

SGEU Competency Profiles

Last revised: November 2023
Last reviewed: November 2023
Next review: November 2024

SGEU In-Scope Competency Profiles

Below are the SGEU In-Scope Competency Profiles used for hiring, probation management, work and learning plans, as well as, career growth for employees in SGEU In-Scope positions within the Government of Saskatchewan.

How to use this document

- Use Table of Contents to search available competency profiles.
- Use *Ctrl + Click* on the profile name (i.e. Accounting Clerk (FAC)) to move directly to the desired competency profile. Check before you print! This document is over 900 pages. Save a tree and enter only the pages you need in the print function before hitting PRINT.

If you are unable to find a competency profile for a specific occupation, please refer to [SGEU Competency Definitions](#) which contains a summary of the common competencies used within SGEU In-Scope positions.

More information on how to identify and use competencies can be found on [Taskroom](#) or by contacting your [Human Resource Business Partner](#).

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Accounting Clerks

Occupational Family/Code – Finance and Revenue: FAC

Profile created: 1997 06

Profile updated: 2006 09

Occupation Summary	<u>Selection of Competencies</u>	Knowledge	Skills	Personal Attributes
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Accounting Clerks perform a variety of clerical tasks such as typing and filing and accounting tasks in areas such as accounts payable, accounts receivable, payroll, benefits, assets, liabilities, supervision of staff or analysis of financial information.

Entry Level

Accounting clerks at the entry level typically perform duties requiring a general familiarity with automated bookkeeping methods and techniques and basic accounting principles.

Intermediate Level

Accounting clerks at the intermediate level typically maintain records of accounting functions such as payroll, assets or liabilities. There is some responsibility for making independent decisions and judgments based on accounting regulations and procedures.

Senior Level

Accounting clerks at the senior level typically supervise other accounting clerks and/or maintain accounting functions for specific government programs. At this level, tasks are of greater complexity. This is due to the variety of transactions and the performance of duties which involves situations not necessarily governed in detail by established procedures.

NOTE TO USER:

The following competencies were identified by accounting clerks in all classification levels. To ensure ease of competency selection for the recruitment and selection process for this occupational group, we have identified the competencies as entry, intermediate and senior. As a guideline:

- entry (E) level is typically classified as levels 3-4
- intermediate (I) is 4–5
- senior (S) is 6–7

Supervisory responsibilities generally move the position to the senior classification level.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable acts, regulations, policies, procedures, contracts and agreements. **(All levels – Learn)**
-

Theories/Principles

- Knowledge of applicable accounting principles and/or procedures. **(All levels – Bring)**
 - Knowledge of human resource management principles and practices. **(S – Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisors only/Learn)**
-

Technical

- Knowledge of applicable computer hardware, software packages and databases. **(E & I – Bring/Learn, S – Bring)**



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to clearly and concisely compose and/or edit correspondence, reports and manuals to request or provide information. **(E – Bring/Learn, I & S – Bring)**

Personal attributes which may link with this skill statement include: accurate, precise, diplomatic, discreet...

- Ability to verbally provide clear, concise and accurate explanations of policies, procedures, entitlements and other information. **(All levels – Bring)**

Personal attributes which may link with this skill statement include: accurate, precise, diplomatic, discreet...

Leadership

- Ability to provide information and explain procedures to new employees to help them achieve set objectives. **(E – Bring/Learn)**

Personal attributes which may link with this skill statement include: open-minded/objective, confident, independent...

- Ability to objectively evaluate work performance while encouraging employees to meet set work goals and standards. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, open-minded, confident...



- Ability to instruct, guide, coach and encourage others to enhance their job performance and further develop their skills.
(I & S – Bring/Learn)

Personal attributes which may link with this skill statement include: open-minded, objective, patient...

- Ability to assign work to others taking into consideration priorities, employees' workloads and skills and the work that needs to be accomplished. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: patient, adaptable, creative...

- Ability to fairly and objectively select qualified candidates in accordance with clearly stated job requirements.
(I & S – Bring/Learn)

Personal attributes which may link with this skill statement include: objective, conscientious...

- Ability to provide clear, concise instruction on detailed material to individual and/or groups of employees to enhance skills and improve job performance. **(S – Bring/Learn)**

Personal attributes which may link with this skill statement include: open-minded, objective, patient...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.
(Bring - Supervisors only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...



Problem Solving

- Ability to identify and assess problems, explore options and implement appropriate solutions using applicable policies and guidelines. **(E – Bring)**

Personal attributes which may link with this skill statement include: creative, analytical, attentive to detail...

- Ability to identify, design and contribute to the development of new ideas and approaches that will improve work processes and systems **(I & S – Bring)**

Personal attributes which may link with this skill statement include: creative, open-minded, analytical...

Interpersonal

- Ability to calmly listen, assess and clarify problems and respond with options to clients, co-workers and/or vendors who may be angry, confused or upset. **(All levels – Bring)**

Personal attributes which may link with this skill statement include: diplomatic, objective, patient, confident...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently and work co-operatively with others in a team environment to establish, build and maintain positive work relationships and to ensure deadlines, goals and objectives are met. **(All levels – Bring)**

Personal attributes which may link with this skill statement include: flexible, dependable, reliable...



Organizational

- Ability to plan and organize a large volume of work taking into consideration frequent interruptions, and conflicting and changing priorities to meet tight deadlines. **(E – Bring)**

Personal attributes which may link with this skill statement include: organized, independent, adaptable...

- Ability to continuously plan, prioritize and organize a large volume of tasks and projects for self and/or others taking into consideration frequent interruptions, and conflicting and changing priorities to meet strict deadlines. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: organized, adaptable, analytical...

- Ability to maintain and archive hard copy or electronic records management systems in order to quickly locate and retrieve information when needed. **(E – Bring)**

Personal attributes which may link with this skill statement include: organized, accurate, precise...

- Ability to design, establish, maintain and archive hard copy or electronic records management systems in order to quickly locate and retrieve information when needed. **(I & S – Learn)**

Personal attributes which may link with this skill statement include: discreet, organized, accurate/precise...

Analytical

- Ability to accurately compile, calculate and summarize data to make adjusting entries, complete and/or approve financial statements, amortization, year end schedules, forecasts and the budgets. **(All Levels – Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail...



- Ability to examine, understand and appropriately apply portions of acts, regulations, agreements, policies, contracts and procedures to accounting related issues. **(E & I – Bring)**

Personal attributes which may link with this skill statement include: analytical, accurate, attentive to detail...

- Ability to compare, recognize, and correct discrepancies within multiple sets of data in order to balance financial data and ensure integrity. **(E – Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, analytical, accountable...

- Ability to review, identify or determine discrepancies/trends in financial, statistical and other related data to prepare reports such as revenue/expenditure forecasts, doubtful accounts and/or to rectify errors in a timely and accurate manner. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: organized, accurate, precise...

- Ability to check and verify documentation for completeness and accuracy in accordance with applicable policies and procedures. **(E & I – Bring)**

Personal attributes which may link with this skill statement include: conscientious, attentive to detail, accurate...

- Ability to seek out, gather and compile relevant information to produce and/or maintain reference manuals, financial, statistical and other related reports, and to respond to inquiries. **(I – Bring)**

Personal attributes which may link with this skill statement include: analytical, organized, attentive to detail...

- Ability to examine, understand and appropriately apply complex and sometimes conflicting policies, agreements, contracts, acts and regulations to daily operations. **(S – Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, accurate, precise...



- Ability to identify the need for (development/ modification/ implementation/ initiation/ recommendation) of new policies, procedures and controls to improve consistency, efficiency and ensure compliance to government regulations.
(S – Bring/Learn)

Personal attributes which may link with this skill statement include: analytical, attentive to detail...

Technical

- Ability to input, edit, update and retrieve information on a computer using various software packages and applications with accuracy and within established timelines.
(All levels – Bring)

Personal attributes which may link with this skill statement include: accurate, precise, independent...

- Ability to properly operate various types of office equipment such as calculators, photocopiers, fax machines and paper shredders. **(E & I – Learn)**

Personal attributes which may link with this skill statement include: accurate, precise...

- Ability to accurately perform complex mathematical calculations. **(All levels – Bring)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail...

Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for all levels of the Accounting Clerks include:

To Be...

- | | | |
|--------------------------------------|--------------------------------------|--|
| • Analytical, Attentive to detail | <input type="checkbox"/> Patient | <input type="checkbox"/> Reliable |
| • Accountable | <input type="checkbox"/> Honest | <input type="checkbox"/> Diplomatic |
| • Flexible | <input type="checkbox"/> Dedicated | <input type="checkbox"/> Discreet |
| • Understanding | <input type="checkbox"/> Friendly | <input type="checkbox"/> Accurate |
| • Confident | <input type="checkbox"/> Team Player | <input type="checkbox"/> Organized |
| • Precise | <input type="checkbox"/> Independent | <input type="checkbox"/> Understanding |
| • Respectful | <input type="checkbox"/> Objective | <input type="checkbox"/> Empathetic |
| • Welcoming | <input type="checkbox"/> Open-minded | |
| • Accommodate individual differences | <input type="checkbox"/> Equitable | |
| | <input type="checkbox"/> Supportive | |

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Accountants and Auditors

Occupational Family/Code – Finance and Revenue: FAT, FAU

Profile created: 1998 05

Profile updated: 2006 09

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Accountants and Auditors perform a range of financial, accounting and/or auditing functions. While the focus of their jobs is different, many of their responsibilities are complementary and in some cases are similar.

