

INDIVIDUAL LEARNING AND DEVELOPMENT MAP

FOR

Chairs of Regulatory and Adjudicative 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 assignments

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.

- > Sets strategic direction. Manages the present. Plans for the future.
- > Articulates the vision and oversees the implementation of plans, monitors key programs for quality and delivers high quality services.
- > Inspires confidence in staff, stakeholders, the agency community and the Ministry, and ensures they are aware of the strategic framework (vision, mission and goals) of the agency.
- > The business plan supports the strategic direction and considers necessary policy, human and financial resource implications.
- > Demonstrates active leadership by ensuring quality control of key agency programs and practices.
- > Dispute resolution processes have identifiable service performance measures.
- > Processes are in place to ensure staff and appointees remain current, share excellence and have access to required professional development.
- > The agency is seen to be a centre of expertise in its field. Decisions are clear, reasoned in law and jurisprudence, and effectively resolve issues.
- > Staff and members of the agency understand their role in fulfilling the vision, goals and objectives of the agency.
- > Looks to the future. Can discuss emerging theories, concepts and trends, identify possible approaches, and articulate the merits of each in relation to the community and legislative context of the agency.
- > Considers the impact of strategies on all internal and external factors (environmental scan). Associated risks and opportunities are identified and managed.

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, process, practices and people. It involves influencing others by leading with a positive example, setting high standards and charting a clear and steady course. It also involves the use of effective strategies, persuasive techniques and facilitation skills to achieve desired results in sometimes high-impact, high-risk and complex situations.

Elements:

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

- > Uses complex influence strategies to anticipate, identify and respond effectively to different points of view to build support and agreement.
- > Builds informal and formal support for ideas. Selects information to have specific effects and uses expert facilitation and knowledge of group process and individual preferences to lead discussions and overall processes.
- > Builds support for excellence in all key agency functions by overseeing and taking corrective action to ensure quality, timeliness in mediation, clarity in decision-making and the interpretation of applicable laws.
- > Creates excellence and influences others by providing opportunities for professional development of and among members.
- > Sets and monitors realistic but challenging performance measures for the agency and recommends revision as required.
- > Protects independence in agency decision-making by setting processes to handle complaints and communicating standards of interaction and a code of ethical conduct for decision-makers.
- > Has a profile within the agency community and acts as the key spokesperson and liaison for the agency to create understanding and impart information that may be contentious or to create buy-in.
- > Imparts stakeholder issues, conveys stakeholder perspectives and identifies possible solutions or opportunities that meet the needs of both the agency community and the Ministry.
- > Makes sound and convincing recommendations to the government / Minister responsible for the agency regarding impact of proposed policies.
- > Impacts case effectiveness, quality and timeliness of case resolution by controlling the assignment of cases considering specific member abilities and knowledge. Pays particular attention to the assignment of high-impact / high-profile cases with new or novel points of law, high public interest or impact, and may assume cases personally or assign expert decision-makers.

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 leveraging 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 change is 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 rules of engagement and knows when and how to involve the right group of stakeholders, government officials, interested parties and partners.
- > Builds a collegial environment among members where learning and sharing are the norm.
- > Promotes understanding and tolerance of other points of view by encouraging discussion of different perspectives.
- > Creates positive and open relationships with the CEO and staff to ensure that agency staff is involved in plans and functions as a cohesive, professional group.
- > Is proactively involved with partners (may include other agencies, other ministries / divisions, stakeholders, professional groups, peers, etc.) to enhance and build formal and informal relationships to share experience, create synergies or discuss common issues and solutions.
- > Engages in the activities of professional associations, sector associations, and federal and provincial counterparts.
- > Proactively liaises with stakeholders to identify opportunities to build or mend relationships or seek resolution to common issues.
- > Stakeholders are appropriately engaged to provide input into agency plans and processes, build or repair relationships, or work on common goals.
- > Creates an environment of trust, where stakeholders understand that they can bring sensitive issues to the Chair and matters will be handled with competency, tact and discretion.

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 ethical tone and values of the agency in internal and external interactions, and encourages others to act ethically and in keeping with agency values.
- > Actions are guided in the best interests of the agency and the public.
- > Takes action based on values even when cost or risk is at stake.
- > Has developed personal and professional credibility to the degree that the agency's values and standards are evident.
- > Facilitates and encourages openness and honesty even when it is difficult for others to do so.
- > Emphasizes the importance and impact of integrity and ethics to the roles and responsibilities of the agency.
- > Incorporates principles of equity, due process and equal access in agency processes.
- > Facilitates equal access and respects social and cultural differences for all who appear before the agency.
- > Supports, respects and promotes the principles of diversity and regional representation.
- > Stands by and accounts for agency decisions that are consistent with relevant law and evidence even if they are unpopular or controversial.
- > Develops and communicates the agency's Code of Conduct and Conflict of Interest rules and monitors for compliance.
- > Gains the agency respect in the community for independent, neutral and expert advice 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.

- > Can articulate points of law of relevance to the agency as well as supporting jurisprudence.
- > Possesses an extensive knowledge of the legal / procedural and regulatory framework in which the agency and its stakeholders function.
- > Understands the continuum of alternative dispute resolution processes and designs.
- > Demonstrates in-depth understanding of the subject matter within the agency's jurisdiction.
- > Keeps a current knowledge of the associated stakeholder communities including their issues, interests and trends.
- > Encourages and creates opportunities for appointees to engage in continuous learning, professional sharing and development.
- > Champions a full array of dispute resolution practices to employ the most effective method(s) of resolving a dispute.
- > Effectively conducts, and personally assumes the most sensitive or complicated reviews or hearings.

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, 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.

- > Leverages knowledge and experience to build a modern, sustainable agency.
- > Understands and participates in the government context in which the agency functions to oversee policy, budget and resource allocations.
- > 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.
- > Ensure that the Minister / Ministry 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.
- > Directs the affairs of the agency in keeping with the agency's mandate, governing statute and in accordance with the approved business plan.
- > Directs the development of an annual report that accounts for the agency's performance that is transparent and useful to the agency's community.
- > Informs the Minister / Ministry of issues and initiatives impacting the agency's mandate and its stakeholder 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 a commitment to sound governance 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.

- > Ensures that the agency meets its statutory obligations and carries out its mandate effectively and efficiently.
- > Provides oversight of practices and processes to ensure the quality of rulings and decisions and that hearings uphold tenets of natural justice.
- > Has established practices that oversee the quality and timely delivery of key programs including case management, hearing functions, dispute resolution practices and resolution of matters by decision.
- > Ensures that operational processes demonstrate a balance of effectiveness and efficiency, due process and public interest, and are sustainable over time.
- > Oversees the establishment and monitoring of systems and procedures, which plan and measure results.
- > Oversees the development of, and 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 make appropriate adjustments to meet targets.
- > Implements operational policies to improve agency performance.
- > Sets, communicates and meets performance targets that are both realistic and challenging to meet the agency's vision and objectives.
- > Maintains steady control and focus on the image and reputation of the agency for timeliness, clarity and quality.
- > Makes recommendations for appointments or re-appointments that respect and promote the principles of equity, diversity, quality, merit and regional representation.
- > Manages the agency within a risk / opportunity-based framework.
- > Achieves results 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 Regulatory and Adjudicative Agencies

Name: _____ Position: _____ 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.