provides the capacity to anticipate impacts to changes in the system. *e.g., A product manager evaluates customer and sales feedback to guide short-term product revisions.*	The advanced knowledge and ability to reflect how individual components play a role within a complex system. This understanding provides the capacity to anticipate impacts to changes in the system and develop strategies to influence system level outcomes. *e.g., A product manager connects technological, social, and political trends over the next decade to guide a comprehensive product evolution plan.*
Self-Reliance			
Adaptable	The capacity to achieve or adjust goals when faced with a new context. *e.g., While renovating a kitchen, a contractor realizes the preferred paint colour has been discontinued so they identify a range of options for their client.*	The capacity to achieve or adjust goals when faced with a new context and ongoing uncertainty. *e.g., While renovating a kitchen, a contractor realizes the preferred cabinets have been discontinued so they identify a range of options for their client.*	The capacity to thrive when faced with a new context and ongoing uncertainty. *e.g., While renovating a kitchen, a contractor realizes that the designer made an error, and a wall cannot be removed. The contractor sees this as an opportunity to improve the overall design.*
Takes Initiative	The discipline and drive to start a basic task with limited guidance.	The discipline and drive to start and complete a complex task with limited guidance.	The sustained discipline and drive to start and complete complex tasks with limited guidance.

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	e.g., A university student is interested in graphic design, so they watch YouTube videos and then apply for a graphic design course.	e.g., While still in school a student starts their own graphic design business.	e.g., While still in school a student starts their own graphic design business. To build their portfolio, they offer to support a large non-profit with pro-bono design work.
Determination	The capacity to complete a basic task when faced with an obstacle. This includes a capacity to reflect and learn from failure. e.g., A team loses a game, so the coach asks players to reflect on areas of weakness that need to be improved.	The capacity to complete a complex task when faced with a series of obstacles. This includes a capacity to view failure as a continuous learning opportunity. e.g., A team loses a game, so the coach asks players to reflect on areas of weakness that need to be improved. They then prepare a new practice schedule to overcome these weaknesses.	The capacity to complete a complex task when faced with a series of obstacles. This includes a capacity to systematically transform failure into continuous learning opportunities. e.g., A team loses a game, so the coach asks players to reflect on areas of weakness that need to be improved. As part of this analysis, they breakdown game films, hire a conditioning coach, and prepare a new practice schedule to overcome these weaknesses.
Collaboration			
Emotional Intelligence	The basic knowledge and ability to identify, assess and modulate one's own feelings and to understand the feelings of others. e.g., A nurse turns down an ICU position knowing they would get too emotionally invested in the patient's well-being.	The sustained knowledge and ability to identify, assess and modulate one's own feelings, and to understand the feelings of others. e.g., After recognizing a nursing student seems to be overwhelmed, the trainer pulls them aside to clarify any questions and offers support where needed.	The sustained knowledge and ability to identify, assess and modulate one's own feelings, and to understand and influence the feelings of others. e.g., Knowing staff is feeling additional stress due to new safety protocols, the shift lead organizes a staff dinner to lift morale and thank everyone for their great work.
Conflict Management	The basic knowledge and ability to resolve conflict or create common ground to reach a consensus to move forward. e.g., After a delay the drywaller listens to what the plumbers and	The advanced knowledge and ability to resolve conflict or create common ground to reach a consensus to move forward, as well as mitigate future conflicts.	The advanced knowledge and ability to resolve complex conflicts or create common ground to reach a consensus to move forward, as well as creating conditions to avoid future conflicts.