Accountants

Accountants are responsible for functions such as processing revenues and expenditures for a ministry, ensuring accuracy of financial statements and reports, supervising the processing of accounts receivable and payable, and developing and implementing various accounting procedures. This involves performing tasks such as: maintaining systems of accounts; reviewing financial statements and reports; developing and initiating new accounting processes, procedures and practices; ensuring compliance with internal control procedures; providing accounting advice to branches within a ministry; developing budgets, fiscal forecasts and financial reports; and supervising accounting staff. Accountants may be required to travel and work flexible hours.

A criminal record clearance is required.

Auditors

Auditors are responsible for functions such as planning, conducting and leading audits for adequate financial controls and management practices, and recommending and monitoring changes to financial and management processes. This involves performing tasks such as: completing risk assessments and establishing audit objectives; designing and conducting system tests and procedures to evaluate program operations; developing, recommending and implementing audit plans; drafting audit reports based on audit findings with recommended changes; and supervising auditing staff. Auditors may be required to travel and work flexible hours.

All Senior Internal Audit (10 FAU) positions in the Internal Audit Branch, Comptrollers Division of Saskatchewan Finance are required to have a professional designation. The appropriate designation will be based on the position being filled. Designations include CA, CMA, CGA, CIA. For further clarification, refer to Saskatchewan Finance.

A criminal record clearance is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable acts, regulations, policies, procedures, contracts, agreements and systems. **(Learn)**
-

Theories/Principles

- Knowledge applicable auditing and/or accounting practices, standards and procedures. **(Bring)**
 - Knowledge human resource management practices and principles. **(Learn)**
 - Knowledge management practices and principles. **(Bring - Senior Auditor)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisors only/Learn)**
-

Technical

- Knowledge of applicable computer software packages and databases. **(Bring)**



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to verbally and/or in writing explain financial/ statistical/ administrative matters/ policies/ procedures/ regulatory matters/ audit results at a level appropriate to the audience. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic, confident, discreet...

- Ability to ask clear, concise and relevant questions to obtain desired information to perform an audit/a review. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic, confident, discreet...

Leadership

- Ability assign work to others taking into consideration priorities, workloads, skills and the work that needs to be accomplished. **(Bring)**

Personal attributes which may link with this skill statement include: patient, creative, flexible...

- Ability to instruct, guide, coach and encourage others to enhance their job performance and further develop their skills. **(Bring)**

Personal attributes which may link with this skill statement include: persuasive, patient, diplomatic...

- Ability to objectively evaluate work performance while encouraging employees to meet set work standards. **(Bring)**

Personal attributes which may link with this skill statement include: confident, diplomatic ...



- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to (identify/ design/ select/ implement/ develop/ contribute to the development of) new ideas, sound financial planning and management practices, and approaches that will improve work/ financial/ management processes and systems. **(Bring)**

Personal attributes which may link with this skill statement include: analytical, creative, persuasive...

Interpersonal

- Ability to influence, persuade or convince others in order to achieve understanding and reach agreement. **(Bring)**

Personal attributes which may link with this skill statement include: persuasive, confident, diplomatic...

- Ability to calmly listen, assess and clarify problems and respond with options to clients/ co-workers/ vendors/ stakeholders/ consumers/ public who may be angry/ confused/ upset/ uncooperative. **(Bring)**

Personal attributes which may link with this skill statement include: discreet, open-minded, patient...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently and work cooperatively with others in a team environment to establish, build and maintain positive working relationships and to ensure deadlines, goals and objectives are met. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, independent...



Organizational

- Ability to plan, prioritize and organize a large volume of tasks and projects for self and/or others taking into consideration frequent interruptions and conflicting and changing priorities to meet strict deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, independent, creative...

Analytical

- Ability to review, interpret, evaluate financial data and systems/ operational data/ controls in order to form conclusions and/or make recommendations on validity/ usefulness/ correctness/ compliance within established policies, procedures, guidelines, agreements and/or legislation. **(Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, creative...

- Ability to identify/ design/ implement/ monitor/ evaluate/ recommend financial services and accounting and management processes and systems to ensure financial integrity and/or effective delivery of service. **(Bring)**

Personal attributes which may link with this skill statement include: analytical, creative, detail-oriented...

- Ability to develop/ implement/ monitor/ evaluate/ recommend adequate financial, administrative and management controls and corporate governance. **(Bring)**

Personal attributes which may link with this skill statement include: analytical, innovative, attentive to detail...

- Ability to examine, understand and appropriately apply complex and sometimes conflicting policies, agreements, contracts, acts and regulations to difficult situations/ daily operations. **(Bring)**

Personal attributes which may link with this skill statement include: analytical, creative, detail oriented...

- Ability to accurately compile, compare, calculate, identify and summarize data to complete such tasks as adjusting entries/ preparing financial statements/ statistical reports/ supporting documents/ year-end schedules/ forecasts/ budgets/ project evaluations/ trend analysis. **(Bring)**



Personal attributes which may link with this skill statement include: analytical, attentive to detail, conscientious...

Technical

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents utilizing word processing, databases, spreadsheets, communications and other software packages with speed and accuracy. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, detail-oriented...

Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Accountants and Auditors include:

To Be...

<ul style="list-style-type: none"> • analytical • honest/ ethical/ discrete • accountable • creative/ innovative • persuasive • respectful • empathetic • supportive 	<ul style="list-style-type: none"> • understanding/ open-minded/ patient • friendly/ diplomatic • confident • flexible • welcoming • accommodate individual differences 	<ul style="list-style-type: none"> • accurate/ attentive to detail/ detail-oriented • reliable/ conscientious/ dedicated • independent • reasonable/ practical • objective • equitable
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Administrative Assistant - ITO

Occupational Family/Code – Program Support: PDP, PSC

Profile created: 2005 05

Profile updated: 2007 01

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Administrative Assistants in the Information Technology Office are involved in coordinating, implementing and carrying out administrative office procedures and tasks.

They manage the lay out of office space and arrange for the acquisition of furniture, equipment, and supplies. They ensure the proper completion of and monitor the processing of employee forms such as expense claims; and monitor financial processes, which includes preparing monthly budget forecasts and processing invoices. They schedule meetings and make necessary related arrangements such as booking boardrooms and accommodation. They prepare and type correspondence, various types of documents, and presentation materials. They also develop and maintain filing systems, process mail, and manage senior managers' mail by organizing, prioritizing and delegating.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Theories/Principles

- Knowledge of budget preparation, expenditure and fiscal forecasting processes and procedures. **(Bring)**
 - Knowledge of basic accounting/financial principles, procedures/practices. **(Bring)**
-

Technical

- Knowledge of office filing procedures and systems. **(Bring)**
 - Knowledge of office and/or administrative procedures, protocols and equipment. **(Bring)**
 - Knowledge of computer applications such as word processing, security, communication, spreadsheet software, database and operating systems and/or computer hardware. **(Bring)**
 - Knowledge of office management and administrative procedures and protocols. **(Bring)**
-



Skills

Skills are those demonstrated abilities, or proficiencies, which one has learned from his/her past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Oral Communication Skills

- Ability to clearly and accurately explain complex issues, policies and procedures, referencing legislation and other information to clients and co-workers. **(Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough, tactful, diplomatic...

- Ability to respond accurately, clearly and courteously to inquiries from clients, other agencies and the general public. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, organized...

- Ability to gather relevant information from incoming calls, walk in clients and co-workers in order to relay complete and accurate messages to appropriate persons. **(Bring)**

Personal attributes which may link with this skill statement include: approachable, polite...

- Ability to ask clear, concise and relevant questions in order to obtain information from clients (and relay complete and accurate messages to appropriate persons/respond appropriately/redirect to pertinent ministry, agency or service). **(Bring)**

Personal attributes which may link with this skill statement include: accurate, diplomatic, flexible...



Oral and Written Communication Skills

- Ability to verbally and in writing provide clear, concise and timely information in response to often complex inquiries at a level appropriate to the recipient. **(Bring)**

Personal attributes which may link with this skill statement include: positive...

Written Communication Skills

- Ability to accurately, concisely and in a timely manner compose, record, proofread and/or edit a variety of correspondence (using correct grammar, spelling and punctuation/for your own and others signatures/ in a visually pleasing format). **(Bring)**

Personal attributes which may link with this skill statement include: focused, accurate, organized, tactful, diplomatic, creative...

- Ability to quickly and accurately record minutes of meetings. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, organized...

Team/Independence

- Ability to work independently and/or as a contributing member of a variety of teams to complete work assignments, achieve common goals and contribute towards a positive work environment. **(Bring)**

Personal attributes which may link with this skill statement include: independent, team player...

Organizational

- Ability to accurately and in a timely manner, coordinate and/or schedule appointments, meetings, equipment and CVA vehicles. **(Bring)**

Personal attributes which may link with this skill statement include: organized...



