

CAPABILITIES AND

SKILLS FRAMEWORK

Saskatchewan!

ACCOUNTABLE

Holds self and others responsible for public service excellence.

ADAPTABLE

Anticipates, adapts and learns from change.

COLLABORATIVE

Partners with others to achieve better outcomes.

INCLUSIVE

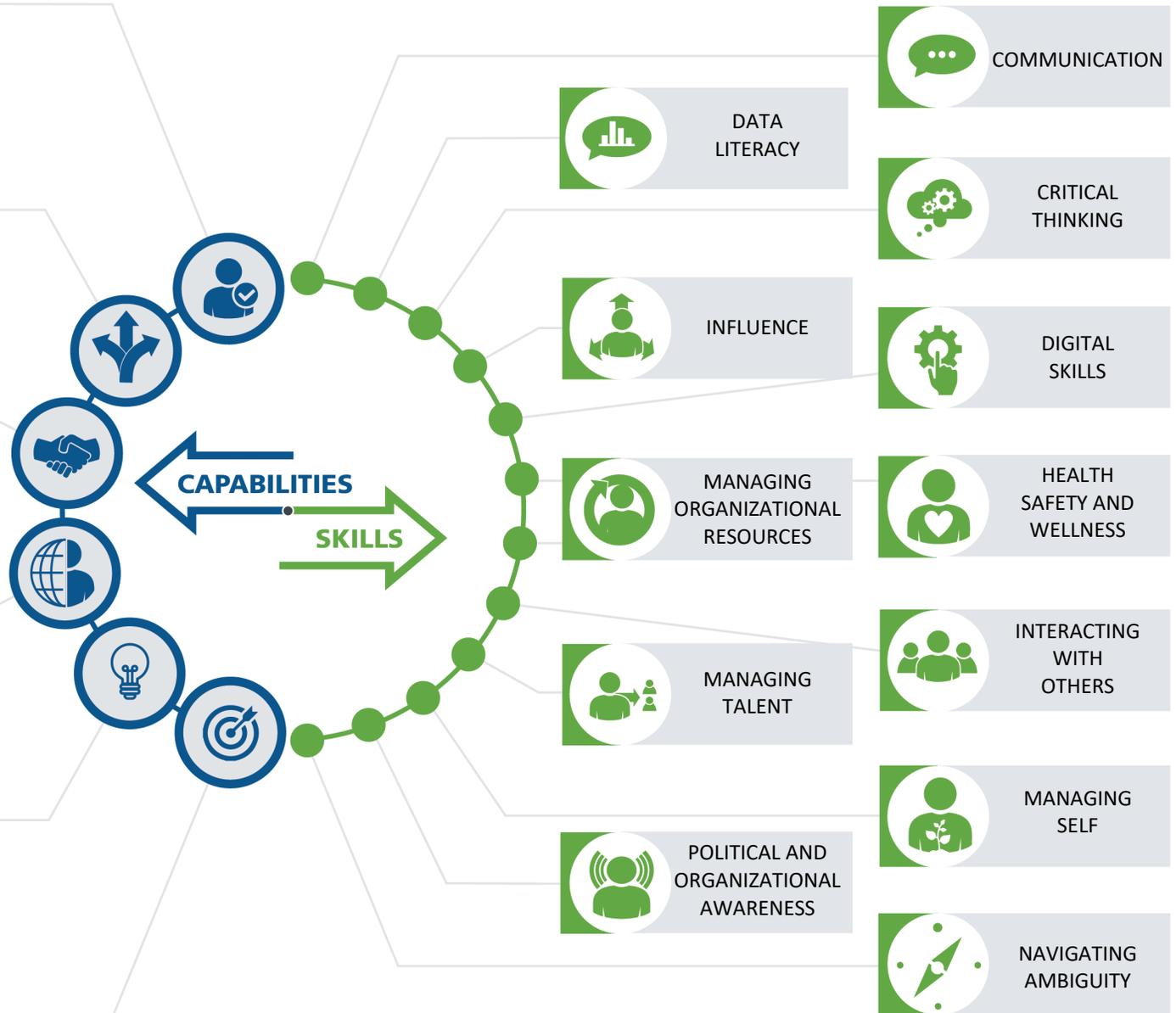
Seeks out and values diverse perspectives.

INNOVATIVE

Encourages new ideas and seeks better ways of doing things.

OUTCOMES FOCUSED

Delivers results with a commitment to quality outcomes.



About the Capabilities and Skills Framework

The framework provides a shared language to describe the desired skills and behaviours for leaders, teams and individuals. The core values of the Government of Saskatchewan’s Commitment to Excellence are at the foundation of the capabilities and skills. The capabilities along with the core values in Our Commitment to Excellence help us to lead our own behaviours and set expectations for each other.