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	electricians need, while sharing their perspectives, to achieve a mutual understanding of how to work as a team.	e.g., A site manager leads negotiations about timelines based on first-hand observations and information collected from both what the client wants and what the planners say is possible.	e.g., A project planner looks for a win-win outcome from a project delay discussion through negotiating creative solutions and remaining unbiased. They can step back to allow for opinions, but keep the conversation focussed on the ending objective.
Inspire and Lead Others	The basic knowledge and ability to guide others to complete a basic task, one-on-one or in small groups. e.g., A student intern initiates a meeting with team members and shares all relevant information and assists others in the delivery of their work.	The advanced knowledge and ability to guide others to complete a complex task, one-on-one or in large groups. e.g., A student project coordinator takes responsibility for work delegated to others, encourages open discussions, and leads workshops to teach concepts of the project.	The advanced knowledge and ability to guide others to complete a complex task, one-on-one or in very large groups over a sustained period. e.g., A project director makes and delegates assignments and when appropriate, involves the team in the decisions and plans that affect them. Facilitates group discussions to gather feedback and idea generation.
Trusted	Confidence in the integrity, ability, or character of a person in relatively low risk personal or professional contexts. e.g., An employee can be relied on to show up on time to scheduled shifts.	Confidence in the integrity, ability, or character of a person in higher risk personal or professional contexts. e.g., An employee schedules a meeting with a manager to raise concerns about company morale.	Confidence in the integrity, ability, or character of a person in extremely high risk personal or professional contexts. e.g., An employee schedules a meeting with their manager because they witnessed an employee stealing from the company.
Value Relationships	The basic knowledge and ability to maintain existing relationships with individuals who share common interests or goals. e.g., A manager has one-on-one sessions with staff to give feedback on how they're doing and ensure their needs are being met.	The advanced knowledge and ability to develop new and maintain existing relationships with individuals who share common interests or goals. e.g., A store manager attends a networking event to identify potential new candidates for their team.	The systematic knowledge and ability to develop new and maintain existing relationships with individuals who share common interests or goals. over a sustained period. e.g., An old boss invites you out for dinner to see how you and your family are doing.

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Communications			
Active Listening	The basic knowledge and ability to focus on a speaker and comprehend a basic message. *e.g., A student approaches a teacher and tells them they're struggling, so the teacher creates an individualized plan to meet the student's needs.*	The advanced knowledge and ability to focus on a speaker, comprehend a complex message, and actively engage the speaker with verbal and non-verbal signals. *e.g., During a class discussion, the teacher listens to what the students have to say, then sends them home with questions to reflect more deeply on the discussion.*	The advanced knowledge and ability to focus on a speaker, comprehend a complex message, and actively engage the speaker in a sustained dialogue. *e.g., A teacher listens to a conference keynote speech and then moderates a panel discussion debating the key themes.*
Effective Verbal Communicator	The basic knowledge and ability to share basic information and explanations verbally, one-on-one or in small groups. The audience is known to the speaker. *e.g., At a team meeting, an employee asks their manager questions about a new product.*	The advanced knowledge and ability to share complex information and explanations verbally, one-on-one, or in large groups. The audience may be unknown to the speaker. *e.g., At the annual company retreat, the marketing manager presents research findings to guide the development of a new product.*	The advanced knowledge and ability to use verbal communication as a persuasive tool, one-on-one, or in very large groups. The audience may be unknown to the speaker. *e.g., A marketing manager presents a proposed new product to the executive team for approval.*
Effective Writer	The basic knowledge and ability to share basic written information. *e.g., A student must write a high school book report that gives a summary of the plot and main takeaways.*	The advanced knowledge and ability to share complex written information. *e.g., A marketing manager prepares a market research report.*	The advanced knowledge and ability to use written communication as a persuasive tool. *e.g., A marketing manager prepares a comprehensive business plan for CEO approval.*
Core Literacies			
Reading Literacy	The basic knowledge and ability to comprehend and reflect on basic written texts. *e.g., A human resources manager reviews resumes to find a good fit for the job posting.*	The advanced knowledge and ability to comprehend, apply, and reflect on complex written texts. *e.g., A human resources manager reviews company policies to ensure the new employee orientation material is up to date.*	The advanced knowledge and ability to comprehend, apply, and reflect on scholarly or expert written texts. *e.g., A human resource manager must review new federal legislation on pay equity.*

