

INDIVIDUAL LEARNING AND DEVELOPMENT MAP

FOR

Chairs of Operational Service and Operational Enterprise Agencies

Agency

Name of Chair

Completed by

Period Covered

Agency Logo
Here

How to use this tool:

Refer to “How to Use the Competency-Based Learning and Development Maps” or to the process defined by the agency for completing and using this tool.

What follows are seven competencies with a definition and elements of the position, which together describe effective performance in the position. To complete a self-directed learning and development analysis, consider both the competency definition and the individual elements. Using position-specific competencies to identify individual learning and development helps to focus efforts and track progress. When completed, this document will contain personal information that should be treated confidentially.

- > Read the elements for each competency. In the space provided below each of the competency elements, make note of any learning needs to enhance skills or development opportunities where expertise may be used in new ways. If identifying development opportunities, provide detail of what the development opportunity might be and note examples of excellence in action that demonstrate the abilities.
- > The chart at the end of this tool may be used to summarize individual learning or development priorities. In the case of the Chair of an agency, the identified learning and development priorities may be finalized into an individual learning and development plan in consultation with the relevant Minister or delegate.

Examples of individual learning activities may include:

- job shadowing
- mentoring or coaching
- web-based courses
- self-directed studies
- conference sessions
- internal training sessions (created by internal agency resources such as legal, Vice-Chairs etc.)
- external training courses (community college, OPS)
- association, sector or industry-based learning events

Examples of developmental opportunities may include:

- chairing a committee
- leading a specific task or project
- designing / delivering sessions for other appointees on specific issues or skills
- presenting at a professional conference
- mentoring or coaching others
- participating in temporary or special assignment

STRATEGIC LEADERSHIP

Strategic leadership involves approaching initiatives from a strategic perspective, championing new initiatives and working towards their achievement to deliver quality services to the public and the protection of the public interest. It is expressed by inspiring, motivating and leading others, guiding the organization by linking long-range vision and concepts to daily work, and articulating a simple understanding to a sophisticated awareness of the impact of internal and external factors on strategies and choices. It also includes adapting strategies when change is required and taking action to ensure adequate support and resources.

Elements:

How the skill / attribute is demonstrated for effective performance in the position.

In a leadership role on the Board and within an oversight capacity:

- > Maintains an awareness of internal and external factors affecting the agency.
- > Oversees the development of the strategic vision and framework by identifying and considering internal and external factors affecting the agency.
- > Ensures the agency vision and strategies are aligned with broader public interests, evolving needs and expectations.
- > Promotes planning and monitoring which ensures a prudent use of the agency's financial and human resources.
- > Ensures that agency staffing and financial resources are factored into the Board deliberations of strategies and options.
- > Takes a broad scale and long term view to identify approaches, and develops strategies to meet goals and plans within a risk management framework.
- > Identifies and monitors market trends and opportunities and considers strategies to solve problems or seize opportunities.
- > Recognizes strategic opportunities and prioritizes initiatives accordingly.
- > Communicates the agency's vision internally with agency management and externally with stakeholders and partners.
- > Ensures the agency's performance is reviewed annually and necessary adjustments are planned.

Note any learning needs to enhance skills or development opportunities to use expertise in new ways. If identifying development opportunities, provide detail and note some examples of excellence in action that demonstrate the abilities.

IMPACT / INFLUENCE

Impact / influence is the ability to influence, persuade or convince others to adopt a specific course of action impacting plans, priorities, processes, practices and people. It involves influencing others by leading with a positive attitude, energy, resilience and stamina. It also involves the use of effective strategies, persuasive techniques and facilitation skills to achieve desired results in risky and complex situations.

Elements:

How the skill / attribute is demonstrated for effective performance in the position.

- > Develops and maintains a positive reputation as an effective and knowledgeable leader who inspires others.
- > Uses complex direct and indirect strategies to anticipate and identify different points of view, and to build support and agreement with a course of action.
- > Demonstrates ability to positively influence, coordinate the functions of and guide the Board and agency management team.
- > Ensures clarity in direction between agency management and the Board so that the Board has the information it requires to make decisions, and management clearly understands the Board's direction.
- > Facilitates open, productive yet probing discussion among Board members to bring most critical points to the forefront in order to determine a sound course of action to come to a consensus decision.
- > Knows when to insist, when to compromise, when to negotiate and how to build consensus to bring closure to a matter by decision.
- > Anticipates and recognizes the effect of personal communication style when working with partners, stakeholders and the Minister. Adapts approach to meet specific needs.
- > Demonstrates flexibility and adaptability in addressing the needs and interests of Board members and stakeholders.

