



Project Engineer

Employment Opportunity Notice

[Mock Job Posting for the Laurentian University Engineering Co-Op Program](#)

Reporting Location: Tom Davies Square

Start Date to Follow Selection Process

The Project Services Section, Engineering Services Division, Growth and Infrastructure Department of the City of Greater Sudbury, requires a Project Engineer. The successful candidate must possess the qualifications and perform the duties, as set out below.

Main Function:

The position is responsible to the Manager of Project Services to coordinate and direct the activities of project team members and/or consultants, set objectives, provide guidance for complex issues and manage projects from conception to warranty expiration in support of quality customer service outcomes and the Business Plan for the Division.

Duties:

Under the general supervision of the Manager of Project Services.

1. Provide regular financial, schedule and project status reports to the project sponsor and key stakeholders through all phases of the project.
2. Develop, coordinate and implement project management tools including project charters, project schedules, work breakdown structures and plans for stakeholders, assessed risks, communications, quality, commissioning and transitions.
3. Assist in the preparation, coordination and oversight of procurement instruments including design (RPF's, RFQ's), setting specifications and preparing cost estimates.
4. Track, document and report on pertinent project information as defined by the Project Management Plan.
5. Recommend human resource requirements and participate in the allocation of project delivery team members such as designers, inspectors, consultants, etc.
6. In conjunction with project delivery team, carry out project work in accordance with expectations of the Project Management Plan to deliver projects on time, on budget and to the required quality standard.



7. Coordinate and direct the activities of team members. Issue directions and sanctions to external resources as necessary.
8. Conduct site visits to ensure work is consistent with contract documents, project objectives, regulations and policies.
9. Coordinate, schedule, prepare agendas, produce minutes and Chair project meetings.
10. Identify, investigate, evaluate and take actions as necessary to mitigate project risks.
11. Approve progress payments. Process contemplated changes in project requirements (e.g. scope, schedules, quality, cost, specifications, contract terms), manage contractor requests and inquiries in accordance with relevant CGS policies and present project issues objectively for consideration by applicable stakeholder.
12. Ensure Construction Data Records (e.g. commissioning documents, as-built drawings, etc.) are accurate, complete and updated within required time frames.
13. Ensure that commissioning, closeout and warranty review processes are completed.
14. Ensure quality control/quality assurance testing is conducted and records are maintained as part of the project documentation.
15. Develop presentation materials, coordinate and attend public consultation sessions. Liaise with affected stakeholders to discuss and resolve concerns. Mediate disputes between project participants.
16. Act as Management's representative in the grievance process as required.
17. Act as CGS's representative for project-related litigation matters. Liaise with Legal Services, Risk Management, CGS's insurance adjuster and other stakeholders on matters relating to claims and other project disputes.
18. Develop and maintain a thorough working knowledge of CGS's Safety Manual and the applicable Provincial Legislation listed therein, ensuring due diligence is maintained.
19. Maintain working relationships liaise and negotiate with various CGS and outside agencies, authorities and regulatory bodies to ensure accurate and current information flow for projects including necessary approvals and agreements.
20. Perform other duties as assigned.

Qualifications:

Education and Training:

- University degree in an appropriate engineering discipline from a recognized university with Canadian Accreditation.
- Project Management Professional (PMP) certification is an asset.
- Membership or eligibility for membership in the Professional Engineers of Ontario (PEO).



Experience:

- Minimum of four (4) years of directly related and responsible experience unless hired on a training opportunity, where the job title will be “Project Engineer-In-Training”
- Municipal and public sector experience is an asset.
- Experience coordinating project delivery teams is an asset.
- Experience in the co-ordination of employees and work assignments as well as dealing with the general public.

Knowledge of:

- Project delivery and standardized project management methods.
- Related general civil and mechanical design principles and practices on multi-discipline projects.
- Applicable legislation and regulations, as well as CGS policies and procedures.
- Best practices within areas of responsibility.
- Proven ability to work with computer software systems including engineering, project management, scheduling and word processing software.
- Quality control, quality assurance, project commissioning and closeout related to projects.

Abilities to:

- Understand and meet the needs of stakeholders.
- Establish effective working relationships with stakeholders including staff, CGS Council, contractors, consultants, external agencies and members of the public.
- Write reports, correspondence, briefing notes and develop presentation materials.
- Coordinate and manage the financial, human and physical resources in an efficient and sustainable manner.
- Prepare contract documents and have an understanding of contract law.
- Manage conflict, mediate disputes, negotiate change orders and assist in reaching consensus.
- Adjust to shifting priorities and deadlines. Balance conflicting demands from stakeholders.
- Create enthusiasm and motivation for project delivery teams to pursue CGS’s service level targets.
- Identify and mitigate risks.
- Lead and participate with change management.
- Advocate, promote and implement best practices.



Personal Suitability:

- Mental and physical fitness to perform essential job functions.
- Strong interpersonal skills.
- Personal commitment to address demands from internal and external stakeholders.

Language:

- Excellent use of English; verbally and in writing.

Other Requirements:

- Will require the use of a personal vehicle on CGS business. Must be physically capable of operating a vehicle safely, possess a valid driver's license, have an acceptable driving record, and personal insurance coverage.

Leadership Competencies:

Tactical Implementation II

Competency	Competency Definition	Level Definition
Innovation	Take a creative approach to problems or issues, “think outside the box”, go beyond the conventional, and explore creative uses of resources.	Level 3: Proposes Innovative Ideas
Judgment and Decision Making	Make sound decisions involving varied levels of complexity, ambiguity and risk.	Level 2: Assimilates and interprets data to make competing decisions
Collaboration	Work and communicate collaboratively within City of Greater Sudbury to create alignment within and across teams and groups.	Level 3: Collaborates beyond one's area
Customer/Citizen Focus	The desire to work closely with internal and external customers to meet and exceed their expectations.	Level 2: Addresses underlying customer/stakeholder needs
Organizational	Learn and understand the key	Level 2: Understands and uses



Competency	Competency Definition	Level Definition
Awareness	relationships, diverse interest groups and power bases within one's own and other organizations.	formal structures/networks
Planning, Coordination & Execution	Plan and coordinate work to achieve desired results on a consistent basis.	Level 3: Coordinates activities involving others within one's team
Commitment to Continuous Learning	Continuously develop and enhance one's own and others' personal and professional skills, knowledge and abilities.	Level 4: Models a learning orientation
Holding Self & Others Accountable	Hold others accountable to execute to high standards of excellence and hold themselves accountable to the same or higher standard.	Level 2: Expects excellence and demands high performance.
Leadership	Inspire others to work toward common goals by engaging and empowering them, and providing clarity and direction.	Level 3: Obtains resources and takes care of the team
Flexibility/Adaptability	Adapt and work effectively within a variety of situations, and with various individuals or groups.	Level 2: Applies rules flexibly
Interpersonal Communication	Communicate effectively by reflecting on verbal and non-verbal behaviour, being attuned to the needs, perspectives and sensitivities of others and acting with them in mind.	Level 3: Effectively uses empathy.
Managerial Courage/Integrity	Acting with integrity, ensuring one's actions are consistent with City of Greater Sudbury's values and expectations.	Level 2: Is publicly candid with the team, acting with integrity consistent with one's beliefs.
Leadership Presence	Develop and maintain a sense of presence and emotional maturity and have an inner confidence that one can succeed and overcome obstacles.	Level 3: Demonstrates personal courage

For more information on leadership competencies, please see our [Leadership Competency Dictionary](#).