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Good with Numbers	The basic knowledge and ability to work with numbers in a basic context. *e.g., A waitress quickly splits up the bill for a table.*	The advanced knowledge and ability to work with numbers in a complex context. *e.g., A shift supervisor counts the cash at the beginning and end of each shift.*	The advanced knowledge and ability to work with numbers in a complex context, including applying them to support problem solving. *e.g., A restaurant owner analyzes the sales results for the year to project future staffing requirements.*
Financial Literacy	The basic knowledge and ability to make informed decisions on basic financial subjects. *e.g., An individual completes their income taxes.*	The advanced knowledge and ability to make informed decisions on complex financial subjects. *e.g., A bookkeeper prepares monthly financial reports for the owner to review.*	The advanced knowledge and ability to make informed decisions on and determine the allocation of complex financial subjects. *e.g., A Chief Financial Officer (CFO) implements a new financial management system to monitor real-time financial results.*
Civic Literacy	The basic knowledge and ability to effectively engage in political, economic, and cultural social systems. *e.g., A young adult evaluates candidate policies associated with cycling infrastructure prior to voting in their first municipal election.*	The advanced knowledge of and ability to effectively engage in, and influence change in political, economic, and cultural social systems. *e.g., A young adult joins a group to advocate for more cycling infrastructure.*	The advanced knowledge and ability to effectively engage in, and lead change in political, economic, and cultural social systems. *e.g., A young adult establishes a group to advocate for more cycling infrastructure.*
Technology Literacy	The basic knowledge and ability to responsibly, creativity, and effectively use basic technology to enhance productivity and performance. *e.g., An employee installs the company app onto their phone to check scheduling and submit time off requests.*	The advanced knowledge and ability to responsibly, creativity, and effectively use advanced technology to enhance productivity and performance. *e.g., Due to working from home, the employee installs various programs and systems onto their computer to meet the needs of the company.*	The advanced knowledge and ability to responsibly, creativity, and effectively use emerging technology to enhance productivity and performance. *e.g., A digital strategist implements a new data analytics platform to monitor brand mentions.*
Core Workplace Skills			
Define Workplace Goals	The basic knowledge and ability to define goals, objectives, and outcomes	The advanced knowledge and ability to define goals, objectives, and outcomes	The advanced knowledge and ability to define goals, objectives, and outcomes

	associated with one's role in the workplace. *e.g., A coordinator reflects on the tasks required to be completed that week and breaks them down into daily deliverables.*	associated with workplace tasks for one or more people. *e.g., A manager identifies a customer service issue and delegates three staff in their department to resolve it.*	associated with workplace tasks at an organizational level. *e.g., A manager identifies a customer service issue and establishes a team from across departments to resolve it.*
Manage People and Money	The basic knowledge and ability to manage human and financial resources. *e.g., An apprentice mechanic plans, coordinates, and manages resources to accomplish tasks within given deadlines and communicates difficulties.*	The advanced knowledge and ability to manage complex human and financial resources. *e.g., A certified mechanic tracks and keeps inventory of shop materials and supervises project delivery processes and deadlines.*	The advanced knowledge and ability to manage increasingly complex human and financial resources. *e.g., A shop manager develops and implements a strategy to double the production by investing in new machinery and staff.*
Professional Identity	The basic awareness of one's beliefs, values, motives, and experiences and its relationship to their professional role. *e.g., A high school student who aspires to be a lawyer starts a debate club at school.*	The sophisticated awareness of one's beliefs, values, motives, and experiences and its relationship to their professional role today and in the foreseeable future. *e.g., After a year of working as an intern at the United Nations, a student applies to study human rights law.*	The increasingly sophisticated awareness of one's beliefs, values, motives, and experiences and its relationship to their professional role today and over the length of their career. *e.g., An account manager has defined a goal of becoming the VP of Sales within five years and Chief Operating Officer within ten years. After discussing options with their mentor, they choose to start an MBA part-time.*
Time Management	The basic knowledge and ability to manage one's time efficiently and effectively on a day to bay basis. *e.g., An employee prioritizes tasks that need to be completed that day.*	The advanced knowledge and ability to manage one's time efficiently and effectively over an extended period. *e.g., An employee reflects on the priorities for the month and establishes a work schedule to ensure tasks are completed sequentially and on time.*	The advanced knowledge and ability to manage multiple people's time efficiently and effectively over an extended period. *e.g., A manager establishes a work schedule for the project team to deliver on a large contract with a very tight schedule.*
Continuous Learning	The basic knowledge and ability to regularly upgrade	The advanced knowledge and ability to regularly	The advanced knowledge and ability to systemically