Applying the Framework

The framework applies to all employees and supports consistent human resources practices across the Government of Saskatchewan.

| Recruitment and Staffing | Probation and Onboarding | Learning and Development | Work Planning | Career Management | Talent Planning |
|--|--|---|---|--|--|
| Hiring is based on the capabilities and skills at the level required for a role. | Introducing capability and skill expectations to new employees deepens understanding of role expectations. | Learning and Development activities aligned to specific capabilities and skills support growth within the current role or development into new roles. | Capabilities and skills provide a clear and common language to support how we do our work while achieving work objectives and may also be areas to focus development. | Employees identify career goals and focus on developing the capabilities and skills required to achieve those goals. | Identifying current and future workforce capability and skill needs and gaps to plan and prepare for the future. |

Capabilities

Capabilities are qualities, traits or attributes consistently demonstrated by individuals, regardless of context or situation, that contribute to organizational success.

There are six capabilities in the framework that apply to all roles in government from entry level to senior leadership. All employees are expected to demonstrate the capabilities in their work.

For each capability, you will see the following:

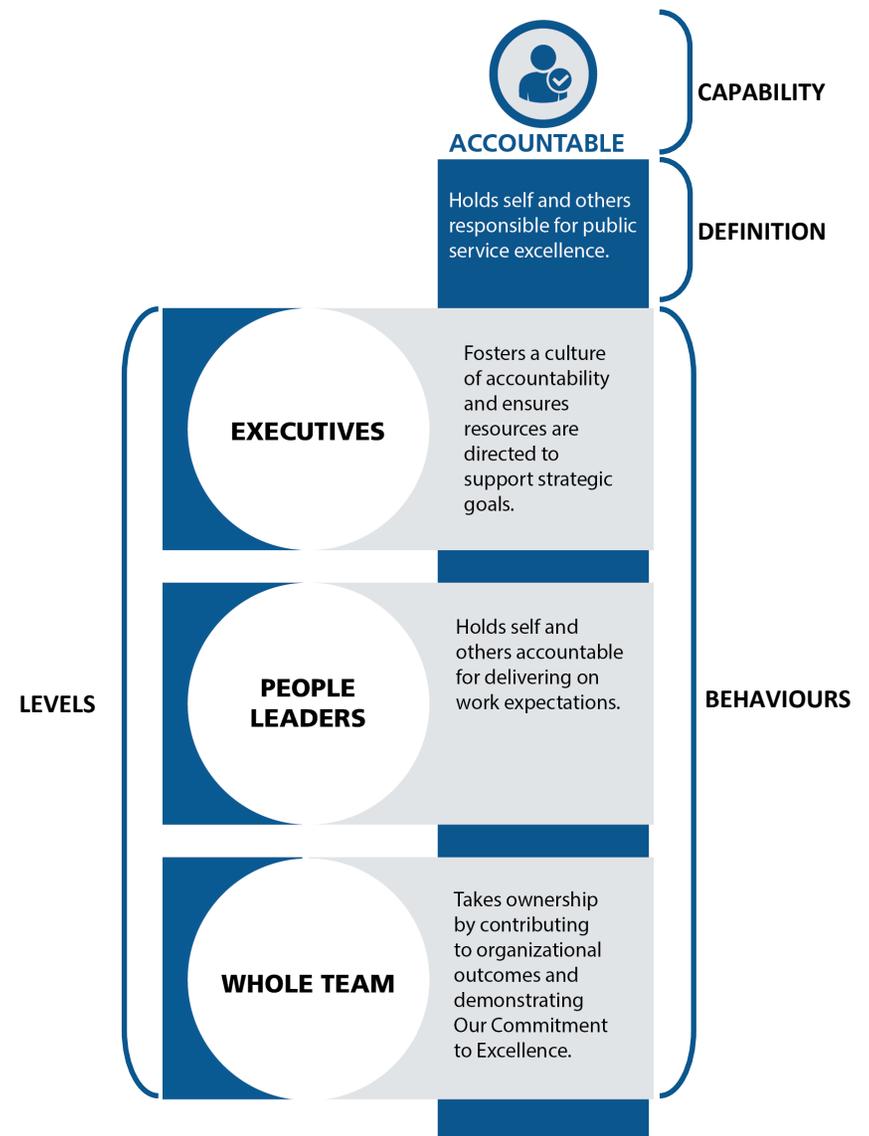
Definition – high-level description of the capability.

Levels

- **Executive** – applies to deputy ministers, assistant deputy ministers and executive directors.
- **People Leader** – applies to all positions that supervise people, both in-scope and out-of-scope (e.g., directors, managers, supervisors).
- **Whole Team** – applies to all employees that do not supervise or manage others (i.e., individual contributors).

Behaviours – actions or demonstrations that suggest effective performance at each capability level.

Capabilities are progressive across each level; for example, a People Leader is expected to demonstrate behaviours for each capability at both the Whole Team level and the People Leader level.





ACCOUNTABLE

Holds self and others responsible for public service excellence.



ADAPTABLE

Anticipates, adapts and learns from change.



COLLABORATIVE

Partners with others to achieve better outcomes.



INCLUSIVE

Seeks out and values diverse perspectives.



INNOVATIVE

Encourages new ideas and seeks better ways of doing things.



OUTCOMES FOCUSED

Delivers results with a commitment to quality outcomes.