- Ability to accurately compile, sort, and distribute high volumes of incoming and outgoing mail in a timely manner. **(Learn)**

Personal attributes which may link with this skill statement include: focused, accurate, organized...

- Ability to independently assess, establish and adjust and accurately complete multiple tasks while taking into consideration task complexity, frequent interruptions, deadlines/quota, available resources and multiple reporting relationships. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, independent, focused...

- Ability to precisely plan, schedule and coordinate travel and logistics for events such as meetings, conferences and workshops according to prearranged time frames. **(Learn)**

Personal attributes which may link with this skill statement include: organized, independent, creative...

- Ability to acquire, purchase and maintain inventory such as forms, office property supplies and equipment to ensure adequate resources are available. **(Learn)**

Personal attributes which may link to this skill statement include: attentive to detail, organized...

Analytical

- Ability to compile, evaluate and organize relevant information to respond to inquiries, produce in-depth documents or reports and make recommendations and/or decisions. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, independent...

- Ability to systematically search and assess statistical, financial and other data to develop informational materials and diverse reports and/or make decisions about the application of policies and procedures. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail...



Technical - The creation or recreation of electronic documents

- Ability to create, format and edit a variety of visually pleasing, clear and presentable documents using various software applications/packages within required/reasonable time frames. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, creative, organized...

- Ability to accurately and quickly design, format and modify complex documents using advanced features of computer software packages such as word processing, spreadsheets and desk top publishing. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, independent, creative...

Technical - Financial or statistical applications

- Ability to accurately compile and thoroughly monitor expenses for budget and fiscal forecasting. **(Bring)**

Personal attributes which may link with this skill statement include: accurate...

- Ability to accurately collect, gather, code, record, monitor, verify, calculate or forecast money and/or financial/statistical information such as budgets, accounts receivables and payables, collections, invoices, bank deposits and statistics. **(Bring)**

Personal attributes which may link with this skill statement include: independent, accurate, attentive to detail...

Technical - Electronic records management, electronic support and evaluation of software

- Ability to provide support and orientation to people in office procedures and the use of office equipment such as photocopiers, fax machines, computers, printers and telephones to ensure proper and efficient usage of equipment. **(Learn)**

Personal attributes which may link with this skill statement include: patient, approachable...

Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are the underlying characteristics, which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, which can be described as feelings, attitudes, habits and traits. Each of these is demonstrated through one's behaviour.

The personal attributes are stated under the skill competencies for which they may be most critical.

Personal attributes for the Administrative Assistants include:

To Be...

- Accurate
- Approachable
- Attentive to detail
- Calm
- Cooperative
- Creative/innovative
- Respectful
- Diplomatic
- Flexible/adaptable
- Focused
- Positive
- Self-motivated
- Trustworthy
- Welcoming

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Program Support (Document Processing, Medical Claims Assessor, Program/Officer Administrator, Secretary)

Occupational Family/Code – Program Support: PDP, PMC, POM, PSC

Profile created: 1997 01

Profile updated: 2006 09

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Primary responsibilities for employees in the program support family consist of information processing, office administration or record maintenance. Specific duties in each of these areas of responsibility vary depending on position level.

Employees at the entry level (1-3) are responsible for duties such as: operating computers and office equipment; entering and retrieving data using pre-packaged software programs; keeping records and retrieving or searching files; receiving, sorting or distributing mail; providing reception services and general program information.

Employees at the intermediate level (4-5) are responsible for duties similar to that at the entry level but also for duties such as: composing or editing brief, routine correspondence; maintaining office equipment; explaining policies; supervising staff; maintaining office processes and procedures; reviewing, assessing, approving, coding and processing documents such as claims, permits and applications; ordering supplies; compiling reports and keeping budget records.

Employees at the senior level (6-7) are responsible for duties similar to that at the intermediate level but also for duties such as: composing, compiling or computing statistics, information or documents; manipulating data using pre-packaged software programs; co-ordinating, establishing and maintaining operating standards and records; providing advice on policies and procedures; supervising staff; completing fiscal forecasts, authorizing expenditures and preparing budget submissions.

Document Processing Employees

(PDP) - maintains records or files of activities such as accounts, court records, or payroll; compiles reports; reviews or processes statements or applications and follows up on discrepancies; provides information to the ministry or public regarding ministry programs including issuance of permits, licenses, applications or grants; may type or compose letters using work processors or prepare other documents using databases, spreadsheets, or the Internet.



Medical Claims Assessor

(PMC) - assesses medical claims, overpayments and retroactive coverage changes to authorize, reject or adjust payments for pharmacy claims or doctors' services. Composes correspondence requesting doctors' or pharmacists' clarification regarding questionable claims; audits doctors' billing practices or high-quantity drug reports and responds to inquiries through written or verbal communication.

(PMA) - processes and codes statistical records from Hospitals (e.g. mortality data); updates and runs reports from the Canadian Institute for Health Information databases; updates the Saskatchewan Physician, Dentist and Locum Registry; responds to inquiries from the public regarding hospital, ambulance or physician services.

Program/Officer Administrator

(POM) - performs or supervises program or administrative operational functions with responsibilities including project management; budgets, processes and procedures, office space, inventory, human resources, property and supplies. Assesses and approves program applications or grants; researches and writes reports regarding program under purview.

Secretaries

(PSC) - word processing various documents such as letters and memos; maintains databases, runs reports and creates spreadsheets; may perform research on the Internet or create web pages using HTML; receives and distributes incoming and outgoing mail and office supplies; responds to and refers inquiries; files and updates filing systems; schedules meetings and travel arrangements; performs reception duties and may track budget expenditures and process invoices.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

**Acts/Regulations/
Legislation**

- Knowledge of relevant legislation, regulations, acts, agreements, policies and/or procedures. **(E & I - Learn, S – Bring/Learn)**
- Knowledge of government purchasing and payment practices. **(S - Bring)**

Theories/Principles

- Knowledge of applicable accounting principles. **(I - Bring)**
- Knowledge of human resources principles and practices which includes supervision, staffing, performance evaluation, coaching and counseling. **(S - Bring)**
- Knowledge of budget preparation, expenditure and fiscal forecasting processes and procedures. **(S - Bring)**
- Knowledge of basic accounting/financial principles, procedures/practices. **(S - Bring)**
- Knowledge of theories and practices relevant to the to the job assignment/program. **(S - Bring)**
- Knowledge of program development, management and evaluation principles. **(S - Bring)**
- Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**

Technical

- Knowledge of office filing procedures and systems. **(E – Learn)**
- Knowledge of office and/or administrative procedures, protocols and equipment. **(I & S – Bring/Learn)**



- Knowledge of relevant ministry and industry programs, processes and specialized terminology. **(E & I – Learn, S – Bring)**
 - Knowledge of applicable computer hardware and software applications and terminology. **(All Levels – Bring)**
 - Knowledge of word processing, databases, and/or spreadsheet software. **(E – Learn)**
 - Knowledge of computer applications such as word processing, security, communication, spreadsheet software, database and operating systems and/or computer hardware. **(I - Bring/Learn, S - Bring)**
 - Knowledge of various operating systems, networks and network design. **(Systems job type knowledge only. S – Bring)**
 - Knowledge of the design, development and testing methods of customized software packages. **(Systems job type knowledge only. S - Bring)**
 - Knowledge of office management and administrative procedures and protocols. **(S - Bring)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to clearly and accurately explain complex issues, policies, procedures, referencing legislation and other information to clients and co-workers. **(S - Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough, tactful, diplomatic ...

Oral Communication Skills

- Ability to listen, accurately comprehend and orally respond to inquiries from clients, other agencies or the general public and/or relay information, directions or questions in person or over the phone in an accurate, clear, concise and courteous manner.
(E – Bring)

Personal attributes which may link with this skill statement include: polite, organized, accurate....

- Ability to actively listen to and calmly and courteously acknowledge the concerns of clients who may be hostile, angry, rude, confused or frustrated to diffuse potentially dangerous or threatening situations. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: polite, courteous, calm, approachable...

- Ability to respond accurately, clearly and courteously to inquiries from clients, other agencies and the general public.
(E - Bring)

Personal attributes which may link with this skill statement include: accurate, organized, assertive...



- Ability to gather relevant information from incoming calls, walk in clients and co-workers in order to relay complete and accurate messages to appropriate persons. **(E - Bring)**

Personal attributes which may link with this skill statement include: approachable, polite, patient...

- Ability to ask clear, concise and relevant questions in order to obtain relevant information from clients [and relay complete and accurate messages to appropriate persons/ respond appropriately/ redirect to pertinent ministry, agency or service]. **(E & I – Bring)**

Personal attributes which may link with this skill statement include: approachable, polite, patient...

- Ability to provide clear, concise and accurate information and/or explanations to a variety of people in both formal and informal settings and in a manner appropriate to the audience. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: sincere, accurate, diplomatic, flexible...

Oral and Written Communication Skills

- Ability to verbally and in writing provide clear, concise and timely information in response to often complex inquiries at a level appropriate to the recipient. **(I – Bring)**

Personal attributes which may link with this skill statement include: informative, positive, assertive...

Written Communication Skills

- Ability to accurately, concisely and in a timely manner compose, record, proofread and/or edit a variety of correspondence [using correct grammar, spelling and punctuation/ for your own and others' signatures/ in a visually pleasing format]. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, accurate, organized, tactful, diplomatic, assertive, creative...