Final Version

City of Greater Sudbury



Leadership Competency Dictionary

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Introduction

Hay Group's approach to determining the characteristics of superior job performance goes beyond traditional task and skill analysis to identify the specific competencies of highly effective people in a specific role. Several assumptions underlie Hay Group's methodology for identifying the characteristics that distinguish the top performers in a particular job from average performers:

- In every job, some people perform more effectively than others.
- Outstanding performers do their jobs differently and possess different competencies (i.e., characteristics, traits, motives) than average performers.
- The best way to identify the characteristics that predict superior performance is to study the behaviours of top performers.

Competencies, therefore, are the underlying personal characteristics and behaviours of an individual that are important contributors to predicting outstanding performance in a job within a particular organization. They mark the difference between average job performance and outstanding performance. Furthermore, the competencies in a specific model are aligned with the organization's strategy and culture.

Competencies enable top performers to demonstrate critical behaviours:

- More often
- In more situations, and
- With better results.

The competencies that are included in this dictionary are all based on the assumption that in order to master the behaviours at a particular level, one will have needed to master those at lower levels.

There are two types of competencies – *behavioural* and *technical* – as outlined below:

- *Technical* competencies are what a person needs to know and be able to do – the knowledge and skills – to perform the job
- *Behavioural* competencies are the behaviours a person demonstrates in applying their knowledge and skills on the job

In other words, technical competencies are **WHAT** a person needs to know or know how to do, and *behavioural* competencies are **HOW** an individual approaches his or her work.

Technical competencies are absolutely necessary to perform the job role; however, they are not the differentiating factors of performance. While each is important, it is the *behavioural* competencies that truly differentiate superior from average performers.

The focus of the talent management framework for the City of Greater Sudbury is on the *behavioural* competencies.

Competencies and Our Health & Safety Commitment

Concern for Health and Safety is an esteemed competency that is an expectation of all roles and levels in the organization. This competency was raised at various points in the stakeholder input sessions – it is one that is fundamental to leadership roles. As such, it is not included in this Competency Dictionary. Health and Safety Commitment is a key underpinning of our focus at the City of Greater Sudbury. Our strong, shared commitment to workplace health and safety is a fundamental expectation of leaders at every level, and it is critical that we continue to build a strong culture of health and safety within our workplace, our community and the everyday lives of CGS employees.

As leaders in CGS, we are responsible for providing Health and Safety leadership. This involves leading, challenging and measuring continuous safety performance improvement. Leaders at all levels are accountable for taking every reasonable precaution in line with our Health and Safety policy and program for the protection of valued employees.

Competency Architecture

There are three major components to a competency: the *definition*, the *scale*, and the illustrative *behavioural indicators* of the scale.

Definition:

- Each competency has a definition which is important for defining specifically what the competency means. The definition provides a context to understand the different behavioural levels of the scale.

Competency Scale:

- Below the definition, you will see a numbered scale. Each scale describes the various levels of behaviour associated with a competency – what the competency “looks like” at each level.
- Each level on the scale starts with a **bolded statement** that describes the *underlying intent* of the level. The levels are incremental and additive, which means that any one level is usually inclusive of all other preceding levels. In addition, the degree of complexity increases as one moves “up” the scale.
- The scale and accompanying levels are used to select the desired level of proficiency necessary for effective performance/success in a given position.

Illustrative Behavioural Indicators:

- Under each bolded scale description, *illustrative* behavioural indicators are presented. These are not exhaustive as they vary depending on the nature of the position and circumstances of the position. The behavioural indicators are provided only to help the user better understand what each level in the scale is about. In case of doubt, the user should refer to the bolded statements as they describe better the underlying intent of the level.

Following is a sample competency scale.

Competency title:
This is the name of the competency.

Organizational Awareness

A definition of the competency: The definition captures the essence of the competency, what is being measured, and how it helps support the organization's goals and values.

The ability to learn and understand the key relationships, diverse interest groups and power bases within one's own and other organizations with which one interacts and in the wider community, and to use that understanding to lead municipal/public services more effectively.

1. Understands and uses the formal structure

- Recognizes or uses the formal structure or hierarchy of an organization, "chain of command," positional power, rules and regulations, Standard Operating Procedures, etc.

2. Understands and uses informal structures/networks

- Understands and uses informal structures (identifies key influencers, decision-makers, etc.).
- Identifies key people inside and outside the organization who can help to influence or get things done.
- Applies this knowledge when the formal structure does not work as well as desired.
- Uses own network to gain information or communicate.

3. Understands climate and culture

- Recognizes unspoken organizational limitations – what is and is not possible at certain times or in certain positions in a given local or national climate – in terms of municipal/public service provision.
- Is keenly aware of group norms and the way things have been customarily done.
- Recognizes and uses the organizational culture and language, etc., that will produce the best response.

The level number and title: All of the competencies have three or more levels. There is a natural build in complexity/sophistication from one level to the next.

4. Understands organizational politics

- Understands, describes or uses ongoing power and political relationships within the organization – own or other (alliances, rivalries) - with a clear sense of organizational impact.
- Understands the "politics" – with both a small and a large "p" – within one's own organization as well as within the broader municipal/public services context.
- Takes time to become familiar with the priorities and values of many stakeholders, both internally and externally.
- Uses this understanding to build coalitions and consensus around the organization's vision, priorities, and agendas.

Behavioural indicators: Below each level title are behavioural indicators. These indicators exemplify the behaviours seen at that level for that competency; they are intended to show what the level "looks like" and do not provide an exhaustive list.

5. Understands long-term, underlying organizational issues

- Understands and addresses the reasons for ongoing organizational behaviour or the underlying problems, opportunities or political forces affecting the organization.
- Knows who the key influencers within own and other organizations are and how to go about involving them to shape and deliver change across the wider municipal/public services system.
- Addresses the deeper reasons for organization, industry and stakeholder actions, such as the underlying cultural, ethnic, economic, and demographic history and traditions.

Shaping the Future

Business Acumen

The ability to understand the business implications of opportunities and decisions, and to implement successful business strategies to improve organizational performance. It requires an ability to see the big picture by combining an awareness of business issues, processes and outcomes, and the impact they have on the community and the City of Greater Sudbury's strategic direction.

1. Possesses basic knowledge of business

- Understands how own job fits in relationship to results/outcomes/performance.
- Appropriately applies existing policies to address business needs.
- Improves one's understanding of the City of Greater Sudbury's business.
- Demonstrates a basic understanding of business fundamentals.

2. Incorporates business fundamentals

- Understands tactical business fundamentals and incorporates them into decision making and setting and measuring outcomes against critical performance indicators (e.g., financial, productivity, etc.).
- Builds the business case for services, programs and initiatives, demonstrating how they support broader business objectives.