EXECUTIVES

Fosters a culture of accountability and ensures resources are directed to support strategic goals.

Leads decisively in a rapidly changing environment and demonstrates resilience.

Creates and nurtures opportunities for engagement and strategic partnerships.

Champions inclusion, addresses systemic barriers and encourages divergent perspectives.

Removes barriers, enables responsible risk taking and encourages forward thinking.

Establishes vision, communicates goals and measures effectiveness of outcomes.

PEOPLE LEADERS

Holds self and others accountable for delivering on work expectations.

Anticipates impact of change, models agility and supports team through ambiguity.

Brings people together and builds relationships that deliver desired outcomes.

Promotes, supports and enables belonging; encourages diversity and values all contributions.

Supports team in identifying, iterating and implementing new solutions.

Enables team to meet or exceed established goals and balances longer term objectives with tactical execution.

WHOLE TEAM

Takes ownership by contributing to organizational outcomes and demonstrating Our Commitment to Excellence.

Continuously learns from experience and applies learnings to new situations.

Works with others to understand, engage and have meaningful dialogue to achieve outcomes.

Identifies personal bias and seeks out and appreciates diverse perspectives.

Seeks improvement by thinking creatively, identifying new ideas and taking responsible risks.

Focuses on achieving public service excellence.

Skills

Skills are demonstrated abilities or proficiencies that are acquired or developed through training, practice and/or experience, and are required for effective execution or performance of duties.

There are twelve skills included in the framework.

For each skill, you will see the following:

Definition - high level description of the skill.

Levels (A – E) – levels indicating progressively increasing expectations for the skill, based on the role.

Behaviours – typical actions or demonstrations that suggest effective performance at each skill level. The behaviours for each level are illustrative rather than definitive. That is, they are examples of the level of behaviour one could expect; other examples of behaviours are also possible. An employee does not necessarily need to demonstrate all the behaviours to be considered to be working at that level. This is not an exhaustive list and not every behaviour is relevant to every role.

The applicable skills and their level are based on the responsibilities of the position.

All Roles

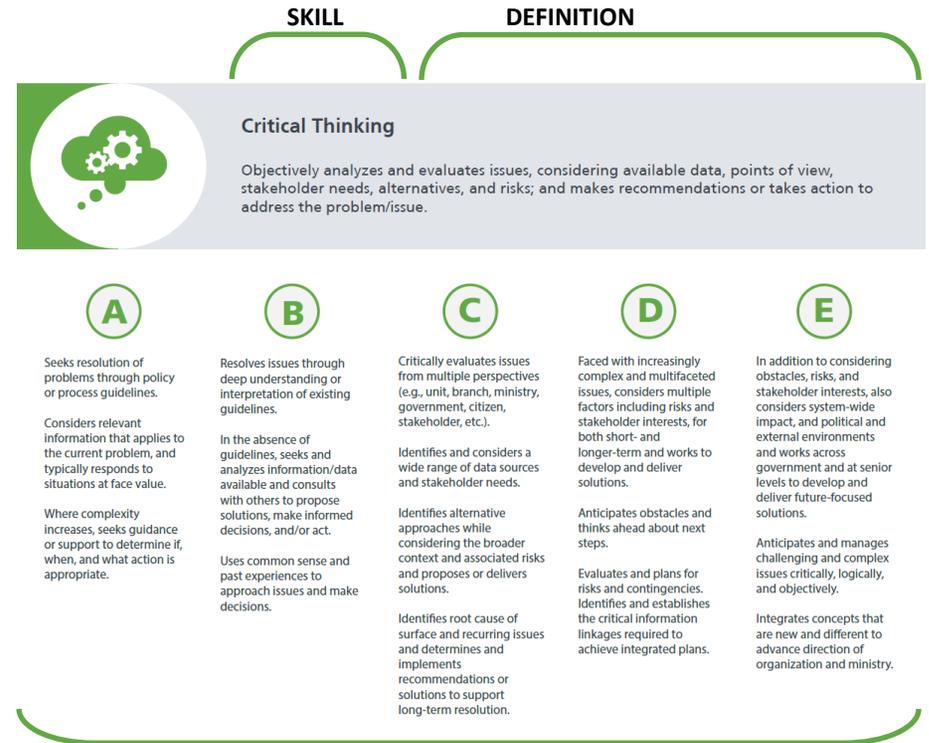
Communication
Critical Thinking
Digital Skills
Health, Safety and Wellness
Interacting with Others
Managing Self
Navigating Ambiguity

People Leaders/Executive

Managing Talent

Job Dependent

Data Literacy
Influence
Managing Organizational Resources
Political and Organizational Awareness



EXAMPLE BEHAVIOURS BY LEVEL



Communication

Expresses oneself clearly, concisely and effectively in a manner appropriate to the audience using a suitable communication method.

A

Explains things clearly using inclusive language.

Allows others time to speak.

Listens and asks questions to check understanding.

Is aware of own body language and facial expressions.

Writes in a way that is logical and easy to follow with correct spelling, grammar and punctuation.