- Ability to clearly facilitate training sessions and/or meetings in order to promote programs and share relevant information.
(S – Bring/Learn)

Personal attributes which may link with this skill statement include: confident, accurate, organized...

- Ability to quickly and accurately record minutes of meetings.
(S - Bring)

Personal attributes which may link with this skill statement include: accurate, attentive to detail...

Leadership

- Ability to clearly and concisely share information with others to enhance their working knowledge on items such as policies, programs, procedures and computer operations.
(E - Bring/Learn)

Personal attributes which may link with this skill statement include: organized, accurate, patient...

- Ability to objectively and accurately evaluate and provide feedback regarding employee performance to [ensure compliance with clearly stated work goals and standards/ help others achieve success in their work]. **(I – Learn, S – Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, diplomatic, supportive, positive, fair...

- Ability to lead, guide, coach, advise and encourage co-workers and/or assigned staff in order to establish and maintain a harmonious and co-operative work environment.
(I & S – Bring/Learn)

Personal attributes which may link with this skill statement include: objective, fair, supportive, patient, flexible, calm, tactful...



- Ability to assign work to others, taking into consideration priorities, employees' workloads and skills and the work that needs to be accomplished. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, assertive, consistent, adaptable, fair...

- Ability to recruit and select qualified candidates according to the collective agreement, ministry and PSC policies and procedures. **(I & S - Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, assertive, fair, consistent...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to identify, clarify and analyze relevant issues, concerns or problems in order to provide options/recommendations and/or to implement solutions in a timely fashion. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, creative, influential...

- Ability to collect, record and analyze relevant data to make accurate and timely decisions on a variety of issues. **(S – Bring)**

Personal attributes which may link with this skill statement include: decisive, independent, consistent...



Interpersonal

- Ability to liaise with other agencies, staff, ministries, and the public to obtain, exchange, coordinate or confirm information while maintaining confidentiality and staying within policies and procedures. **(E & I - Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, organized, co-operative, influential, confident, diplomatic...

- Ability to establish and maintain open and honest work relationships with other agencies, staff, ministries, and the general public to obtain, exchange, coordinate and/or confirm information. **(E & I – Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, organized, co-operative, influential, confident, diplomatic...

- Ability to interact empathetically with people who may be angry, confused, rude, upset, difficult, hostile or dangerous to calm them, provide additional information and/or clarify procedures. **(E & I – Bring)**

Personal attributes which may link with this skill statement include: self-confident, focused, considerate, courteous, patient, confident...

- Ability to diplomatically facilitate a discussion of relevant issues and mediate a mutually agreeable or workable solution with a wide variety of people who can be difficult or confrontational. **(I – Bring/Learn)**

Personal attributes which may link with this skill statement include: influential, resourceful, assertive...

- Ability to influence, persuade or convince others in order to reach mutually acceptable or workable solutions/agreements. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: influential, resourceful, assertive, decisive, diplomatic...



- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include welcoming, objective, understanding...

Team/Independence

- Ability to work independently and/or as a contributing member of a variety of teams to complete work assignments, achieve common goals and contribute towards a positive work environment. **(All Levels – Bring)**

Personal attributes which may link with this skill statement include: organized, independent, team player, positive...

Organizational

- Ability to accurately and in a timely manner, coordinate and/or schedule appointments, meetings, equipment and CVA vehicles. **(E - Bring)**

Personal attributes which may link with this skill statement include: organized, resourceful, decisive...

- Ability to accurately compile, sort, and distribute high volumes of incoming and outgoing mail in a timely manner. **(E -Learn)**

Personal attributes which may link with this skill statement include: focused, accurate, organized...

- Ability to independently [assess/ establish/ assign/ adjust] your own and other’s workloads taking into consideration changing priorities, tight deadlines, multiple reporting relationships and constant interruptions. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: focused, adaptable, decisive, independent, flexible...



- Ability to independently assess, establish and adjust and accurately complete multiple tasks while taking into consideration task complexity, frequent interruptions, deadlines/quota, available resources and multiple reporting relationships. **(S – Bring)**

Personal attributes which may link with this skill statement include: adaptable, independent, focused...

- Ability to precisely plan, schedule and coordinate travel and logistics for events such as meetings, conferences and workshops according to prearranged time frames. **(S - Bring/Learn)**

Personal attributes which may link with his skill statement include organized, independent, creative...

- Ability to acquire, purchase and maintain inventory such as forms, office property supplies and equipment to ensure adequate resources are available. **(S - Learn/Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, organized...

Analytical

- Ability to compile, evaluate and organize relevant information to respond to inquiries, produce in-depth documents or reports and make recommendations and/or decisions. **(I – Bring)**

Personal attributes which may link with this skill statement include: accurate, independent, resourceful...

- Ability to thoroughly evaluate, recommend and implement improvements to a variety of administrative and/or computer systems to improve efficiency of the workplace. **(S – Bring)**

Personal attributes which may link with this skill statement include: creative, attentive to detail, adaptable...



- Ability to accurately reference, interpret and appropriately apply acts, regulations, policies and guidelines to daily operations. **(I – Bring/Learn, S – Bring)**

Personal attributes which may link with this skill statement include: accurate, objective, fair, attentive to detail, consistent...

- Ability to systematically search and assess statistical, financial and other data to develop informational materials and diverse reports and/or make decisions about the application of policies and procedures. **(S – Bring)**

Personal attributes which may link with this skill statement include: Accurate, attentive to detail, decisive...

Technical

- Ability to accurately compile and thoroughly monitor expenses for budget and fiscal forecasting.

Personal attributes which may link with this skill statement include: Accurate, thorough...

The creation or recreation of electronic documents:

- Ability to create, format and edit a variety of visually pleasing, clear and presentable documents using various software applications/packages within required/reasonable time frames. **(E & I – Bring/Learn)**

Personal attributes which may link with this skill statement include: Accurate, creative, organized...

- Ability to input, update, edit, retrieve, maintain, merge, format and transmit information/data using a variety of hardware, software and/or electronic systems with speed and accuracy. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: Independent, patient, accurate...



- Ability to accurately and quickly design, format and modify complex documents using advanced features of computer software packages such as word processing, spreadsheets and desk top publishing. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: accurate, independent, creative...

Financial or statistical applications:

- Ability to accurately perform mathematical applications to calculate and balance financial and/or statistical information (e.g. invoices, program statistical reports, budgets, petty cash, bank deposits). **(E - Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, focused, decisive...

- Ability to accurately code, verify, reconcile and safeguard cash or financial records in accordance with guidelines while maintaining confidentiality. **(E - Learn)**

- *Personal attributes which may link with this skill statement include: accurate, focused, decisive...*

- Ability to accurately collect, gather, code, record, monitor, verify, calculate or forecast money and/or financial/statistical information such as budgets, accounts receivables and payables, collections, invoices, bank deposits and statistics. **(I - Bring/Learn)**

Personal attributes which may link with this skill statement include: independent, accurate, attentive to detail...

- Ability to accurately collect and compile statistics, calculate grants, fees, entitlements and interest payments and perform accounting functions in a timely manner. **(S - Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, consistent...



- Ability to accurately calculate, collect, deposit, reconcile, verify, and/or audit money, payroll, fees, assets, receivable or payables in accordance with established policies and guidelines. **(S - Learn)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, consistent...

Electronic records management, electronic support and evaluation of software:

- Ability to design, establish, update or archive hard copy or electronic records management systems in order to preserve, locate and retrieve information. **(I - Bring)**

Personal attributes which may link with this skill statement include: creative, innovative, accurate...

- Ability to provide support and orientation to people in office procedures and the use of office equipment such as photocopiers, fax machines, computers, printers and telephones to ensure proper and efficient usage of equipment. **(I - Bring/Learn)**

Personal attributes which may link with this skill statement include: patient, approachable, informative...

- Ability to evaluate and accurately select appropriate software programs and files. **(S - Bring)**

Personal attributes which may link with this skill statement include: decisive, analytical...

The operation and maintenance of electronic equipment:

- Ability to operate, troubleshoot, maintain and/or arrange for the repair of a variety of office equipment according to procedures in order to minimize delays in service and ensure efficient usage. **(E – Learn, I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: resourceful, adaptable, independent, patient, tolerant...



Systems job type occupations only:

- Ability to design, establish, update, archive and maintain electronic or manual filing systems to preserve, locate and retrieve easily accessible and up-to-date information. **(E – Bring/Learn, I & S – Bring)**

Personal attributes which may link with this skill statement include: accurate, organized, focused, creative, innovative, resourceful...

- Ability to diagnose or troubleshoot hardware and/or software and network problems to determine and perform necessary repairs, provide direction and training to users and consult appropriate resources to maintain and/or improve technical and operational requirements. **(S – Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, approachable...

- Ability to accurately develop programs, formats and systems, to prepare and monitor and/or provide input for statistical and/or financial reports in a timely manner. **(S – Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, creative...

- Ability to analyze, administer, monitor and enhance the performance of computerized data and/or systems by the design, development, testing and implementation of necessary changes to ensure the information and functional needs are met. **(S - Learn)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, creative...