3. Understands the internal and external environment

- Is aware of trends in the external environment that have an impact on the organization (e.g., new technologies).
- Actively researches current developments in the areas of business for CGS.
- Demonstrates how business unit services, solutions and initiatives help the City of Greater Sudbury to respond to the impact of changing economic conditions or community pressures.
- Brings in other areas of expertise that can help to position the organization for continued growth.

4. Applies broader business metrics

- Communicates the implications of business strategies on business unit programs and offerings.
- Reviews own strategic actions against the long-term strategic goals of the organization.
- Quantitatively measures the effectiveness (cost and value) of each product, service, and solution to determine their business viability (i.e., risk versus cost-benefit).
- Leverages cost-benefit analyses when designing and implementing new programs, services and other initiatives.

5. Demonstrates strategic agility

- Develops new programs or approaches to align the business strategy with the external environment; displays an innovative mindset.
- Understands the strategies of key stakeholders, and formulates proactive strategies to gain advantages.
- Identifies and acts on the critical issues among competing and compelling business priorities to ensure actions are aligned with the organization's strategic goals.

Shaping the Future

Business Acumen, continued

6. Directs the organization

- Displays a strategic understanding of the economy, trends and broad business issues, including new developments in community services and the public sector, and uses that understanding to formulate strategies for the organization and the City of Greater Sudbury as a whole.
- Develops the strategy for partnerships and alliances that will best further the goals of the organization and the City of Greater Sudbury.
- Applies an extensive knowledge of all of the internal and external factors that influence and affect the long-term success of the organization and the City of Greater Sudbury.

Shaping the Future

Innovation

The willingness and ability to take a creative approach to problems or issues, to “think outside the box”, to go beyond the conventional, and to explore creative uses of resources (e.g., doing more with less). It involves the ability to develop, adopt and apply new and unique approaches and ideas with clear impact on improving business outcomes. It also includes using intuition, experimentation and fresh perspectives to enhance performance by developing or promoting new processes, services and/or programs.

1. Is open to new ideas

- Is open minded when presented with a new perspective.
- Applies new information to work problems and situations.
- Recognizes when a situation calls for or can be improved by an approach different from the usual.

2. Questions conventional work methods

- Questions/challenges conventional approaches and/or current thinking.
- Uses new information to offer realistic alternatives.
- Is prepared to “try out” different solutions in a way that maintains a safe environment.
- Actively contributes to brainstorming sessions in his/her work area.
- Works with peers or colleagues to test the viability of a new approach before applying it.

3. Proposes innovative ideas

- When looking at information, generates new ideas and innovative solutions to problems by importing ideas from outside the organization or public services sector.
- Pulls together ideas, issues and observations to create and/or introduce innovative solutions or suggestions.
- Suggests approaches and methods from other sources as alternative solutions to conventional approaches when there is evidence or sound thinking substantiating the viability of this approach.
- Is not overly influenced by current thinking or methodologies.
- Seeks out and incorporates new suggestions and ideas.

4. Takes action to innovate

- Uses diverse perspectives to improve the effectiveness of organizational processes, practices or programs.
- Modifies practices or methodologies that have been used elsewhere.
- Enhances performance by doing something that may be new and different for the organization.
- Is agile and draws upon experiences in relevant and/or unrelated areas to create breakthrough solutions.

5. Encourages others to innovate

- Leads others by demonstrating innovations that advance the efficiency and effectiveness of the organization.
- Acts in ways that help others to generate breakthrough ideas, fresh perspectives and new opportunities.
- Uses proactive methods and tactics to foster creativity by creating an environment that inspires new ideas, and provides the necessary resources to realize them.

Shaping the Future

Innovation, continued

6. Drives innovation forward

- Enhances performance by strategically positioning the organization to introduce leading edge technologies, services, programs and processes new to the municipal services sector.
- Takes calculated risks in trying something new.
- Commits personal investment to innovation in the face of uncertain outcomes.
- Seeks out and develops revolutionary technologies or ideas whose application could be used to reshape and direct the future of the organization.

Shaping the Future

Judgment and Decision Making

The ability and willingness to make sound decisions involving varied levels of complexity, ambiguity and risk. It involves being unbiased and objective, developing and evaluating various alternatives, and considering the short- and long-term impact of decisions on various individuals or groups both within the City of Greater Sudbury and externally.

1. Gathers information to make basic decisions

- Gathers and refers to all available information (internal and external) pertinent to a given situation.
- Seeks out the perspectives of others (even if not directly involved) to gain insight into a situation or decision objectively and rationally.
- Is constantly looking for the most effective, efficient and productive course of action.

2. Assimilates and interprets data to make competing decisions

- When looking at information, sees patterns, trends or missing pieces, and uses knowledge and/or past experiences to evaluate opportunities and position.
- Processes varied and high volumes of business information quickly to draw out key points – “thinks on their feet.”
- Understands cause and effect relationships that can impact decisions; applies an “if/then” strategy to determine the best decision or course of action.
- Looks behind the face value of a set of facts; understands the less obvious implications.
- Thinks laterally – quickly sees a wide range of opportunities and implements solutions.

3. Develops alternatives before making complex decisions

- Makes timely decisions even in ambiguous situations where needed information is lacking.
- Implements complex business decisions or solutions with significant impact on the business unit.
- Makes judgments and takes risks that affect multiple groups.
- Draws upon business experience and best practices, where appropriate, to deliver clear benefit.
- Looks at all available options or solutions – different ways to solve the same problem.
- Recognizes when a situation requires an innovative or creative solution, and makes relative adjustments/appropriate decisions, balancing urgency with prudence.
- Is constantly looking for the most innovative, efficient, and productive course of action.

4. Formulates a “big picture” understanding of the near-term impact of decisions

- Develops through contacts, information gathering, and past experience, a thorough understanding of how the changes within the organization, industry and community relate to one another and to the situation at hand.
- Is insightful about the interests, concerns, and potential reactions of one’s internal and external stakeholders.
- Prior to execution, thinks through how the chosen decision or solution will impact the organization and stakeholders.

Shaping the Future

Judgment and Decision Making

5. Evaluates long-term business impact

- Thinks beyond the immediate issues at hand and considers the implications one's decisions may have on the future business.
- Anticipates the impact of industry trends, and develops strategic plans in the best interest of the organization.
- Assesses risks and all future implications by taking into account all possible sources of information.

Shaping the Future

Strategic Orientation

The ability to understand the business implications of decisions on one's role, and link daily work to the organization's strategy. This ranges from a simple understanding to a sophisticated awareness of the impact of the world at large on strategies and choices. This includes the ability to take a long-term perspective on the City of Greater Sudbury, charting a course that delivers results today and well into the future.

1. Understands and aligns current actions with strategic goals

- Analyzes and comprehends goals and strategies developed by others.
- Prioritizes own work in alignment with business goals.
- Reviews own and team's actions and priorities against the organization's business plan, and adjusts actions/ priorities accordingly.
- Develops and defines unit objectives and goals in line with larger organizational goals.
- Uses common sense and past experience to understand issues in the business.