B

Clearly explains and presents ideas and arguments.

Listens to others to gain understanding and asks appropriate, respectful questions.

Monitors own and others' non-verbal cues and adapts communication, language and style where necessary.

Writes and prepares material that is well structured and easy to follow.

C

Customizes and adapts communication and discussion to appeal to the specific interest, need and level of diverse audiences.

Translates technical and complex information clearly, concisely and credibly for diverse audiences.

Uses open-ended questions, active listening and dialogue to encourage others to provide information about underlying needs or issues to get the best outcome for the person and organization.

Shares information across teams and units to enable informed decision-making.

Uses and promotes inclusive language and assists others to adjust where necessary.

Writes fluently in plain language and in a range of styles and formats.

D

Presents with credibility, engages diverse audiences and confirms level of understanding.

Adjusts style and approach to optimize outcomes.

Manages complex communications that involve understanding and responding to multiple and divergent viewpoints.

Listens to and encourages differing opinions; helps others see things from a different perspective.

Manages difficult conversations, ensuring the message is understood.

Contributes to and promotes information-sharing within and across the organization.

Writes complex ideas fluently and persuasively in plain language, using a range of tones, styles and formats.

E

Articulates complex concepts and puts forward compelling arguments and rationale to all levels and types of audiences.

Communicates strategically, considering optimal message timing.

Communicates effectively in diverse cultural settings where audiences range in age, skills, languages, cultural backgrounds and ways of thinking/working.

Skillfully handles complex, on-the-spot questions from others and adapts communication style while under pressure.

Listens for, and anticipates questions and concerns, addresses key messages and responds accordingly for the audience.



Critical Thinking

Objectively analyzes and evaluates issues, considering available data, points of view, stakeholder needs, alternatives and risks; and makes recommendations or takes action to address the problem/issue.

A

Seeks resolution of problems through policy or process guidelines.

Responds to situations at face value.

Where complexity increases, seeks guidance or support to determine if, when and what action is appropriate.

B

Resolves issues through deep understanding or interpretation of existing guidelines.

In the absence of guidelines, seeks and analyzes information/data available and consults with others to propose solutions, make informed decisions and take action.

Uses common sense and past experiences to approach issues and make decisions.

C

Critically evaluates issues from multiple perspectives (e.g., unit, branch, ministry, government, citizen, stakeholder, etc.).

Considers a wide range of data sources and stakeholder needs.

Identifies alternative approaches while considering the broader context and associated risks and proposes or delivers solutions.

Identifies root cause of recurring issues and determines and implements recommendations or solutions to prevent future recurrence.

D

When faced with increasingly complex and multifaceted issues, considers multiple factors including obstacles, risks and stakeholder interests and external environment for both short and longer term and works to develop and deliver solutions.

Anticipates obstacles and thinks ahead about next steps.

Identifies and establishes the critical information linkages required to achieve integrated plans.

Evaluates and plans for risks and contingencies.

E

When faced with increasingly complex and multifaceted issues, considers multiple factors including obstacles, risks and stakeholder interests, and political and external environments and works across government and at senior levels to develop and deliver future-focused solutions.

Anticipates and manages challenging and complex issues calmly and logically.

Integrates concepts that are new and different to advance direction of organization and ministry.



Data Literacy

Works effectively with data to present relevant and meaningful information.

A

Has a basic understanding of data sources and quality of data.

Understands importance of accurate data entry.

B

Derives meaningful insights from data (i.e., can read and understand tables, charts and graphs and identify points of interest).

Considers data sources, collection and structure impacts in the delivery of data analysis.

C

Generates descriptive statistics and relevant data visualization (e.g., tables, charts and graphics) that inform decisions.

Evaluates effectiveness of visual representation (i.e., using the appropriate chart) while ensuring accuracy to avoid misrepresentation.

Evaluates a range of data sources and evidence to make recommendations, decisions and take action.

D

Derives value from data sets into actionable information to enable immediate and/or future decision-making (predictive).

Formulates relevant business questions based on data.

Weighs the merit and impact of possible solutions and decisions using an evidence-based decision-making approach.

E

Uses data to create a narrative that connects to objectives and strategy.

Uses data to inform evidence-based decision-making.

Establishes organizational measurements supported by data.



Digital Skills

Understands and uses electronic devices, digital systems and applications.

A

Displays familiarity and confidence when applying technology used in role (e.g., cell phone, computer, etc.).

B

Demonstrates a sound understanding of technology relevant to the work unit and identifies and selects the most appropriate technology for assigned tasks.

Uses available technology to improve individual performance and effectiveness.

C

Identifies opportunities to use a broad range of technologies to collaborate and effectively operate in virtual environments.

Seeks and identifies ways to maximize the value of available technology to achieve business strategies and outcomes.

D

Champions the use of innovative technologies in the workplace.

Keeps up to date with emerging and trending technologies to understand how their application can address citizen needs and support business outcomes.

Seeks advice from appropriate subject matter experts on using technologies to achieve business strategies and outcomes.