Note any learning needs to enhance skills or development opportunities to use expertise in new ways. If identifying development opportunities, provide detail and note some examples of excellence in action that demonstrate the abilities.

PARTNERSHIP / RELATIONSHIP BUILDING

Partnership / relationship building is working cooperatively with all partners / alliances / stakeholders to solve common issues, meet mutual goals and build synergies. It includes using existing relationships or a network of contacts to build stronger and better relationships with existing partners and developing and solidifying new partnerships. It also involves an awareness that changes are more effectively made together, and that a mutual interests-based relationship that operates on trust forms the foundation for success in delivering results.

Elements:

How the skill / attribute is demonstrated for effective performance in the position.

- > Understands the rules of engagement between management and the Board and builds appropriate relationships based on trust and the attainment of mutual goals.
- > Establishes an environment among Board members that fosters a high degree of creativity and contribution from members.
- > Builds team dynamics that encourage collegiality, trust and shared understanding among Board members and between Board members and management.
- > Deals tactfully with disagreements, using these situations as opportunities for building increased understanding.
- > Determines processes for effective communication and coordination between the Board and management and works to ensure both share a common and current understanding of ongoing plans and initiatives.
- > Identifies partnerships and uses relationships to leverage opportunities to gather information and seeks input to address obstacles or to sustain or build service excellence.
- > Knows the rules of engagement for stakeholders and appropriately liaises with them to seek their input or obtain buy-in.
- > Maintains a network of internal and external stakeholder groups (may include agencies, other ministries / divisions, stakeholders, professional groups, peers, etc.) to enhance and build formal and informal linkages.
- > Pursues partnerships and relationships founded on trust and common interests, and serving the good of partners, the agency and the public.

Note any learning needs to enhance skills or development opportunities to use expertise in new ways. If identifying development opportunities, provide detail and note some examples of excellence in action that demonstrate the abilities.

INTEGRITY / ETHICS / VALUES

Integrity / ethics / values is the willingness to hold oneself and others accountable for acting in ways, both privately and publicly, that are consistent with stated values, principles and professional standards.

Elements:

How the skill / attribute is demonstrated for effective performance in the position.

- > Sets the business and ethical tone of the Board and promotes the importance of integrity and ethics in the context of the work of the agency.
- > Upholds the fiduciary duties of loyalty and due diligence required of a member of a Board.
- > Encourages open and honest discussion among Board members even in difficult deliberations.
- > Actions are based on values, guided by the best interests of the agency and the public, even when cost or risk is associated.
- > Protects confidential and sensitive information pertaining to the agency.
- > Ensures standards are set and policies are in place that ensure the agency uses public funds with integrity and honesty.
- > Supports, respects and promotes the principles of equity, diversity and regional representation in setting organizational directions.
- > Ensures development of and communicates the agency's Code of Conduct and Conflict of Interest rules for directors and monitors for compliance.
- > Identifies, discloses and addresses conflict of interest situations and in such cases refrains from Board deliberations and decision-making.

Note any learning needs to enhance skills or development opportunities to use expertise in new ways. If identifying development opportunities, provide detail and note some examples of excellence in action that demonstrate the abilities.

PROFESSIONAL AWARENESS

Professional awareness is the depth and breadth of the knowledge, skill and experience particular to the position. It involves knowledge of laws, practices, processes, professional skills, stakeholders and the culture specific to the agency environment.

Elements:

How the skill / attribute is demonstrated for effective performance in the position.

- > Has a thorough knowledge of the agency's business and professional environment.
- > Brings the "big picture" to discussions to allow for effective decision-making.
- > Can articulate a full range of agency specific issues and challenges concerning governing laws, professional practices, stakeholder requirements, issues and culture.
- > Understands financial and operational practices involved in working to a specified budget, revenue generation or revenue sourcing.
- > Understands what is required to achieve excellence in the field of expertise and leverages this knowledge to advance the agency's roles and reputation.
- > Keeps abreast of trends, market and competitive directions in the field of expertise and can assess implications and develop effective strategies in response.
- > Encourages and creates opportunities for appointees to engage in continuous learning, professional sharing and development.