2. Thinks in strategic (future-oriented) terms

- Develops and implements long-term objectives, strategies, and goals for one's own area that are truly aligned with the strategy.
- Actively increases one's own knowledge of the business and external environment to determine long-term issues, problems or opportunities.
- Develops and defines department objectives and goals in line with larger organizational goals.

3. Understands external impact on internal strategy

- Is aware of the projected directions or trends in the community at large, and how changes might impact the organization.
- Determines how present policies, processes, and methods will be affected by future developments and trends.
- Aggressively changes the strategic approach and reevaluates business practices in own area in light of future conditions and opportunities.
- Develops and establishes broad scale, longer-term objectives, goals, or projects (e.g., affecting a department or division).

4. Incorporates complex factors into developing a strategy for the organization and the municipality

- Creates a strategic vision that will guide the organization into the future.
- Aggressively changes the strategic approach and reevaluates business practices for the whole organization in light of future conditions and opportunities.

Delivering Business Results

Collaboration

The ability to work and communicate collaboratively within City of Greater Sudbury to create alignment within and across teams and groups. It is not only encouraging, but expecting collaborative efforts and information sharing across organizational lines toward shared business outcomes. It is about maintaining an organizational, rather than a functional, perspective and acting on the belief that solutions and plans are stronger when appropriate collaboration occurs across and beyond the organization.

1. Is willing to help

- Shares useful information with peers in one's group/function/area.
- Supports one's peers when asked, providing additional support as needed.
- Explicitly states respect for the skills, expertise and different perspectives represented in other parts of the organization.

2. Collaborates within one's area

- Proactively seeks others' ideas to generate plans and solve problems, rather than to achieve buy-in into one's own ideas, and demonstrates respect by incorporating peers' ideas into decisions when possible.
- Offers support to peers without waiting to be asked, looking to assist proactively.
- Gives credit to others for their ideas and support, not needing to be seen as "the one with the idea".

3. Collaborates beyond one's area

- Proactively shares helpful information and best practices across the City of Greater Sudbury.
- Actively builds relationships and networks with others across and beyond the organization, working constructively across organizational boundaries despite differences in interests, perspectives and needs.
- Seeks input from peers in other areas (e.g., different programs, functions, geographies, etc.) to create common goals and objectives, with the intent of leveraging their insight to produce a better solution rather than influencing them to accept one's own agenda.

4. Enables organizational collaboration

- Makes choices and sets priorities to meet the organization's needs and City of Greater Sudbury's mission, vision and strategy, proactively considering the implications of decisions on multiple parts of the City of Greater Sudbury and including people across the City of Greater Sudbury as part of the solution.
- Creates systems and tools that enable others to more easily share insights and best practices across organizational boundaries.
- Identifies and brings conflict that is impeding collaboration into the open so that it can be managed and/or resolved.

5. Acts for the enterprise

- Consistently demonstrates collaboration across the City of Greater Sudbury, seeking input and building relationships across and beyond the organization.
- When a decision benefits City of Greater Sudbury, champions decisions that benefit other functions and/or geographies even if they are unpopular or undercut one's own group's short-term good.
- Makes sacrifices within one's own area for the good of the City of Greater Sudbury as one company (e.g., gives up resources, etc.).

Delivering Business Results

Customer/Citizen Focus

The desire to work closely with internal and external customers (e.g., citizens of CGS, residents, patients, colleagues, other divisions/departments, community partners, key stakeholders, etc.) to meet and exceed their expectations. It is the ability and willingness to understand and address their needs and continually provide high levels of service by keeping customer needs at the forefront of activities. Individuals with high levels of this competency demonstrate a strong commitment to delivering excellent service and achieving customer service outcomes to a high standard of quality.

1. Takes personal responsibility for delivering quality service

- Takes personal responsibility for meeting customer or stakeholder needs.
- Is responsive to customers' priorities and situation; makes efforts to quickly address their questions and concerns.
- Takes personal responsibility for guiding customers through the City's policies, procedures and processes, or refers them to the appropriate person.
- Willingly assists customers with problems, even if not within own area of responsibility.
- Demonstrates a genuine, active interest in understanding customer/stakeholder needs/issues.

2. Addresses underlying customer/stakeholder needs

- Seeks to understand the customer's/stakeholder's issues/context and information about the real underlying needs of the customer/stakeholder/patient, beyond those initially expressed.
- Takes actions beyond normal expectations for the customer or stakeholder.
- Offers alternatives to customers/stakeholders and allows them to make informed choices.

3. Monitors and improves quality of customer service

- Anticipates customer or stakeholder needs and ensures organization services exist to meet those needs.
- Builds an independent opinion on customer or stakeholder needs, problems, or opportunities and possibilities for implementation (e.g., recommends approaches that are new and different).
- Helps others understand how specific services, programs and initiatives fit together in the organization.

4. Uses a long-term perspective; acts as a trusted advisor

- Works with a long-term perspective to anticipate customer/stakeholder needs, and ensures cross-organization services exist to meet those needs.
- Optimizes allocation of human, financial, and infrastructural resources in order to provide quality service within the municipality.
- Takes a lead role in creating a culture that is focused on achieving quality customer service outcomes.
- Develops new services, programs and initiatives that align emerging needs with long-term strategies and have a significant positive impact on the municipality.

Delivering Business Results

Driving for Results

The personal drive to achieve results, and the ability to focus one's attention on accomplishing key objectives and positive outcomes for oneself, one's team and the business. It is demonstrated by improving performance, developing oneself, and committing oneself and appropriate resources to accomplishing challenging goals, even in the face of uncertainty and change. This competency involves working to achieve desired outcomes; and setting goals and priorities that maximize the use of available resources to consistently deliver results against objectives and client/community expectations. It also involves effectively assessing and managing risk, and measuring results.

1. Achieves or exceeds performance expectations

- Consistently meets business goals/objectives and standards of performance.
- Identifies and uses new or more precise ways of meeting goals by demonstrating clear understanding of the performance expectations of the role (accurately states expectations).
- Takes ownership and pride in own work, seeing things through to completion and ensuring quality standards are met.
- Fully meets or surpasses performance expectations through efficient use of time and effective organization of day-to-day activities.

2. Establishes own standards to maximize performance

- Works independently to make specific changes in the system or in own work methods to improve and maximize performance.
- Does something better, faster, at lower cost or more efficiently to improve quality, customer satisfaction, morale, revenues, etc.
- Establishes clear metrics to make accomplishments visible and measurable.
- Actively looks for ways to accomplish work more effectively and efficiently.
- Anticipates obstacles in reaching goals and plans accordingly.
- Offers new ideas and solicits ideas from experts and other sources to improve a service or program.

3. Sets and works to meet challenging goals

- Sets and achieves stretching but realistic goals that lead to improvements in the performance of the individual or team.
- Sets own objectives beyond targets set by management which, while being a definite stretch, are not unrealistic.
- Sets out to achieve a unique standard (e.g., "No one had ever done it before.").