E

Critically assesses business cases supporting the introduction of technology to improve the organization's efficiency, effectiveness and accessibility to citizens.

Supports research and seeks expert advice on the application of emerging technologies to achieve organizational outcomes.

Ensures that effective governance frameworks are in place to use technology efficiently and effectively.



Health, Safety and Wellness

Works in a manner which contributes to the health, safety and wellness of self and others.

Note: Health, Safety and Wellness levels align to roles in the organization, Whole Team (A), People Leader (C) or Executive (E)



WHOLE TEAM

Understands and applies relevant safety regulations and workplace specific procedures and practices.

Recognizes and evaluates potential risks to personal/public safety and takes steps to minimize and/or resolve risks.

Demonstrates commitment by actively and appropriately responding to health, safety and wellness concerns/hazards.

Engages in practices that support a physically and psychologically safe work environment.

Identifies and responds to conditions that may negatively affect physical and psychological wellbeing.

Values well-being of self and manages a healthy work-life balance.



PEOPLE LEADERS

Applies standards of safety uniformly and consistently and stresses the importance of health, safety and wellness in the organization.

Actively participates in safety management activities, provides effective and timely intervention strategies and takes action to correct unsafe conditions.

Proactively identifies potential risks and implements measures to address them.

Supports initiatives that create a safe and equitable workplace and culture in which differences are valued.

Advocates and facilitates engagement in health, safety and wellness programs and practices.



EXECUTIVES

Champions and promotes health, safety and wellness as a strategic priority.

Shows commitment and acts in a decisive way to ensure health, safety and wellness concerns are addressed organizationally.

Takes a longer-term perspective in identifying and correcting potential risk areas.

Creates a culture of health, safety and wellness throughout the organization.

Drives the design of equitable workplace systems, policies and practices that are inclusive, supportive and free from harassment to enable individuals to contribute to their fullest ability.



Influence

Affects, changes or shapes the thoughts and actions of others and gains support for ideas or courses of action to achieve desired results.

A

Uses facts to support claims.

Helps to find solutions that contribute to positive outcomes.

B

Uses direct logical persuasion in a discussion or presentation by using concrete examples, facts and figures to support their argument.

Anticipates concerns and/or objections and adapts content, style, message or tone of communication to best address them.

Understands and explains the pros/cons of different approaches.

C

Involves experts or other third parties to strengthen case.

Gains agreement to proposals and ideas.

Shifts thinking to build commitment.

Builds behind the scenes support for ideas to ensure buy-in and ownership.

Uses chains of indirect influence to achieve outcomes.

Takes a fair and considered approach and uses sound arguments when influencing others.

D

Uses sound arguments, strong evidence and expert opinion to influence outcomes.

Develops long-term and multi-phased plans to influence others.

Builds commitment through collaboration, consultation and consideration of citizen and stakeholder impact.

Implements strategies to build buy-in from key internal and external clients/stakeholders.

Represents the organization in negotiations, including cross-jurisdictional.

E

Achieves effective solutions when dealing with ambiguous or conflicting positions.

Identifies contentious issues, directs discussion and debate and steers parties towards an effective resolution.

Builds broad-based support for an idea based on an understanding of the informal hierarchies and the organizational culture.

Skillfully builds networks and contacts to support ideas, initiatives and direction.

Represents the organization in critical and challenging negotiations, including cross-jurisdictional.



Interacting with Others

Develops and maintains productive relationships with others; interacts effectively with people with diverse backgrounds and experiences; seeks to understand interests of others; demonstrates empathy; and, works to resolve conflict.

A

Relates well with co-workers and clients.

Sees things from another's point of view and confirms understanding.

Responds to concerns in a respectful manner.

Is aware of personal values and biases that may affect others.

Recognizes own emotional responses and their impact on others.

Works to resolve conflict in a respectful and timely manner.

B

Creates and makes time to nurture relationships and build rapport and trust.

Seeks to understand others by asking questions and reiterating the responses to check understanding before drawing conclusions or advocating own opinions.

Understands how others' emotional responses can be expressed in work situations and the impact they have.

Seeks and evaluates options to respond to concerns and resolve conflict in a proactive manner.

C

Seeks and values others' input and expertise, both within and outside the work unit and creates opportunities for them to be heard.

Uses understanding of individuals to get the best outcomes for the person and organization.

Uses empathy to understand and reflect people's perspectives.

Recognizes and manages bias in interactions and decision-making.

Approaches difficult conversations with objectivity and sensitivity.

Works to resolve conflict between others by encouraging continued, open, two-way communication.

D

Develops and maintains a network of relationships to support identifying opportunities, gathering information and seeking input to problems.

Creates opportunities for others to contribute to discussion and debate.

Anticipates and predicts others' reactions and uses that understanding when addressing concerns or issues with sensitivity and directness.

Detects the underlying concerns, interests or emotions that lie behind what is being said and done.

Promotes conflict management by modelling and coaching others on the importance of respecting differences and developing mutually beneficial solutions.

E

Leverages relationships to build support for initiatives to sustain excellence.