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	skills and increase knowledge through formal learning in response to changing demands at home and work. *e.g., A high school student upgrades their classes to get into a university program.*	upgrade skills and increase knowledge through formal, non-formal and informal learning opportunities in response to and anticipation of changing demands at home and work. *e.g., To develop their leadership skills for a promotion to Team Leader at work, an employee volunteers at the local food bank as team lead.*	upgrade skills and increase knowledge through formal, non-formal and informal learning opportunities in anticipation of changing demands at home and work. *e.g., An employee develops a team of mentors to support designing and implementing a three-year professional development plan.*

APPENDIX-2

Job Profile Template

Job Title

Summer Camp Counsellor

The Role

o   Are responsible for the safety and well-being of all campers within their care

o   Follow weekly scheduled outlined by Camp Director and Coordinators

o   Communicate with parents

o   Work in a team environment

o   Ensure programming materials are set up and properly put away

Competency Proficiency

Enabling Competency Proficiency

Refer to *Competencies for Life* for detailed competency definition and associated proficiency scale.

Basic Competency Proficiency

o   Time management, for example, facilitating daily programs by following weekly schedule

o   Effective writer, for example, camp attendance forms are filled out each day

o   Good with numbers, for example, account for each camper and do group counts

o   Manage money and people, for example, ensure camper belongings are stored properly

Intermediate Competency Proficiency

o   Trusted, for example, make sure the children are safe and behaving appropriately

o   Inspire and lead others, for example, offer appropriate activities when there is a lull in the schedule, or an activity ends sooner than expected

o   Effective verbal communicator, for example, sharing any concerns regarding children/parents to Summer Camp Coordinator or Camp Director

Job-Specific Competency Proficiency

o   First-Aid certification preferred

o   Ensure equipment is safe, clean, and replaced if needed

Evidence of Competencies

o   Verification of defined competencies and level through professional character references

o   High school diploma or equivalent

o   Previous experience working with kids and in camp environments

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Job Title

Barista

The Role

o   Barista and cashier for new location opening

o   Availability to work on weekends

Competency Proficiency

Enabling Competency Proficiency

Refer to *Competencies for Life* for detailed competency definitions and associated proficiency scale.

Basic Competency Proficiency

o   Curiosity, for example, being a fast and willing learner

o   Value relationships, for example, working as a team when necessary

o   Effective verbal communication, for example, offering exceptional customer service

o   Adaptable, for example, working in an environment where procedures change may occur as situations arise

o   Trusted, for example, working independently when necessary

o   Active listening, for example, taking orders from customers and correctly preparing their drinks and/or food

o   Financial literacy, for example, running the cash register and processing transactions

Job-Specific Competency Proficiency

o   Valid driver's license or reliable form of transportation

o   Understanding of proper food handling procedures

Evidence of Competencies

o   Verification of defined competencies and level through professional references

Job Title

Retail Sales

The Role

o   Possess an in-depth knowledge of products and related accessories

o   Greet and acknowledge all customers in a friendly, professional manner

o   Keep shelves fully stocked, fronted according to planogram, and correctly priced

Competency Proficiency

Enabling Competency Proficiency

Refer to *Competencies for Life* for detailed competency definition and associated proficiency scale.

Basic Competency Proficiency

o   Effective verbal communication, for example, encouraging the sales of products

o   Analytical thinking, for example, tackling tasks in the most efficient order and understanding duties and/or responsibilities

o   System thinking, for example, coordinating with other departments, including installs and deliveries

o   Technology literacy, for example, learning company systems and programs

o   Active listening, for example, identifying and selling products based on customer needs or plans

Intermediate Competency Proficiency

o   Conflict management, for example, identifying and resolving customer complaints or disagreements between coworkers

o   Value relationships, for example, building relationships with customers, including following up on outstanding or incomplete orders

Job-Specific Competency Proficiency

o   Knowledge of seasonal department, including equipment and maintenance processes

Evidence of Competencies

o   Verification of defined competencies and level through professional or character references

o   High school diploma or equivalent

o   Minimum one-year previous experience in a customer sales position

Job Title

Kitchen Staff

The Role

o   Prepare delicious meals according to the menu that will satisfy customers within a timely delivery

o   Keep a sanitized and orderly kitchen environment

o   Cleaning plates, pots, utensils, workstations, and more

Competency Proficiency

Enabling Competency Proficiency

Refer to *Competencies for Life* for detailed competency definitions and associated proficiency scale.