- Ability to independently analyze, diagnose and correct network problems by investigating, evaluating and implementing corrective measures to maintain or restore computer operation. **(S - Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, decisive...



- Ability to administer and maintain a Local Area Network or Wide Area Network to ensure that the security and integrity of the network is not jeopardized. **(S - Bring)**

Personal attributes which may link with this skill statement include: independent, attentive to detail, decisive...

- Ability to install, configure and support operating systems, hardware and software applications and programs for stand alone or network users to ensure systems are operating in a controlled and efficient manner. **(S – Bring)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, focused...

Safety/Stress/Security

- Ability to recognize symptoms of stress in self and others AND take steps to minimize its impact and ensure good health and well being. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: patient, adaptable, sensitive...

- Ability to quickly and accurately assess and respond to potentially volatile and dangerous situations in order to ensure the safety of self and/or others. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, assertive, calm...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Program Support group include:

To Be...

- | | | |
|--|--|--|
| • accurate | <input type="checkbox"/> decisive | <input type="checkbox"/> perceptive |
| • approachable | <input type="checkbox"/> respectful | <input type="checkbox"/> persistent |
| • assertive | <input type="checkbox"/> equitable | <input type="checkbox"/> positive |
| • attentive to detail | <input type="checkbox"/> supportive | <input type="checkbox"/> self-motivated |
| • calm | <input type="checkbox"/> diplomatic | <input type="checkbox"/> trustworthy |
| • compassionate/
understanding/ sensitive | <input type="checkbox"/> fair/ open-minded/
objective | <input type="checkbox"/> welcoming |
| • confident | <input type="checkbox"/> flexible/ adaptable | <input type="checkbox"/> accommodate individual
differences |
| • cooperative | <input type="checkbox"/> focused | <input type="checkbox"/> empathetic |
| • creative/ innovative | <input type="checkbox"/> patient | |

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Agrologists

Occupational Family/Code – Program Consultation: CAG

Profile created: 1999 04

Profile updated: 2006 09

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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A Professional Agrologist denotes a person who is a member in good standing of the Saskatchewan Institute of Agrologists. The profession of Agrology includes those who are qualified to teach or practice the science of agriculture or conduct scientific experiments and research in agriculture.

Extension Agrologist, Regional Soils and Crops Agrologist, Regional Farm Management Agrologist, Regional Livestock Agrologist, Regional Rangeland Agrologist - provides information on technical production for all agriculture sectors; provides a link between the Ministry and farm application; and, assists industry and the Ministry in responding to pressures on agricultural production.

Land Agrologist - co-ordinates resource use policies/programs on lease improvement, leasing, petroleum, sand and gravel, and grazing co-ops. Promotes sustainable land use and facilitates Treaty Land Entitlements.

Research Economist, Policy and Program Development Branch - anticipates economic opportunities, policy issues and responds by analyzing and developing appropriate strategies. Responsible for sectoral analysis of the grains and oilseeds industry.

Agricultural Economist, Statistics Branch - compiles, interprets and distributes statistical data describing trends in the industry to facilitate decision making for SAF and their stakeholders.

Program Coordinator, Agriculture Research Branch - manages and coordinates SAF Research Investments.

Provincial Specialist - provides specialist services in a variety of areas of expertise to Government.

Pasture Agrologist - promotes the environmental and agricultural sustainability of marginal Crown Lands through good rangeland planning and forage management in the 56 Saskatchewan Pastures located throughout the province.

Pork Agrologist - promotes the sustainable development of the pork industry in Saskatchewan.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of relevant acts, regulations, policies and legislation. **(Learn)**
 - Knowledge of the legislative process. **(Learn)**
-

Theories/Principles

- Knowledge of terminologies, theories, principles and methodologies which are relevant to the position. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisors only/Learn)**
-

Technical

- Knowledge of agricultural production and economics. **(Bring)**
- Knowledge of relevant environmental issues. **(Bring/Learn)**
- Knowledge of marketing strategies. **(Bring)**
- Knowledge of agricultural expertise relevant to the position (pest management, crop management, soil management, livestock management, land use management, agri-food policy and program, agriculture research, agriculture economics and farm business management). **(Bring)**
- Knowledge of domestic and international issues, markets and/or laws relevant to the position. **(Bring/Learn)**
- Knowledge of Saskatchewan agri-food industry. **(Bring/Learn)**



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to communicate information by speaking and writing in a clear, concise and accurate manner appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough...

- Ability to paraphrase and ask precise questions in order to clarify and understand information being received. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: tolerant, thorough, curious...

- Ability to identify, interpret and transfer accurate, relevant, impartial information related to (pest management, crop management, soil management, livestock management, land use management, agri-food policy and program, agriculture research, agriculture economics and farm business management), to agriculture producers, industry and colleagues. **(Bring)**

Personal attributes which may link with this skill statement include: thorough, assertive, curious...

Leadership

- Ability to provide leadership to individuals and groups to meet the ministry's objectives and/or the client's needs. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, tolerant, assertive, open, confident...



- Ability to supervise employees by recruiting, coaching, motivating, disciplining, prioritizing and monitoring workloads, and providing direction in order to carry out the department's objectives. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, tolerant, assertive, open...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.
(Bring - Supervisors only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to listen, analyze and offer recommendations to enable farm managers to solve production and economic related problems. **(Bring)**

Personal attributes which may link with this skill statement include: tolerant, assertive...

Interpersonal

- Ability to interact with internal and external clients to establish and maintain workable relationships built on trust and respect.
(Bring/Learn)

Personal attributes which may link with this skill statement include: flexible, tolerant, open, empathetic, confident...

- Ability to influence and persuade others in diverse situations in order to reach a mutually acceptable or workable solution.
(Bring/Learn)

Personal attributes which may link with this skill statement include: flexible, thorough, empathetic, confident...



- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently and as a team member with colleagues, agencies and others to meet program and client needs. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, tolerant, thorough, open...

Organizational

- Ability to prioritize and accurately complete tasks within established timelines. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, thorough...

- Ability to plan, organize, develop and facilitate (meetings, seminars, conferences, demonstrations), for a variety of community and client groups to transfer information and promote a greater understanding of issues or initiatives. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough, assertive, confident...

Analytical

- Ability to identify and analyze agricultural issues and/or interests to develop viable options, acceptable explanations and/or workable solutions. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, thorough, confident...



Technical

- Ability to identify agricultural research and development needs and encourage relevant research. **(Bring/Learn)**
- *Personal attributes which may link with this skill statement include: open-minded, curious, confident, thorough...*
- Ability to access, retrieve, input and process information using various electronic systems in an accurate and timely manner. **(Bring)**

- Ability to design or adapt computer systems or applications to improve client service. **(Bring)**

Personal attributes which may link with this skill statement include: thorough, curious...

- Ability to compile and analyze financial information for the development, implementation and management of budgets based on a collation of all current agricultural, environmental and social influences. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, thorough...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Program Support group include:

To Be...

- | | | |
|--------------------------------------|---|---|
| • accommodate individual differences | <input type="checkbox"/> thorough | <input type="checkbox"/> self-motivated |
| • empathetic | <input type="checkbox"/> enthusiastic | <input type="checkbox"/> assertive |
| • non-judgemental | <input type="checkbox"/> honest/ responsible | <input type="checkbox"/> conceptual |
| • confident | <input type="checkbox"/> open-minded | <input type="checkbox"/> curious |
| • flexible | <input type="checkbox"/> welcoming | <input type="checkbox"/> equitable |
| • tolerant | <input type="checkbox"/> objective | <input type="checkbox"/> understanding |
| • respectful | <input type="checkbox"/> open/ friendly/ approachable | |
| • innovative | | |

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Fire Control Coordinator, Fire Fighter

Occupational Family/Code – General Operations - GFC, GFF

Profile created: 2003 02

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The **Forest Protection Officer** is responsible for forest protection and fire management activities within an assigned district. You are responsible for planning fire suppression activities (i.e. equipment maintenance, evacuation, and fire risks), overall fire suppression efforts in the district, and providing training on fire suppression techniques. This includes performing administrative functions related to fire suppression such as preparing fire reports and schedules, purchasing goods, and contracting for equipment to be used in fire fighting. Other activities include supervision of fire suppression staff.

The **Duty Officer** collects and interprets weather and indices, analyzes SFMS outputs and assesses resource needs and fire information on a regional basis. You will develop regional alerts, detection requirements and position personnel, aircraft and equipment to ensure preparedness objectives are met. You will provide support for sustained action fires. The Duty Officer ensures contracts, reports and information are complete, accurate and distributed to appropriate parties in a timely manner. Other duties include the supervision of support staff, ensuring records are maintained and archived. You must be able to prioritize resource deployment in multiple fire situations. The Duty Officer is responsible for analyzing regional fire data, identifying trends, preparing reports that include their recommendations. You will develop and delivery training modules, public presentations and communications related to prevention, education, and current fire conditions.