Fosters a culture that is supportive and understanding of others.

Embraces other perspectives and responds in an empathetic manner.

Establishes mechanisms that enable communication of honest and constructive feedback at all levels.

Creates a culture where conflict can be resolved positively at the appropriate level to support long-term solutions.



Managing Organizational Resources

Understands and manages organizational resources (e.g., materials, assets, information, budgets, FTEs).

A

Uses available resources thoughtfully and respectfully.

B

Follows applicable guidelines and processes related to resource management and protection of privacy (e.g., materials, assets, information, records, budgets, FTEs).

Monitors the use of resources and ensures efficient and effective utilization.

C

Makes sound resource decisions relative to scope of work.

Identifies resources required (e.g., materials, assets, information, budgets, FTEs) to achieve team workplans and projects.

Manages team or project budgets, ensuring established procedures are followed.

D

Promotes the need for and models the effective use of resources.

Identifies resources required (e.g., materials, assets, information, budgets, FTEs) to achieve branch goals, workplans and projects.

Manages branch expenditures and revenues, ensuring established procedures are followed.

E

Manages fiscal and technological resources at a divisional/organizational level.

Plays an active role in establishing ministry budgets and forecasts.

Acquires and maintains capital, resources and system components required to achieve integrated plans.

Regularly monitors and adjusts resource allocation decisions.

Balances immediate organizational needs and long range priorities.



Managing Self

Shows initiative, motivation and capacity to plan and organize one's own tasks, while managing time appropriately. Is self-aware, has capacity to self-reflect and is committed to personal growth.

A

Prioritizes daily tasks.

Takes initiative to complete assigned work activities within required parameters.

Manages time appropriately.

Pursues opportunities to learn, develop and apply new skills.

Reflects on feedback from colleagues and stakeholders.

B

Independently prioritizes workload.

Shows awareness of own strengths and areas for growth and develops and applies new skills.

Seeks feedback from colleagues and stakeholders to improve.

Responds constructively to feedback regarding observations of bias in language or behaviour.

Stays motivated when tasks become difficult.

C

Re-prioritizes work as demands shift.

Looks for and takes advantage of opportunities to learn new skills and develop strengths.

Shows commitment to achieving challenging goals.

Examines and reflects on own performance.

Seeks and responds positively to constructive feedback and guidance.

Demonstrates and maintains a high level of personal motivation.

D

Demonstrates a strong interest in new knowledge and emerging practices relevant to the organization.

Takes initiative and acts in a decisive way.

Acts as a role model for colleagues, sets high personal goals and takes pride in their achievements.

Actively seeks, reflects and acts on feedback on own performance.

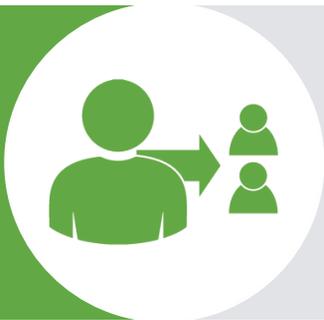
Translates negative feedback into an opportunity to improve.

E

Models initiative and decisiveness.

Promotes and models self-improvement and is proactive in seeking opportunities for growth and new learning.

Actively seeks, reflects on and integrates feedback to enhance own performance, showing a strong capacity and willingness to learn and modify own behaviour.



Managing Talent

Manages the workforce through team leadership, coaching and the application of human resource policies and processes to attract, engage and grow talent that meets organizational needs.

A

Identifies ways to support and encourage team members to accomplish their tasks.

Takes the time to answer questions and share information with colleagues.

Speaks of team members in positive terms.

B

Applies human resource policies, practices and agreements (e.g., staffing, classification, work planning) in routine situations.

Assigns work to others while considering priorities, workloads and skills, resulting in a high performing team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment.

Provides training and guidance to employees to enhance their job performance and further develop their skills.

Objectively and fairly evaluates employee performance against clearly stated work goals and standards.

Recognizes and acknowledges high performance by an individual and/or team.

C

Applies human resources policies, practices and agreements (e.g., staffing, classification, work planning, labour relations) in more advanced/complex situations.

Develops others' skills and talents by sharing knowledge, providing constructive feedback, coaching and learning and development opportunities.

Provides structure, clear expectations and guidelines for achieving work plans.

Reviews performance against expectations and engages in discussions with staff regarding performance and development plans, addressing performance gaps in a timely way.

Understands basics of individual and team motivation and applies it to create an engaging work environment.

Recognizes and celebrates successful individual and team outcomes.

D

Effectively utilizes people resources, has the right people doing the right work to meet objectives.

Inspires, coaches and motivates employees to strive to be their best and achieve quality results.

Creates learning opportunities and appropriately delegates responsibilities to further the development of others.

Works with people to set challenging and achievable goals with clear accountability for results.

Clearly defines role expectations, monitors performance, provides timely and constructive feedback, and facilitates employee development.

Addresses non-inclusive behaviours, practices and attitudes within the organization.

Recognizes, rewards and celebrates team achievements both inside and outside the team.

E

Manages human resources at an organizational level.