Basic Competency Proficiency

o   Time management, for example, being able to multi-task and efficiently deliver meals

o   Takes initiative, for example, setting up workstations with needed ingredients and equipment

o   Active listening, for example, the ability to follow instructions

Intermediate Competency Proficiency

o   Effective verbal communicator, for example, working alongside the team to determine what is needed and when

Job-Specific Competency Proficiency

o   Knowledge and understanding of using various ingredients and cooking techniques

Evidence of Competencies

o   Verification of defined competencies and level through professional or character references

o   High school diploma or equivalent

o   Culinary school Diploma preferred

o   Minimum two-years experience on all stations on the line

Job Title

Grocery Store Clerk

The Role

o   Accurately and efficiently scan customer groceries while providing great customer service

Competency Proficiency

Enabling Competency Proficiency

Refer to *Competencies for Life* for detailed competency definitions and associated proficiency scale.

Basic Competency Proficiency

o   System thinking, for example, completing the customer experience and executing company-directed promotions or programs

o   Active listening, for example, following supervisor directions

o   Adaptable, for example, accommodating sudden changes on work schedules

o   Financial literacy, for example, accurately using a cash register and giving correct change

o   Good with numbers, for example, memorizing and entering product codes

Intermediate Competency Proficiency

o   Effective verbal communicator, for example, providing customer service

Job-Specific Competency Proficiency

o   Maintaining product displays

Evidence of Competencies

o   Verification of defined competencies and level through professional or character references

Job Title

Marketing Coordinator

The Role

o   Responsible for managing social networks and engaging with online community

o   Develop marketing activities to promote the business to new markets, while keeping contact with existing clients

Competency Proficiency

Enabling Competency Proficiency

Refer to *Competencies for Life* for detailed competency definitions and associated proficiency scale.

Basic Competency Proficiency

o   Time management, for example, managing content across all social platforms, including website updates and newsletters

o   Adaptable, for example, managing events that are both virtual and in-person

Intermediate Competency Proficiency

o   Technology literacy, for example, creating regular video and podcast content

o   Creativity, for example, managing marketing print and digital collateral to support the brand within each market

o   Effective verbal communicator, for example, phoning and engaging with both clients and team members

o   Effective writer, for example, interacting and engaging with audiences on all social media and creating detailed reports for supervisor

o   System thinking, for example, understand how each role fits into the brand mission and strategy

o   Emotional intelligence, for example, understanding what the target market wants and needs are

Job-Specific Competency Proficiency

o   Experience in managing SEM / PPC campaigns

o   Experience with Hootsuite, Google Analytics, and Google AdWords

Evidence of Competencies

o   Verification of defined competencies and level through professional or character references

o   Undergraduate degree or diploma in Marketing / Communications or equivalent

o   Minimum 3-5 years of related experience

Job Title

Teacher

The Role

o   Teach students in an unparalleled environment that embraces unique learning profiles and helps customize individual pathways for student success.

Competency Proficiency

Enabling Competency Proficiency

Refer to *Competencies for Life* for detailed competency definitions and associated proficiency scale.

Intermediate Competency Proficiency

o   Value relationships, for example, build a safe, positive, and productive learning environment with a level of trust with students

o   Professional identity, for example, representing both yourself and the school's message

o   Continuous learning, for example, collaboration with other teachers and having deep reflection on teaching practices

o   Emotional intelligence, for example, having compassion and patience for students during the learning process

o   Adaptable, for example, creating authentic and personalized learning experiences when necessary, like direct learning or flex learning

o   Active listening, for example, acknowledging parent's concerns for the best learning method for their child

Advanced Competency Proficiency

o   Effective verbal communicator, for example, having students understand the material being taught, leading productive discussions, and expressing enthusiasm

o   Effective writer, for example, creating course lessons and learning material for the students to work through and reflect on

Job-Specific Competency Proficiency

o   Can exhibit passion for school philosophy, mission, and beliefs

Evidence of Competencies

o   Valid Alberta Teaching Certificate or Interim Alberta Teaching Certificate

o   Positive outcome on a current criminal record check

o   Verification of defined competencies and level through professional or character references

Job Title

Programmer

The Role

o Solving big challenges and be working with low-latency, large-scale systems, in a small, fast-paced, collaborative environment

o Help shape the technical direction of the company and build tools for a diverse set of problems for various activities, like server capacity planning and management

Competency Proficiency

Enabling Competency Proficiency

Refer to *Competencies for Life* for detailed competency definitions and associated proficiency scale.