The **Fire Base Supervisor** is responsible for operational delivery of the forest protection area preparedness plan and to coordinate suppression activities. You will develop the area fire plan and provide advice and work closely with local governments, First Nations and industry regarding risk assessment/management and protection. You will provide leadership and direction to ministry fire staff, contractors, FSIN and Northern Works crews and emergency fire fighting personnel. The Fire Base Supervisor is responsible to authorize, issue and monitor burning permits ensuring permit holders are in compliance with legislation and will issues notices of violation where applicable. You will develop and deliver training modules to fireline personnel and develop and deliver public presentations to promote fire education and prevention. You will be responsible for over winter fires, review of forest harvesting plans to mitigate fire hazard and to develop prescribed fire plans. You will promote, develop and supervise wildland urban interface projects and conduct annual inspections of heavy equipment contracted to Saskatchewan Environment.



The **Fire Technician** provides leadership, direction and work performance feedback to emergency fire fighters, First Nations and Northern Works personnel and will supervise initial attack leaders, members and observer staff when required. You will be responsible for pre-suppression and fire suppression activities and will train and deliver fire programs including prevention and education and fire suppression tactics/techniques to emergency fire fighters, the public, FSIN/Northern Works and industry. You will be responsible for the administration and inspection of burning permits within the Forest Protection Area and to develop burning permit programs on First Nations reserves. Fire Technicians conduct field inspections to assess fire hazard and manage/mitigate risk. You must complete field inspections to assess the extent of forest disease and monitor salvage logging operations. Additional duties include inspection of heavy equipment, assigning contracts and negotiating equipment rental rates. You will prepare fire reports, identify and record monthly accomplishments, fire mapping and complete and maintain equipment inventories. Responsibilities will also include over winter fires, check scaling, forest operation compliance inspections, reviewing forest harvesting plans to mitigate fire hazard and the develop prescribed fire plans. This position is responsible for the promotion, development and supervision of wildland urban interface projects.

Chief Air Attack Officer

The Chief Air Attack Officer manages and coordinates provincial air attack sections and supervises all Air Attack Officers and Loader positions. Typical work associated with supervision includes recruitment and selection of staff, employee orientation and training, establishing work schedules and resolve disputes. You will develop and administer training and evaluation program, develop performance-testing criteria, perform evaluation flights and determine competence. You will manage procurement activities for fire retardants and foam concentrates used in aerial suppression by determining tender specifications, preparing tender documents, reviewing bid submissions and making recommendation concerning the successful bid. Using analytical and planning skills, you will manage operation and maintenance of all tanker bases and develop guidelines and procedures. You will liaise with national agencies; prepare documents to address government concerns and respond to complaints made to the Minister's office. You will respond to public requests for information and prepare technical reports.

Air Attack Officer

The Air Attack Officer directs fire bombing aircraft in aerial fire suppression activities by determining attack strategies, attack priorities and relaying bombing instructions to pilots. Using your expertise in fire management you will assess fire behavior and spread potential and relay this information to fire managers and ground crews. You will ensure proper airspace safety is maintained through use of correct procedures in the fire control zone and conduct post-mission debriefing sessions to analyze each operation for areas of improvement, or to identify problems. You will also instruct Initial Attack Crews on tanker activity as well as work on maintenance and construction projects. You will be required to perform administrative functions such as completing air tanker evaluation reports, attendance forms, expense claims and other routine forms. You will also write reports associated with tanker activities including incident reports, equipment evaluations and retardant/foam evaluation reports.



Fire Base Support

The Fire Base Support maintains and updates the inventory of base and satellite fire cache equipment and fuels. You will perform equipment inventory checks, analysis, and reconciliation and write offs and instruct staff on the proper use and handling of equipment and fuels. The Fire Base Support will record the movement of equipment, fuels, food, etc. You will perform periodic testing of equipment and maintain and distribute base commissary. Performing as a radio operator you will relay clear and concise information to Emergency Fire Fighters on sustained fire situations and assist in scanning fires using infrared scanners. You will also be required to clean and maintain facilities.

Smokey

This position assists in the delivery of the Forest Fire Pre-Suppression Program, acting as “Smokey Bear” for television, schools, public and other functions. This position will compile reports, and provide other administrative assistance. Extensive travel is required. When time permits, other assigned duties will be as relayed in the Initial Attack Member description.

Fire Coordinator

The Fire Coordinator manages a fixed and variable fire budget, verifying and approving expenditures to ensure program needs for technical, communication and safety equipment are met. This position will ensure the worksite is fully operational by the start of fire season, the Fire Base and Industry Fire plans are completed and distributed and compliance with guidelines and policies. The Fire Coordinator gathers information and prepares responses for briefing notes. Other duties include the coordination of the First Nations/Northern Works contract fire fighter program and management of the Escaped Fire Program. You will conduct briefings, activate and coordinate escaped fire teams, maintain contact with teams, and ensure proper training is provided, maintaining certification on fire behavior. You will perform on-site inspections of fire camps, manage a fireproofing, fuels management, forest protection program, coordinate the community protection program and manage fire equipment program and safety program.

In this position you will also perform typical work associated with the supervision of staff such as: staffing actions and job specifications, interviewing, hiring, orientation, establishment of work schedules, resolve disputes, training, etc.

Initial Attack Crew Leader

The Initial Attack Crew Leader plans, coordinates and implements pre-suppression activities. The position will be required to research, develop and update wildland fire management plans, prioritizing pre-suppression and suppression needs. Other duties include administrative functions related to fire suppression, First Nations Agreements and Northern Works Agreements as well as the coordination of public presentations. You will provide advice and work with local governments, municipalities, industry and First Nations groups on fire prevention policy and procedures, authorize, issue and monitor burning permits, check on compliance in regards to conditions of burning permits and investigate and issue Notice of Violations.

As the Crew Leader you will also perform typical duties associated with the supervision of staff such as: determining staffing actions and job specifications, competitions, interviews, hiring, orientation, establish work schedules, resolve disputes, training, etc.



Initial Attack Crew Member

The Initial Attack Crew Member performs initial attack functions and fire suppression activities such as trenching, controlling burns, felling trees, pumping water and extinguishing fires. This position repairs and maintains firefighting equipment, provides fire-fighting instruction for Emergency Fire Fighters, First Nation crews and Northern Works crews, Emergency Fire Fighters, camp managers, etc. This position also cleans and maintains fire management facilities and works on sustained action fires assuming various roles such as looking after commissary, groceries, scanning,. The Initial Attack Crew member will participate in scheduled physical fitness and wellness programs.

Working conditions can include working undefined hours and working in remote locations in inclement conditions. While responding to fires, you are often exposed to extreme heat and smoke. You may be required to be on call for extended periods and temporarily assigned to other locations in the province. In addition, a class 4 driver's license is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable federal and provincial legislation, regulations, policies, guidelines, agreements and programs. **(Bring/Learn)**
 - Knowledge of administrative and personnel related acts, policies, procedures, guidelines and collective agreements. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of multi-cultural beliefs, values and perspectives with particular emphasis on Aboriginal culture. **(Bring/Learn)**
 - Knowledge of terminology, theories, principles of forestry, fire management, environment, ecological protection, sustainable development and the interrelationship between them. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring – Supervisors only/Learn)**
-

Technical

- Knowledge of wild land fire prevention, prescribed fire pre-suppression and suppression techniques, fire behaviour and its effect on the ecosystem. **(Bring/Learn)**
 - Knowledge of human resource, administrative and financial management principles and practices. **(Bring/Learn)**
 - Knowledge of aircraft types, capabilities and limitations. **(Bring/Learn)**
 - Knowledge of the Incident Command System. **(Bring/Learn)**
 - Knowledge of search and rescue, outdoor survival, First Aid and CPR techniques. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to develop and facilitate presentations and training programs to inform the public, staff, stakeholders at a level appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, organized, adaptable...

- Ability to verbally and in writing provide accurate information and compose clear, concise proposals and reports, accurately fill in forms and develop plans at a level appropriate to the recipient within tight deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: organized, focused, diplomatic...

- Ability to independently plan, facilitate and lead public consultation processes in conjunction with other ministries, agencies, stakeholders and Aboriginal groups in the development and implementation of agreed upon strategies. **(Bring/Learn)**

Personal attributes which may link with this skill include: confident, persuasive, adaptable...

Leadership

- Ability to lead, coach, evaluate, and provide performance feedback to assigned staff and/or others according to the standards, objectives and mandate of the ministry. **(Bring)**

Personal attributes which may link with this skill statement include: firm, persuasive, approachable...



- Ability to recruit, assess and select qualified candidates, provide constructive feedback according to the Collective Agreement(s) and ministry and government policies and procedures. **(Learn)**

Personal attributes which may link with this skill statement include: open-minded, flexible, realistic...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: flexible, open-minded, and courteous...

Problem Solving

- Ability to anticipate, recognize, assess, mediate and resolve conflict and take timely actions to de-escalate crises/stressful situations. **(Bring)**

Personal attributes which may link with this skill statement include: open-minded, persuasive, and courteous...

- Ability to accurately identify issues, concerns or problems, consider various options and determine and implement an appropriate course of action. **(Bring)**

Personal attributes which may link with this skill statement include: focused, open-minded, decisive...

Interpersonal

- Ability to recognize, understand and accommodate cultural and gender differences in a sensitive and respectful manner. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: cross-culturally aware, adaptable, open-minded...



- Ability to use tact and diplomacy when mediating and facilitating discussions with co-workers, stakeholders, media and the public and private sectors. **(Bring/Learn)**

Personal attributes, which may link with this skill statement, include: open-minded, organized, consistent, decisive...