Continued on next page

Delivering Business Results

Driving for Results, continued

4. Makes cost-benefit analyses

- Identifies significant personal and/or organizational resources to achieve a new performance standard, managing any associated risks, difficulties or uncertainties.
- Devises plans and systems to increase cost-effectiveness of projects, optimizing financial outlays and reducing costs by restructuring the work, developing and putting more effective tools and methods in place.
- Makes decisions, sets priorities and chooses goals on the basis of calculated inputs and outputs using a range of criteria (e.g., makes explicit considerations of risk and return on investment).
- Identifies and evaluates opportunities by focusing on cost-benefit.

5. Drives the business forward

- Takes numerous, sustained actions over time in the face of obstacles to reach new and challenging goals.
- Aligns personal, organizational and functional strategies to mobilize the organization to capitalize on new and emerging opportunities.
- Uses a cost-benefit analysis to commit significant resources to improve organizational performance.
- Seeks new opportunities to improve business outcomes across the organization, using innovative approaches to overcome obstacles and surpass performance, while also taking action to minimize the risks involved.

Delivering Business Results

Impact and Influence

The ability to persuade, convince, influence or gain the commitment of others (individuals or groups) to get them to accept a point of view, adopt a specific direction, commit to an idea, or take a course of action. The key is understanding others, and using that understanding to have a specific impact or effect on them. Successfully influencing at City of Greater Sudbury requires a thorough understanding of the business needs, pressure, perspectives of others, as well as an appreciation of the dynamic environment in which City of Greater Sudbury operates.

1. Uses direct persuasion

- Makes clear, logical and succinct arguments when presenting own position.
- Takes steps or different approaches to persuade, which can include careful preparation of data, documentation or facts to support a position in a presentation or discussion.
- Outlines the pros and cons of alternative options or approaches.

2. Adapts actions or words to persuade

- Makes *different* types of arguments or points in a presentation or discussion to persuade others.
- Adapts a presentation or discussion to appeal to the interest and level of others.
- Anticipates how others will respond and takes a well thought out, tailored approach in order to have specific impact; adapts language, tone, style and content to the interest and level of the audience.
- “Sells” own ideas by linking them to the values, needs and goals of others.

3. Uses customized influence strategies

- Develops influence strategies based on a full understanding of key decision makers and other relevant people.
- Takes multiple steps to influence, with each step adapted to the specific audience.
- Actively engages others (e.g., presents facts, alternatives and credible recommendations) as part of a broader influence strategy.
- Recognizes who the key stakeholders and decision-makers are, and targets them specifically to ensure they clearly understand the benefits of proposed actions.
- Anticipates areas where support or influence will be required, and takes steps to involve key stakeholders in the process when required.
- Uses chains of indirect influence or solicits and engages the support of like-minded individuals to help persuade others.

4. Uses complex indirect influence strategies

- Builds “behind the scenes” support for ideas across business units and organizations.
- Uses an understanding of key internal and external stakeholders to gain buy-in and agreement.
- Engages others – credible resources, experts or other third parties – to help influence key decision makers by leveraging their credibility and expertise.
- Uses an in-depth understanding of the interactions within a group or between groups to move towards a specific agenda.

Delivering Business Results

Impact and Influence, continued

5. Uses highly sophisticated influence strategies

- Assembles political coalitions.
- Uses complex, multi-layered influencing strategies to bring about sustainable change.
- Effectively positions strategic, enterprise-wide change initiatives to ensure the likelihood of favourable responses.

Delivering Business Results

Organizational Awareness

The ability to learn and understand the key relationships, diverse interest groups and power bases within one's own and other organizations with which one interacts, as well as in the wider community, and to use that understanding to lead municipal/public services more effectively.

1. Understands and uses the formal structure

- Recognizes or uses the formal structure or hierarchy of an organization, “chain of command,” positional power, rules and regulations, Standard Operating Procedures, etc.

2. Understands and uses informal structures/networks

- Understands and uses informal structures (identifies key influencers, decision-makers, etc.).
- Identifies key people inside and outside the organization who can help to influence or get things done.
- Applies this knowledge when the formal structure does not work as well as desired.
- Uses own network to gain information or communicate.

3. Understands climate and culture

- Recognizes unspoken organizational limitations – what is and is not possible at certain times or in certain positions in a given local, provincial or national climate – in terms of municipal/public service provision.
- Is keenly aware of group norms and the way things have been customarily done.
- Recognizes and uses the organizational culture and language, etc., that will produce the best response.

4. Understands organizational politics

- Understands, describes or uses ongoing power and political relationships within the organization – own or other (alliances, rivalries) - with a clear sense of organizational impact.
- Understands the “politics” – with both a small and a large “p” – within one's own organization as well as within the broader public services context.
- Takes time to become familiar with the priorities and values of many stakeholders, both internally and externally.
- Uses this understanding to build coalitions and consensus around the organization's vision, priorities and agendas.

5. Understands long-term, underlying organizational issues

- Understands and addresses the reasons for ongoing organizational behaviour or the underlying problems, opportunities or political forces affecting the organization.
- Knows who the key influencers are within one's own and other organizations, and how to go about involving them to shape and deliver change across the municipal/public services system.
- Addresses the deeper reasons for organization, industry and stakeholder actions, such as the underlying cultural, ethnic, economic, and demographic history and traditions.

Delivering Business Results

Planning, Coordination and Execution

The ability to plan and coordinate work, understand and effectively manage resources, prioritize steps to be taken, anticipate potential issues/barriers and develop contingency plans to address these, and execute individual and team activities in a way that ensures the achievement of a set of objectives. At the highest levels, individuals are able to achieve desired results on a consistent basis despite having to deal with unpredictable or unexpected circumstances.

1. Plans own work activities

- Efficiently uses time and completes tasks/projects on time through routine planning of own work and organization of resources.
- Keeps appropriate people informed on progress of tasks/projects.
- Ensures availability of sufficient/appropriate resources (i.e., time, equipment, tools, etc.) to accomplish task(s).

2. Manages multiple priorities

- Demonstrates the ability to multi-task.
- Prioritizes a variety of competing tasks in a fast-paced environment by determining the relative importance of tasks/projects.
- Switches gears quickly or efficiently.
- Ensures things are done using efficient and effective alternatives while maintaining or improving the quality of services, processes or programs.
- Develops plans for simple projects, which involves determining milestones, organizing resources, assessing the impact of the project on others, and effectively communicating at appropriate stages.

3. Coordinates activities involving others within one's team

- Prioritizes the team's involvement on several simultaneous initiatives.
- Organizes work and assignment of tasks to maximize efficiency.
- Optimizes their own and/or the team's schedule by taking time to organize the work environment.
- Ensures the team has access to the appropriate resources to complete tasks, and that they use them effectively.

4. Plans and executes broad implementation efforts

- Develops and implements efficient work plans for complex projects involving multiple groups.
- Anticipates, is prepared for, and effectively deals with problems or roadblocks.
- Demonstrates a keen understanding of the relationships among various components of large-scale programs that cut across groups, organizing them such that limited resources are used most effectively.
- Identifies the implications and risks of alternative courses of action, goes out to make these work, looking beyond existing organizational boundaries.