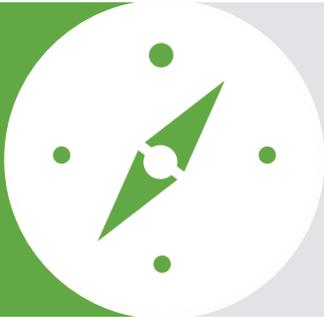
Delegates to, consults with and provides ongoing feedback to senior managers.

Establishes performance expectations and inspires excellence.

Inspires others to become inclusive leaders by modelling inclusive behaviours in everyday actions.

Promotes organizational learning and development to meet future leadership needs.

Recognizes, rewards and celebrates organizational achievements.



Navigating Ambiguity

Maintains focus and productivity in uncertain or unclear situations or without complete information.

A

Remains calm and focused when things are uncertain.

Respectfully asks questions and seeks information to reduce ambiguity of tasks and assignments.

B

Remains calm and maintains composure while working to achieve task or project outcomes even when the complete picture or scope is unknown.

Makes or escalates decisions appropriately without having the total picture or when complete information is unavailable.

C

Continues to seek clarity and alters approach in response to changing situations, new information, priorities and/or direction.

Rises to the challenge, accepting risk and uncertainty as normal.

Develops scenarios or options in response to uncertain conditions to anticipate and plan for possible outcomes.

D

Initiates action based on available information, even when outcome is not clearly defined.

Takes calculated risks when limited information is available.

Recognizes others' discomfort and models productive behaviours, provides information or shares perspective to limit anxiety and maintain positive engagement levels.

E

Can decide and act without the total picture.

Uses ingenuity in dealing with ambiguous situations and guides others to cope effectively.

Consistently conveys the organization's purpose and values in times of uncertainty.

Creates a culture that supports decision-making and responsible risk-taking, based on the best available information, when desired outcome/direction/parameters are not clearly defined.



Political and Organizational Awareness

Understands the external environment, as well as the processes, structure, culture and political dynamics of the organization and navigates effectively.

A

Understands structures, processes and hierarchy of the organization and operates effectively within its systems, policies and processes.

B

Understands organizational systems and manages within organizational realities.

Uses informal and formal relationships beyond own work group to get things done (i.e., knows who to ask for what).

Contributes to the creation, revision or improvement of government policy and process.

Demonstrates commitment to supporting policy and program direction and the ability to separate personal beliefs from their role as a public servant.

C

Understands issues and pressures to which the organization must respond.

Recognizes and uses relationships, corporate culture, governmental process and underlying knowledge to produce the best result.

Considers priorities and interests of citizens and stakeholders when formulating plans for policies and service delivery.

Understands the complexities of the hierarchical nature of decision-making in the public service, including at the political level.

Demonstrates resilience when faced with the reality that decision-makers may not always follow expert advice and maintains commitment to continue contributing constructively and offering valuable insights to the organization, despite differences in decision outcomes.

D

Understands the impact of external events and changing stakeholder needs.

Uses strategic relationships and knowledge to predict and prepare for the impact on the organization.

Recognizes unstated organizational limitations - what is and is not possible at certain times or in certain positions.

Recognizes and uses the corporate culture and the language, etc., that will produce the best response.

Encourages and includes diverse perspectives in the development of policies and strategies.

Demonstrates understanding of the reasons or history behind decisions or practices and takes these into account when providing recommendations, direction or policy advice.

Manages branch expectations regarding the potential for the elected to make decisions that may not align with expert advice and helps them understand the broader context in which decisions are made.

E

Understands and uses ongoing key relationships within the organization, with a clear sense of organizational impact and potential political acceptability.

Seeks to understand and address the reasons for ongoing organizational behaviour.

Drives the design of equitable workplace systems, policies and practices that enable individuals to contribute to their fullest ability.

Understands underlying challenges, opportunities and the broader political landscape affecting the organization, and navigates the political dynamics that may influence decision-making.

Provides comprehensive policy advice, recommendations and perspectives on current organizational activities and issues.

Knowledge and Technical Skills

In addition to Capabilities and Skills, many positions may also require specific knowledge and technical skills.

Knowledge is understanding and expertise in a particular domain, subject matter or industry. It is the theoretical or practical understanding of a subject.

Technical skills are more specialized skills. They may be job, subject matter or industry specific and are required to execute a specific role.