- Ability to establish and maintain positive and professional work relationship with clients, communities and co-workers. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

Team/Independence

- Ability to work independently and as a team member with colleagues, agencies and others to meet program and client needs. **(Bring)**

Personal attributes which may link with this statement include: organized, self-motivated, focused, creative...

Organizational

- Ability to establish, assess, assign and adjust priorities in response to objectives and deadlines in both emergency situations and normal operations. **(Bring)**

Personal attributes, which may link with this skill statement, include: adaptable, focused, organized...

Analytical

- Ability to accurately assess and prioritize fire and emergency situations in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, independent...



- Ability to promptly develop, implement and update safe, effective and cost efficient preparedness and/or suppression plans based on fire hazard, applicable fire management and forest protection policies and guidelines, and available resources. **(Bring)**

Personal attributes which may link with this skill statement include: independent, proactive, innovative...

- Ability to collect evidence, compile, identify, document and analyze information to accurately determine the cause of a fire, or track of government assets, equipment and funds and/or equipment under contract. **(Bring)**

Personal attributes which may link with this skill statement include: focused, organized, creative...

- Ability to anticipate, evaluate, plan and implement strategies to protect and preserve the values at risk. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, proactive, firm...

- Ability to accurately estimate, forecast, authorize, verify and manage budget expenditures within allocations to meet program requirements. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: organized, adaptable...

- Ability to accurately reference, interpret and appropriately apply (federal, provincial, municipal and local) legislation, policies, programs and agreements. **(Bring/learn)**

Personal attributes which may link with this skill statement include: firm, independent, accountable...

- Ability to correctly evaluate policies, guidelines and agreements to make recommendations and/or develop and suggest revised forest protection program delivery options. **(Learn)**

Personal attributes which may link with this skill statement include: focused, innovative, persuasive...



Technical

- Ability to safely and proficiently operate, maintain and make minor emergency repairs to various equipment. **(Bring)**

Personal attributes which may link with this skill statement include: independent, practical...

- Ability to responsibly and safely use, store and maintain firearms for nuisance wildlife control in accordance with policy. **(Learn)**

Personal attributes which may link with this skill statement include: accountable, organized...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing databases, spreadsheets accurately and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: organized, independent, creative...

- Ability to accurately analyze and interpret data using modeling software such as Prometheus and Spatial Fire Management Systems. **(Learn)**

Personal attributes which may link with this skill statement include: accurate, independent, organized...

Safety/Stress/Security

- Ability to independently, accurately and quickly recognize, evaluate and respond to multiple and extreme crisis/stressful/dangerous situations to ensure safety of self, others and protection of the values at risk, while maintaining composure. **(Bring)**

Personal attributes which may link with this skill statement include: firm, proactive, focused...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the GFF and GFC positions include:

To Be...

- a team player
- organized
- calm/ level-headed
- accountable
- self-motivated/
independent
- sensitive/ aware cross-
cultural
- approachable
- innovative
- diplomatic
- focused
- a self-starter/ creative/
initiative
- polite
- a leader
- adaptable/flexible
- persuasive/facilitative
- intuitive/ proactive
- firm/ decisive
- open-minded
- realistic/ practical
- courteous
- non-judgmental

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Apprenticeship and Trade Consultant

Occupational Family/Code – Apprenticeship and Trade Consultant: RAT

Profile created: 2002 09

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Apprenticeship and Trade Certification Consultants provide information and counseling services regarding the Apprenticeship and Trade Certification process and program. They focus on creating and sustaining an industry-trained and certified workforce. They inspect work sites, make contact with employers, apprentices & trades people, ensure adequate workplace training, and enforce compliance with The Apprenticeship and Trade Certification Act and Regulations. Consultants develop liaisons with sector groups, business leaders, labour, education, government organizations, schools and industry groups to promote apprenticeship.

The primary duties and responsibilities include monitoring apprenticeship training both on-the-job and in-school; evaluating and auditing trade experience of tradesperson, apprentices and journeypersons; administering written and practical trade examinations; providing information and advisory services to a diverse clientele; registering apprentices in technical training, and authorizing Employment Insurance and Apprenticeship allowance payments; developing viable training plans for individuals and workplace situations; enforcing the Apprenticeship and Trade Certification Act and Regulations; promoting work in trades; and encouraging participation in the apprenticeship system; determining the need for, and initiating and evaluating Psycho-Educational assessments with program head and assessor, and orchestrating appropriate accommodations if required; assisting in the development of new trades and identification of potential board members; and possibly managing a local field office.

Apprenticeship and Trade Certification Consultants travel extensively, sometimes in adverse weather conditions, to rural, isolated areas and work away from home for varied periods of time. They work and make decisions independently. A valid Class 5 driver's license is required. Typically, the competencies required for this position would be obtained through certification as a Journeyperson in one of the designated trades with relevant experience.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of legislation and policy relevant to the program. **(Bring/Learn)**
 - Knowledge of the apprenticeship and trade certification process and program. **(Bring)**
-

Theories/Principles

- Knowledge of the basic principles of adult vocational/technical learning. **(Bring)**
 - Knowledge of work based training principles. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisors only/Learn)**
-

Technical

- Knowledge of curriculum and evaluation methods. **(Bring/Learn)**
- Knowledge of community, educational and training resources available to clients. **(Learn)**
- Current knowledge of terminology, applications, safety, training and work practices specific to at least one designated trade. **(Bring)**



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to verbally and in writing communicate information to a variety of audiences that persuades, convinces, builds support, educates and promotes understanding. **(Bring)**

Personal attributes which may link with this skill statement include: articulate, persuasive...

- Ability to plan, develop and deliver information and/or facilitate workshop sessions at a level appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: articulate, client focused...

- Ability to ask questions to obtain and document pertinent information used to assess relevant circumstances. **(Bring)**

Personal attributes which may link with this skill statement include: intuitive, attentive to detail...

- Ability to organize, present and record information in timely manner which allows others to understand the reason for a decision/recommendation or the need for further action. **(Bring)**

Personal attributes which may link with this skill statement include: articulate, accurate...

- Ability to explain or present (technical) information to a wide variety of technical and non-technical individuals and/or groups in a clear, accurate and understandable manner. **(Bring)**

Personal attributes which may link with this skill statement include: creative, articulate, adaptable...



Leadership

- Ability to guide, coach and/or monitor personnel in accordance with governing policy, to achieve stated goals. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: positive, assertive, influential...

- Ability to coach and guide employees and/or others to develop their skills, enhance job performance, taking into consideration priorities, workload and skill level. **(Bring)**

Personal attributes which may link with this skill statement include: client focused, assertive, objective...

- Ability to accurately assess student proficiency levels, and lead and council individuals to meet career goals. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: independent, focused...

- Ability to provide consultation, leadership and direction to apprentices and employers in the development of specialized training plans. **(Learn)**

Personal attributes which may link with this skill statement include: persuasive, innovative, diplomatic...

- Ability to recognize, assess and mediate conflicts to resolve issues and ensure continued productivity. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic, persuasive, objective...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.
(Bring - Supervisors only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...



Problem Solving

- Ability to identify and assess information relevant to the problem, consider a variety of options available, and determine and implement an appropriate course of action. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, client focused...

- Ability to develop, implement and adjust training plans in collaboration with the client and others to establish goals and meet their diverse training needs. **(Bring)**

Personal attributes which may link with this skill statement include: creative, adaptable, proactive...

- Ability to identify and assess the client's skill level and consider all relevant factors when developing, implementing and modifying specialized training plans. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, client focused...

Interpersonal

- Ability to establish and maintain a network of community contacts and professional relationships. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: positive, inclusive, respectful...

- Ability to consult and collaborate with colleagues and stakeholders in a professional, considerate and respectful manner that contributes to a harmonious work environment. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic, inclusive, accepting...

- Ability to tactfully and respectfully interact with people who may be anxious, frustrated, angry or threatening to provide and/or gather information. **(Bring)**

Personal attributes which may link with this skill statement include: discreet, understanding, accepting...



- Ability to independently negotiate and mediate discussions with clients and/or stakeholder groups possessing diverse positions, to build consensus. **(Learn)**

Personal attributes which may link with this skill statement include: creative, client focused, persuasive...

- Ability to influence, persuade or convince others in order to reach mutually acceptable or workable solutions/agreements. **(Bring)**

Personal attributes which may link with this skill statement include: articulate, diplomatic...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently. or as a team member, cooperating with colleagues and others to meet goals and objectives. **(Bring)**

Personal attributes which may link with this skill statement include: independent, client focused, inclusive...

Organizational

- Ability to effectively plan, prioritize and balance diverse and conflicting workload pressures and deadlines, accomplishing program goals while meeting client needs. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, proactive...

- Ability to conceptualize, evaluate and adjust projects and/or services taking into consideration changing priorities and resources to achieve goals. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: responsive, adaptable, creative...



Analytical

- Ability to interpret and apply sections of the relevant legislation, regulations or procedures in a fair, equitable and consistent manner. **(Bring)**

Personal attributes which may link with this skill statement include: ethical, attentive to detail...