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Delivering Business Results

Planning, Coordination and Execution, continued

5. Assigns priorities to complex, multiple competing projects

- Uses expertise to devise and drive plans for highly complex or difficult projects involving multiple internal and external stakeholder groups.
- Demonstrates a keen understanding of the relationships between different internal and external stakeholder groups.
- Takes timely, strategic actions to facilitate the efficacy of multiple stakeholders working together to deliver strategic projects.
- Optimizes the utilization of cross-functional resources to deliver timely projects.

Aligning People and Teams

Building Organizational Capability

Effective leaders build their organization's capability to produce and sustain results and to ensure they have the talent in place to meet future business needs. They do this by creating the right learning climate and developing and managing their talent, and developing the processes, systems and infrastructure to ensure the organization has the capability to consistently deliver against the organization's objectives today and into the future. This competency involves the ability to make balanced assessments of people and situations to ensure that the right people are in place to produce and maintain the best business results, as well as planning for anticipated future needs in alignment with organizational strategy.

1. Staffs strategically

- Effectively assesses individuals' strengths and limitations with objectivity.
- Makes sound staffing decisions, matching capabilities to job requirements.
- Is attuned to, and leverages, diversity – builds a team with members of diverse backgrounds and perspectives.
- Recognizes that developing people in the organization is a key priority and accountability.

2. Builds bench strength

- Has an overall plan or acts to improve the overall bench strength in response to current needs of the team or organization.
- Thinks strategically about development plans for employees to ensure they are in support of the strategy and enhance the organization's performance.
- Proactively plans for upcoming talent needs in clearly defined areas (e.g., basic succession planning to sustain expertise).
- Serves as a coach for successors to own and other key positions.

3. Develops future capability

- Thinks strategically about employee development plans to ensure improvement in future capability in own area of the organization.
- Re-conceptualizes or looks ahead 1-3 years to make improvements in people placement processes to address the future direction of own area of the organization.
- Knows who the organization's high potentials are, and provides mentoring to them.
- Ensures succession plans are robust and current.

4. Builds organizational capability

- Redefines roles, key people processes or structures to meet emerging and long-term organizational goals and objectives.
- Aligns organization structure with corporate and team strategy.
- Takes an organization-wide view to identifying talent.

Aligning People and Teams

Building Partnerships

The ability to build and maintain reciprocal, strategic relationships with networks of internal and external stakeholders who may assist in attaining the organization's goals. These relationships are built deliberately, recognizing the importance of leveraging them in order to achieve the organization's objectives.

1. Builds or maintains rapport

- Makes a conscious effort to ensure courteous and professional working relationships with other municipalities or other levels of government, associations, colleagues and other stakeholders.
- Provides guidance to staff on interacting with stakeholders.
- Meets regularly with stakeholders to keep them informed of new developments, key issues, or continuing progress.

2. Actively seeks input/participation from stakeholders

- Develops collaborative relationships with stakeholders with the explicit intent to share information/resources and advance the goals of different groups.
- Actively seeks input and/or involvement from partners, stakeholders and the community regarding potential changes to policies, legislation, procedures, or initiatives.

3. Builds a local network for business benefit

- Develops and maintains a planned network of relationships with partners, internal colleagues, colleagues in other areas/levels of government, agencies, associations, community organizations, etc., and uses that network to identify opportunities, gather intelligence, seek input to problems, and help achieve the City of Greater Sudbury's strategic outcomes.
- Creates and establishes new relationships beyond the organization.
- Develops stakeholders by providing information, coaching, educating/training, and seeking opportunities to expose them to new ideas/concepts and approaches.

4. Strategically networks for the organization

- Develops and maintains a planned network of external relationships across the sector, including other municipalities or other levels of government, industry and professional associations.
- Challenges or confronts stakeholders when circumstances warrant.
- Pushes stakeholder to confront difficult issues when the benefits to the stakeholder and the organization are clear.

Aligning People and Teams

Developing Others

The genuine intent to foster the long-term learning or development of others by recognizing and supporting their developmental interests and needs, and encouraging opportunities for learning. The individual's actions are driven by a genuine desire to develop and empower others, rather than simply a need to transfer skills to complete tasks (i.e., a developmental intent vs. a formal role of training).

1. Shares task-related advice and expertise with others

- Gives detailed instructions and/or on-the-job demonstrations when explaining a new task or responsibility.
- Provides relevant tools and resources to support specific development.
- Makes specific and helpful suggestions or ensures that someone else is available to do so.

2. Gives task-oriented instruction with rationale and support

- Gives practical support or assistance to make the job easier (e.g., volunteers additional resources, tools, information, expert advice, etc.).
- Asks questions, gives tests, or uses other methods to verify that others have understood the explanation or directions.
- Has people work out answers to problems themselves, to build their capability, rather than simply giving them the answer.

3. Provides feedback to encourage ongoing development

- Gives specific positive and constructive feedback for developmental purposes.
- Gives constructive/negative feedback in behavioural rather than personal terms.
- Reassures and expresses positive expectations for future performance when giving corrective feedback after a setback.
- Provides individualized suggestions for improvement.
- Identifies or suggests activities, learning, assignments or formal training that could help others in their development.

4. Provides in-depth coaching, mentoring or training

- Coaches staff to help them meet their performance goals or ready them for next role.
- Arranges appropriate and helpful assignments, formal training, or other opportunities or experiences (e.g., cross-functional training) for the purpose of fostering a person's long-term learning and development.
- Delegates full authority and responsibility in order to develop specific abilities, including the opportunity to make and learn from mistakes in a non-critical setting.
- Encourages others – including high potential and high performing talent – to assess their strengths and weaknesses relative to future roles; discusses career goals and development strategies.
- Provides opportunities for employee development in light of current and future organizational needs.
- Creates an environment where mistakes are used as learning opportunities, feedback is freely offered and willingly received, and expertise is shared among others.

Aligning People and Teams

Holding Self and Others Accountable

Outstanding leaders expect the best from themselves and others and position others and the organization for success by establishing appropriate levels of responsibility, holding them to account for delivery of agreed upon objectives and implementing appropriate controls to ensure compliance with policies, procedures and industry regulations. They hold team members and others accountable to execute to high standards of excellence, and they hold themselves accountable to the same or higher standards. They provide clear directions, priorities and expectations. They consistently monitor performance and provide corrective feedback regarding performance and compliance issues. They confront performance issues directly and promptly, and will not hesitate to take action when improvement is not forthcoming.

1. Provides clear directions

- Informs others of established policies, procedures, standards and regulations.
- Ensures individuals understand their role responsibilities.
- Sets specific milestones to measure progress toward targeted objectives.
- Makes needs, priorities, and requirements clear – linking individual accountabilities to organization objectives, and providing a context to create understanding of why they are being asked to do what they are doing.

2. Expects excellence and demands high performance

- Sets clear standards for high performance in self and others.
- Clearly communicates performance expectations to staff and stresses the importance of honouring commitments.
- Insists on compliance with standards; explains possible consequences for non-performance.
- Holds self and others directly accountable for delivering what has been agreed to.