Note any learning needs to enhance skills or development opportunities to use expertise in new ways. If identifying development opportunities, provide detail and note some examples of excellence in action that demonstrate the abilities.

AGENCY GOVERNANCE

Agency governance is the knowledge and skills required to effectively govern the affairs of the agency and the Board, in keeping with the agency's legal framework and mandate. It also involves acting to achieve public service values such as transparency, efficiency and effectiveness and the accountability and governance requirements of the government.

Elements:

How the skill / attribute is demonstrated for effective performance in the position.

- > Understands and leads the Board within the government / governance context in which the agency functions.
- > Works within the government context to oversee policy, budget and resource allocations.
- > Leverages knowledge and experience to build a modern, sustainable agency.
- > Complies with requirements set out in the Agency Establishment & Accountability Directive.
- > Establishes or affirms the Memorandum of Understanding with the Minister and upholds the agreement by compliance.
- > Forms and sustains a Board that actively participates in the planning and monitoring of the implementation of strategic initiatives.
- > Ensures the Ministry / Minister is provided with an annual business plan, which directs resources to deliver on priorities, is sustainable overtime and reflects a prudent use of public funds.
- > Provides oversight to ensure the agency plans are in accordance with the agency's mandate, governing statute and the approved business plan.
- > Ensures revision to goals and plans to reflect changing priorities and conditions.
- > Provides timely and quality advice to the Minister and Ministry on matters impacting the agency, its mandate and stakeholders.
- > Directs the development of an annual report, which is an accurate account of how the agency has met its goals and which is useful to the agency's community.
- > Supports the development of agency appointees by providing oversight and advice, and discussing and encouraging professional development of and among appointees.
- > Has knowledge of and is committed to sound governance and financial controllership practices.

Note any learning needs to enhance skills or development opportunities to use expertise in new ways. If identifying development opportunities, provide detail and note some examples of excellence in action that demonstrate the abilities.

MANAGING FOR RESULTS

Managing for results is the ability to plan for and achieve measurable results and reach successful outcomes at an individual, agency and community level. It involves a steady focus on desired outcomes, setting challenging goals, making difficult decisions and anticipating and addressing potential obstacles or conflicts to achieve excellence in results.

Elements:

How the skill / attribute is demonstrated for effective performance in the position.

In a leadership role on the Board and within an oversight capacity:

- > Ensures that the agency is meeting its statutory obligations and carrying out its mandate effectively and efficiently.
- > Balances evolving needs for effectiveness, efficiency, due process and the public interest.
- > Oversees the development of, monitors and reports on the agency's annual budget and business plan to ensure plans are within approved expenditures and expected results are on target. Can explain variances and makes recommendations to meet targets.
- > Oversees the establishment and monitoring of systems and procedures that plan and measure results.
- > Sets, communicates and meets performance targets that are both realistic and challenging.
- > Establishes new goals to meet the agency's vision and objectives.
- > Ensures complex, multi-faceted decisions of the Board are translated into understandable and workable plans.
- > Provides oversight to ensure operational policies improve agency performance and are sustainable over time.
- > Oversees an annual review of the agency and arranges for audits as required.
- > Makes recommendations for appointments or re-appointments that respect and promote the principles of equity, diversity and regional representation.
- > Manages individual member and Board performance and implements corrective action to achieve Board excellence.
- > Monitors to ensure results are achieved among varying and often conflicting obligations.

Note any learning needs to enhance skills or development opportunities to use expertise in new ways. If identifying development opportunities, provide detail and note some examples of excellence in action that demonstrate the abilities.

Learning and Development Action Plan – Chair Operational Service and Operational Enterprise Agency

Name: _____ Position: Chair Period Covering: _____

Competency-Based Learning / Development Priorities ¹	Learning / Development Activities Action Plan ²	Time Frame ³

Chair's Signature: _____ Date: _____ Official: _____ Date: _____

Comments:

¹ Identify key learning priorities based on the competencies and elements, *e.g.* the priority is to *enhance knowledge of strategic leadership* (competency) with two specific objectives *1) enhanced strategic thinking 2) employing risk management strategies* (competency elements). Requests for developmental opportunities should also be identified in this column.

² Identify a course of action to enhance specific competency, *e.g.* *attend strategic planning course that includes risk management strategies*.

³ Indicate the known or estimated time to accomplish learning or development goals.