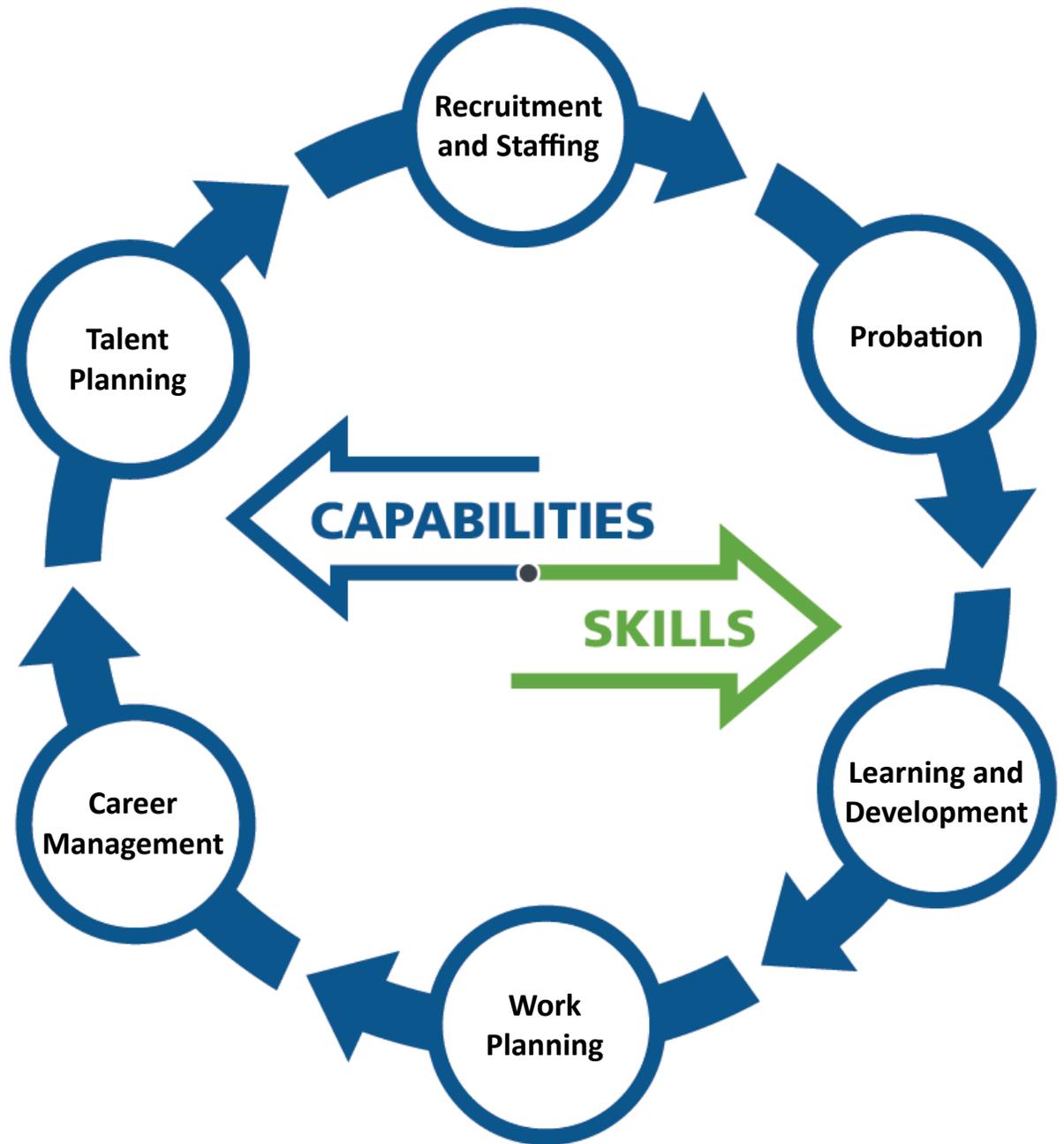
- Both knowledge and technical skills are typically acquired through education and experience, allowing individuals to perform from an informed perspective.
- While distinct, knowledge and technical skills often complement each other. Knowledge provides the theoretical basis, while technical skills are the ability to execute tasks based on that knowledge.
- Depending on the level of specialization, knowledge and technical skills may be specific to a particular role or they may be transferrable to other roles.

| Knowledge Categories | Examples |
|---|--|
| Acts, regulations, policies and procedures | <ul style="list-style-type: none"> • Knowledge of current legislation pertaining to occupational health and safety in Saskatchewan. • Knowledge of the Canadian Criminal Code. |
| Theories and principles | <ul style="list-style-type: none"> • Knowledge of introductory accounting, including accounting theory, standards and practices. • Knowledge of human resource management principles and practices. |
| Technical knowledge in a specific domain or field | <ul style="list-style-type: none"> • Knowledge of public health issues and risk factors. • Knowledge of basic mechanical, hydraulic, pneumatic, electrical, fuel and lubrication systems of heavy equipment. |

| Technical Categories | Examples |
|----------------------|---|
| Technical Skills | <ul style="list-style-type: none"> • Research methods, statistical analysis and techniques. • Inspect equipment for safety and to make minor repairs to equipment. • Apply legally accepted methods of evidence collection, management and reporting. • Accurately perform mathematical calculations. • Programming languages such as Python, Java or C++. • Proficiency using Microsoft Office Suite (Word, Excel, PowerPoint, Outlook) to create and format documents, manage spreadsheets, prepare presentations, and efficiently handle email communication and manage calendars. |

Supporting Effective Talent Management

Incorporating the Capabilities and Skills Framework throughout the employee lifecycle fosters continuous growth, supports high performance across the organization and enables our workforce to strive for excellence.



Saskatchewan! 