3. Monitors performance and gives corrective feedback

- Consistently monitors own and others' performance against clearly articulated expectations using a wide range of metrics.
- Gives corrective feedback in private when performance does not meet standards.
- Establishes and implements specific action plans to correct performance problems.

4. Acts to address performance issues

- Confronts performance issues directly and promptly.
- Enforces consequences of poor performance.
- Intervenes swiftly and consistently when individual and team performance are not meeting expectations.
- Effectively implements disciplinary procedures when multiple actions to address ongoing poor performance have failed.

5. Promotes a high performance culture

- Seeks to identify and overcome barriers to performance across functional business units.
- Removes obstacles to enable others to achieve results.
- Significantly turns around under-performing parts of the business/organization (i.e., performance against benchmarks, efficiency measures, etc.).

Aligning People and Teams

Leadership

The ability to inspire others to work toward common goals by engaging and empowering them. It involves providing inspiration, clarity and direction through a compelling vision of the future. This includes focusing the team on priorities, leading and supporting the team through change, soliciting the team's input to form plans, providing them with the required resources and motivational support, and the commitment to achieve personal, team and organizational goals. Leaders measure their success through the success of others.

1. Manages and informs the team

- Keeps people informed and up-to-date – ensures the group or individual team members have the necessary information to do their job.
- Takes action to build people's commitment; solicits their ideas and involves them in decision-making processes.
- Consistently informs people on what is happening, especially during times of change.
- Communicates a direction; explains what needs to be done and why.
- Explains the reasons for a decision or change, and how it will affect their roles or positions, highlighting the future benefits of the decision or change.
- Solicits input from team members by encouraging their ideas and contributions.

2. Optimizes team effectiveness

- Focuses the team on key priorities and removes distractions or barriers.
- Gets others' input for the purposes of promoting the effectiveness of the group or process.
- Effectively diagnoses and works to resolve conflicts in the team, gives fair and balanced feedback (individual and collective).
- Involves employees in the change process.
- Clearly integrates change with existing work/projects and programs.
- Fosters a climate of openness, trust and solidarity among staff by treating each person as a valued team member and where people feel comfortable expressing their opinions and needs.
- Encourages differing opinions when building consensus and manages conflicts when necessary.

3. Obtains resources and takes care of the team

- Supports others, promotes outstanding achievements across the wider organization.
- Makes sure the practical needs of the group are met – identifies what tools, information and other resources are required to get a job done to enable delivery of business objectives.
- Positions the team and its members in a positive light, promotes their successes, and protects the team's reputation vis-à-vis the larger organization.
- Establishes norms for group behaviour ("rules of engagement").
- Publicly challenges the status quo, and helps others recognize the need for change.
- In times of change, makes necessary adjustments within the team to maximize effectiveness (e.g., ensures people have the appropriate resources and training).

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Aligning People and Teams

Leadership, continued

4. Acts as a credible leader

- Leads by example and aligns own behaviour with City of Greater Sudbury's expectations, strategy, vision and values, and is widely recognized as a role model.
- Takes action to ensure others buy into their mission, goals, agenda, climate, tone, policy, and creates the optimum climate for their achievement.
- Adapts leadership style to fit the situation and needs of different people.
- Helps the team understand how their work supports the mission, vision and values.
- Reinforces the change vision with own actions and attitudes; is both accessible and responsive.
- Acts as a role model for desired behaviour when dealing with change.

5. Communicates a compelling vision

- Communicates a clear and compelling vision of the future that generates excitement, enthusiasm, commitment and confidence in the mission.
- Shapes the efforts of others towards the achievement of a common purpose.
- Speaks to the needs and aspirations of others to engage their passions and potential.
- Proactively initiates long-term, enterprise-wide changes in the organization in response to anticipated future requirements.
- Takes action to reinforce the (change) vision and ensure processes and practices are aligned across the organization.

6. Galvanizes the organization around a vision

- Sets the tone at the top of the organization.
- Supports the senior team at Council and effectively communicates achievements and successes.
- Effectively conveys Council perspective to the Organization.
- Presents self as ultimately accountable for organization decisions.

Enhancing Personal Effectiveness

Commitment to Continuous Learning

The commitment to continuously develop and enhance one's own and others' personal and professional skills, knowledge and abilities. This implies a deep intellectual curiosity. People demonstrating this competency are willing to not only learn more individually and as a team, but they share their knowledge and skills with colleagues.

1. Works to maintain and develop skills and abilities

- Demonstrates the knowledge, skills and abilities needed to perform the job.
- Takes appropriate steps to update knowledge, skills and abilities to continue to do the job effectively.
- Understands the need for ongoing learning and development.
- Responds positively to feedback and suggestions.

2. Seeks out opportunities to learn

- Demonstrates a desire to continuously enhance one's knowledge, skills and abilities to excel at the job.
- Takes the initiative to gain an understanding of up-to-date information on new developments or best practices, for example, uses articles, professional journals, workshops, a personal network of contacts, etc.
- Keeps up-to-date with the latest findings in one's area of expertise.
- Regularly seeks feedback and suggestions from others to enhance their capabilities and performance.
- Changes work habits/routines/approaches to incorporate new learning and enhance performance.

3. Proactively addresses development/improvement and applies learning

- Takes the initiative to identify and act upon skill and knowledge areas that need to be developed.
- May create a personal development plan to gain relevant information and skills that will allow greater contribution to the organization.
- Seeks opportunities to incorporate new ideas, approaches, and knowledge to more effectively manage tasks and challenges within the organization.
- Thinks about the way things are being done and identifies opportunities to change based on what other innovative organizations are doing and what is possible.
- Finds multiple opportunities to use new ideas, approaches, and knowledge to more effectively manage tasks and challenges within the organization.

4. Models a learning orientation

- Readily critiques own abilities and invites the same from others.
- Can admit mistakes, learn from them, and change course.
- Focuses on enhancing performance, not on "saving face".
- Encourages and supports others in developing new skills to enhance the organization's performance.
- Creates an environment where mistakes are seen as learning opportunities.

Enhancing Personal Effectiveness

Flexibility/Adaptability

The ability to adapt to and work effectively within a variety of situations, and with various individuals or groups. Flexibility entails understanding and appreciating different and opposing perspectives on an issue or situation, adapting one's approach as the requirements of a situation change, and changing or easily accepting changes in one's own organization or job requirements.

1. Accepts need for flexibility

- Understands and respects differences in culture, working style and priorities, and tailors approach to deal with an issue/situation accordingly.
- Acknowledges that people are entitled to their opinions, and accepts that they are different.
- Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence.
- Understands that other people's points of view can be as valuable and as reasonable as one's own.
- Projects an open attitude when dealing with change.

2. Applies rules flexibly

- Alters normal procedures or guidelines to fit a specific situation to get a task done and/or meet goals (within acceptable boundaries). (Temporarily altering procedures or guidelines is in contrast to changing processes in a more permanent way.)
- Juggles multiple tasks, putting one or more on hold to handle an immediate need, and then returning to the original activities.
- Adjusts behaviour to meet changing demands.
- Exercises judgment to decide when special cases require flexibility in applying policies and procedures.