Basic Competency Proficiency

o Professional identity, for example taking ownership and pride in your work

Intermediate Competency Proficiency

o Define workplace goals, for example, delivering on commitments and meeting specified deadlines

o Effective verbal communicator, for example, working with other team members and contributing to discussions

o Creativity, for example, architect, design, develop, and deploy software systems

o Inspire and lead others, for example mentoring software developers as the team continues to grow

Advanced Competency Proficiency

o Analytical thinking, for example understanding and analyzing requirements for complex software solutions

o Technology literacy, for example designing, building, scaling, and evolving existing solutions and systems

Job-Specific Competency Proficiency

o Ability to work with and understand modern web technologies

Evidence of Competencies

o High school diploma or equivalent

o Experience with various platforms, like JavaScript, React, TypeScript, and other SPA technologies

o Minimum 2-6 years of working experience in a similar role

o Verification of defined competencies and level through professional or character references

Job Title

Accountant

The Role

o Part of a dynamic team who will be primarily accountable for maintaining records and reconciling accounts for the company

Competency Proficiency

Enabling Competency Proficiency

Refer to *Competencies for Life* for detailed competency definitions and associated proficiency scale.

Intermediate Competency Proficiency

o Financial literacy, for example, entering transactions into the general ledger and maintaining both accounts receivable and accounts payable ledgers

o Good with numbers, for example, accurately and efficiently recording data

o Effective writer, for example, assisting with monthly reporting to company partners

o Time management, for example, completing various tasks and meeting deadlines

o Effective verbal communicator, for example, responding to all communications and contributing ideas for solutions

o Adaptable, for example, during month-end and year-end, hours can sometimes be increased in order to meet deadlines.

o Value relationships, for example, the ability to work well with the team and clients

Job-Specific Competency Proficiency

o Follow up with company partners on Finance and Accounting requirements

o Understanding of Microsoft Excel, including V-lookups and Pivot Tables

o Understanding of SAGE Interact

Evidence of Competencies

o Post-secondary education in Accounting or related fields (Bachelor's degree preferred)

o Minimum two-years relevant work experience

o CPA certification preferred

o Verification of defined competencies and level through professional or character references

Job Title

Apprentice Mechanic

The Role

o   Responsible for constructing, maintaining, and repairing all machinery and vehicles

Competency Proficiency

Enabling Competency Proficiency

Refer to *Competencies for Life* for detailed competency definitions and associated proficiency scale.

Basic Competency Proficiency

o   Conflict management, for example, helping the customer understand why their repair quote price is higher due to unexpected issues discovered

o   Value relationships, for example, building customer loyalty through reliable work

Intermediate Competency Proficiency

o   Trusted, for example, the customer knows they will get the service they are paying for and don't have to worry about being overcharged

o   Effective verbal communicator, for example, clearly explaining to customers the work done on their vehicle and provide strong customer service

o   Active listening, for example, meeting with customers to better understand their concerns and identify what the issue could be

o   Effective writer, for example, maintaining work logs and maintenance records

o   Define workplace goals, for example, designing a plan of action for all maintenance tasks

o   Analytical thinking, for example, defining the issue and the steps necessary to find a solution

Job-Specific Competency Proficiency

o   Examine machines and oversee diagnostic tests to determine functionality problems

o   Monitor inventory and order new parts when necessary

o   In-depth knowledge of vehicle diagnostic equipment and mechanical systems

Evidence of Competencies

o   High school diploma or equivalent

o   Certification from a vocational school or trade school is preferred

o   Minimum two-years experience in a similar role

o   Verification of defined competencies and level through professional or character references