3. Adapts approach

- Decides what to do or how to do something based on the situation.
- While maintaining the same overall goal or strategy, changes how to accomplish the goal, acting to fit the situation or the person involved.
- Evaluates the situation and decides what approach to take based on the demands of the situation or the needs of the person – this may involve changing guidelines, processes, outcomes, etc., but would not include changing the overall strategy.

4. Adapts strategy

- Changes the overall plan or goal (i.e., what you're trying to accomplish) to fit the situation.
- Questions and revisits validity of own ideas and approaches, and changes strategy when existing approach proves ineffective.
- Makes organizational changes to meet the needs of a specific situation.

Enhancing Personal Effectiveness

Interpersonal Communication

Being attuned to the needs, perspectives and sensitivities of others and acting with them in mind. It involves practicing active listening when interacting with individuals or groups. It includes the ability to reflect on verbal and non-verbal behaviour, and communicate effectively.

1. Pays attention in interactions with others

- Listens attentively to others, and encourages them to express their views.
- Picks up on non-verbal cues to others' feelings and emotions, including tone of voice, intuition and choice of words.
- Is aware of own feelings, reactions and messages.
- Is able to accurately describe others' views of specific events or situations.

2. Checks understanding and clarifies

- Demonstrates objective and active listening.
- Asks probing questions to gain a clear understanding of the issue or question at hand.
- Seeks to ensure that messages are clearly understood, useful and timely.
- Correctly interprets non-verbal cues.
- Participates to check understanding, and invites open dialogue.
- Seeks out the facts and pertinent information before drawing conclusions.
- Is able to anticipate someone's next action based on an understanding of their behaviour.

3. Effectively uses empathy

- Listens and responds to people's concerns by altering own behaviour in a helpful/appropriate manner.
- Is genuinely sensitive to underlying messages (i.e., reads beyond what is said), especially where thoughts, feelings or emotions are poorly expressed.
- Can see things from another person's perspective, anticipate reactions, and respond accordingly to achieve resolution.

4. Makes insightful assessments

- Is capable of accurate assessment and sensitivity to the underlying complex root causes of individual or group behaviour patterns.
- Displays an in-depth understanding of the ongoing reasons for a person's behaviour or responses.
- Balances a point of view about another person's actions; will not be influenced by any extreme of positive or negative implications of a personal relationship or specific action.
- After assessing an (interpersonal) issue, takes appropriate action to resolve workplace-related issues/problems/conflict.

Enhancing Personal Effectiveness

Leadership Presence

The ability to develop and maintain a sense of presence and emotional maturity that is anchored in: an accurate awareness of one's strengths and limitations; an understanding of one's own emotions and the impact of one's behaviour on others; consistent behaviour that is congruent with personal and organizational values; appropriate management of emotions; demonstration of resilience in a range of complex and demanding situations; and, an inner confidence that one can succeed and overcome obstacles.

1. Consistently presents themselves with self-assurance

- Manages own anxieties and appears confident to others.
- Has the courage to make full use of the formal authority of the role.
- Gives it a go however difficult or impossible a task may seem.
- Is aware of one's own feelings; notices when one's emotions are aroused.
- Carefully manages own responses and reactions when under pressure.
- Remains calm in a crisis.
- Behaves consistently with own stated values and beliefs.
- Delivers on what they have promised.

2. Manages emotions under difficult circumstances

- Sees self as a “can do” person and is positive about own ability to succeed.
- Draws on own relevant experience.
- Is optimistic about achievement of goals even when the going is tough.
- Understands the nature and causes of one's emotional reactions to particular situations.
- Takes conscious steps to manage own emotions and pressure when necessary.

3. Demonstrates personal courage

- Rises to, and relishes, a range of challenges.
- Has the confidence to involve others in support of a particular goal.
- Recognizes how challenges to one's personal values are likely to trigger certain responses in them.
- Understands the likely implications and impact of one's emotions, both on self and others, in a range of situations.
- Develops and effectively utilizes a range of coping mechanisms (e.g., may temporarily withdraw from a stressful situation, create time-out for reflection or recuperation) and/or seeks support from peers/others.
- Is prepared to support others who are acting consistently with core values.

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Enhancing Personal Effectiveness

Leadership Presence, continued

4. Demonstrates resilience

- Takes on very stretching challenges that others may back away from.
- Is able to respectfully challenge others in positions of power in pursuit of establishing the truth and/or the achievement of organizational goals.
- Knows one's own strengths and limitations and seeks support in providing leadership that makes a difference.
- Manages one's own energy, pacing one's efforts for the long haul.
- Is able to absorb and deal constructively with criticism, seeking support when needed.
- Delivers on one's commitments even when it is difficult to do so, and/or where there may be personal cost in doing so.

Enhancing Personal Effectiveness

Managerial Courage/Integrity

Acting with integrity, ensuring one's actions are consistent with City of Greater Sudbury's values and expectations, and with what one says is important (i.e., walking the talk). It is also about sharing information under difficult circumstances candidly, accurately and openly with employees, peers and managers, and having the courage to challenge others to uphold organizational values.

1. Is open and honest about work situations

- Communicates information that is useful to others, including supervisors and team members.
- Expresses what one is thinking even when it is not required or when it would be easy to refrain from being open about the situation ("tells it like it is").
- Offers diplomatic and constructive opinion, even if it may prove to be unpopular or require time and effort to explain and/or share.
- Does not hide a problem or avoid an issue.

2. Is publicly candid with the team, acting with integrity consistent with one's beliefs

- Diplomatically provides open and honest feedback to individuals and to the team even if it may prove to be unpopular or require time and effort to explain and/or share.
- Publicly shares relevant and important information or opinions, even when they may be negative or unpopular.
- Openly admits to having made mistakes when this will benefit the organization; creates a climate of openness through own example.
- Creates an open environment where people feel comfortable asking difficult questions and do not hesitate to offer honest input or responses.

3. Is honest and candid with managers, peers or external parties

- Supports the sharing of valuable opinions and information, whether they are positive or negative.
- Openly and directly addresses others who exhibit behaviour not in the best interests of the organization, even when a close colleague is involved.
- Challenges others to uphold organizational values.
- Provides candid information under difficult circumstances (e.g., is forthright in providing straightforward information, particularly when it will have a significant impact on a customer or trusted relationship).

4. Applies strong personal moral compass to strategic decisions and actions

- Speaks up when he/she disagrees with management, customers/citizens, or others in power, but disagrees tactfully, stating own view clearly and confidently, even in a conflict situation.
- Applies the highest standards of business conduct to all organization-wide decision making.
- Acts on principles to do the right thing for the organization.
- Actively and persuasively advocates for the organization based on strong, supported conviction.

Enhancing Personal Effectiveness

Managerial Courage/Integrity, continued

5. Makes sacrifices for the City of Greater Sudbury

- Acts on what is right for the City of Greater Sudbury even when it explicitly risks personal or organizational interests.
- Takes a stand on behalf of the organization and the City of Greater Sudbury.
- Thinks in systems-oriented terms.
- Abandons “safe ground” to carve out a new direction that is in the best interests of the broader community/sector.