- Ability to identify, propose and/or contribute to the development of new ideas and approaches to improve work practices and systems. **(Bring)**

Personal attributes which may link with this skill statement include: creative, innovative...

- Ability to analyze and verify facts and complex, conflicting information and evidence to determine compliance and/or recommend solutions or required action. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, precise, objective...

Technical

- Ability to create, format and edit clear and effective written or visual materials using a variety of hardware and software applications and equipment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, accurate, precise...

- Ability to identify and record relevant information and/or evidence through observations, interviews, inquiries and/or inspections. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: client focused, accurate, objective...

- Ability to accurately perform and apply a variety of mathematical calculations. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, precise...

Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Apprenticeship and Trade Consultant include:

To Be...

- | | | |
|------------------|---|--------------------------------------|
| • creative | <input type="checkbox"/> accurate | <input type="checkbox"/> responsive |
| • discreet | <input type="checkbox"/> proactive | <input type="checkbox"/> objective |
| • innovative | <input type="checkbox"/> attentive to detail | <input type="checkbox"/> respectful |
| • client focused | <input type="checkbox"/> diplomatic | <input type="checkbox"/> accepting |
| • adaptable | <input type="checkbox"/> assertive | <input type="checkbox"/> influential |
| • positive | <input type="checkbox"/> inclusive | <input type="checkbox"/> precise |
| • articulate | <input type="checkbox"/> understanding | <input type="checkbox"/> perceptive |
| • intuitive | <input type="checkbox"/> persuasive | <input type="checkbox"/> ethical |
| • welcoming | <input type="checkbox"/> accommodate | <input type="checkbox"/> open minded |
| • supportive | <input type="checkbox"/> individual differences | <input type="checkbox"/> equitable |
| • flexible | <input type="checkbox"/> empathetic | |

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Accountants and Auditors

Occupational Family/Code – Finance and Revenue: FAT, FAU

Profile created: 1998 05

Profile updated: 2006 09

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Accountants and Auditors perform a range of financial, accounting and/or auditing functions. While the focus of their jobs is different, many of their responsibilities are complementary and in some cases are similar.

Accountants

Accountants are responsible for functions such as processing revenues and expenditures for a ministry, ensuring accuracy of financial statements and reports, supervising the processing of accounts receivable and payable, and developing and implementing various accounting procedures. This involves performing tasks such as: maintaining systems of accounts; reviewing financial statements and reports; developing and initiating new accounting processes, procedures and practices; ensuring compliance with internal control procedures; providing accounting advice to branches within a ministry; developing budgets, fiscal forecasts and financial reports; and supervising accounting staff. Accountants may be required to travel and work flexible hours.

A criminal record clearance is required.

Auditors

Auditors are responsible for functions such as planning, conducting and leading audits for adequate financial controls and management practices, and recommending and monitoring changes to financial and management processes. This involves performing tasks such as: completing risk assessments and establishing audit objectives; designing and conducting system tests and procedures to evaluate program operations; developing, recommending and implementing audit plans; drafting audit reports based on audit findings with recommended changes; and supervising auditing staff. Auditors may be required to travel and work flexible hours.

All Senior Internal Audit (10 FAU) positions in the Internal Audit Branch, Comptrollers Division of Saskatchewan Finance are required to have a professional designation. The appropriate designation will be based on the position being filled. Designations include CA, CMA, CGA, CIA. For further clarification, refer to Saskatchewan Finance.

A criminal record clearance is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable acts, regulations, policies, procedures, contracts, agreements and systems. **(Learn)**
-

Theories/Principles

- Knowledge applicable auditing and/or accounting practices, standards and procedures. **(Bring)**
 - Knowledge human resource management practices and principles. **(Learn)**
 - Knowledge management practices and principles. **(Bring - Senior Auditor)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisors only/Learn)**
-

Technical

- Knowledge of applicable computer software packages and databases. **(Bring)**



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to verbally and/or in writing explain financial/ statistical/ administrative matters/ policies/ procedures/ regulatory matters/ audit results at a level appropriate to the audience. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic, confident, discreet...

- Ability to ask clear, concise and relevant questions to obtain desired information to perform an audit/a review. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic, confident, discreet...

Leadership

- Ability assign work to others taking into consideration priorities, workloads, skills and the work that needs to be accomplished. **(Bring)**

Personal attributes which may link with this skill statement include: patient, creative, flexible...

- Ability to instruct, guide, coach and encourage others to enhance their job performance and further develop their skills. **(Bring)**

Personal attributes which may link with this skill statement include: persuasive, patient, diplomatic...

- Ability to objectively evaluate work performance while encouraging employees to meet set work standards. **(Bring)**

Personal attributes which may link with this skill statement include: confident, diplomatic ...



- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to (identify/ design/ select/ implement/ develop/ contribute to the development of) new ideas, sound financial planning and management practices, and approaches that will improve work/ financial/ management processes and systems. **(Bring)**

Personal attributes which may link with this skill statement include: analytical, creative, persuasive...

Interpersonal

- Ability to influence, persuade or convince others in order to achieve understanding and reach agreement. **(Bring)**

Personal attributes which may link with this skill statement include: persuasive, confident, diplomatic...

- Ability to calmly listen, assess and clarify problems and respond with options to clients/ co-workers/ vendors/ stakeholders/ consumers/ public who may be angry/ confused/ upset/ uncooperative. **(Bring)**

Personal attributes which may link with this skill statement include: discreet, open-minded, patient...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently and work cooperatively with others in a team environment to establish, build and maintain positive working relationships and to ensure deadlines, goals and objectives are met. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, independent...



Organizational

- Ability to plan, prioritize and organize a large volume of tasks and projects for self and/or others taking into consideration frequent interruptions and conflicting and changing priorities to meet strict deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, independent, creative...

Analytical

- Ability to review, interpret, evaluate financial data and systems/ operational data/ controls in order to form conclusions and/or make recommendations on validity/ usefulness/ correctness/ compliance within established policies, procedures, guidelines, agreements and/or legislation. **(Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, creative...

- Ability to identify/ design/ implement/ monitor/ evaluate/ recommend financial services and accounting and management processes and systems to ensure financial integrity and/or effective delivery of service. **(Bring)**

Personal attributes which may link with this skill statement include: analytical, creative, detail-oriented...

- Ability to develop/ implement/ monitor/ evaluate/ recommend adequate financial, administrative and management controls and corporate governance. **(Bring)**

Personal attributes which may link with this skill statement include: analytical, innovative, attentive to detail...

- Ability to examine, understand and appropriately apply complex and sometimes conflicting policies, agreements, contracts, acts and regulations to difficult situations/ daily operations. **(Bring)**

Personal attributes which may link with this skill statement include: analytical, creative, detail oriented...

- Ability to accurately compile, compare, calculate, identify and summarize data to complete such tasks as adjusting entries/ preparing financial statements/ statistical reports/ supporting documents/ year-end schedules/ forecasts/ budgets/ project evaluations/ trend analysis. **(Bring)**



Personal attributes which may link with this skill statement include: analytical, attentive to detail, conscientious...

Technical

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents utilizing word processing, databases, spreadsheets, communications and other software packages with speed and accuracy. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, detail-oriented...

Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Accountants and Auditors include:

To Be...

<ul style="list-style-type: none"> • analytical • honest/ ethical/ discrete • accountable • creative/ innovative • persuasive • respectful • empathetic • supportive 	<ul style="list-style-type: none"> • understanding/ open-minded/ patient • friendly/ diplomatic • confident • flexible • welcoming • accommodate individual differences 	<ul style="list-style-type: none"> • accurate/ attentive to detail/ detail-oriented • reliable/ conscientious/ dedicated • independent • reasonable/ practical • objective • equitable
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DISCLAIMER: This electronic version of competency data is provided on this site for information purposes only. The content of these profiles may not be identical to the printed record housed at the Saskatchewan Public Service Commission. The printed version is the official document of record.



Tax Auditors

Occupational Family/Code – Finance and Revenue: FTA

Profile created: 1998 06

Profile updated: 2007 01

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Tax Auditors are also known as Business Auditors, Tax Information Officers, Collection Officers, Revenue Administrators, Revenue Administrators and Billing Officers. The duties for these positions will vary depending on the position and the program being delivered.

Responsibilities include providing technical and/or supervisory work in the assessment, collection and management/processing of revenue/taxation programs in accordance with regulations and legislation. Employees provide interpretations and tax instructions to the public and business sectors, conduct audits of vendors and consumer financial and operational records to ensure compliance with the provision of the taxing statutes and revenue programs. Senior positions will manage a phase of a revenue program or assist in the analysis, development and evaluation legislation and in the development and implementation of new programs.

Employees in these occupations must be able to resolve conflict with taxpayers and persuade/convince the taxpayer to provide the required records for an audit, accept audit findings, remit tax owing, etc. The jobs are required to conduct investigations, negotiate payment arrangements and when necessary enforce provincial tax legislation. Written communication of complex technical tax/audit/financial information is relayed in audit reports, tax bulletins, policy recommendations, etc.

Travel and working flexible hours will be expected.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable acts, regulations, policies, procedures, contracts, agreements, programs and systems. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of accounting principles and procedures. **(Bring)**
 - Knowledge of accounting and/or auditing practices, standards and procedures. **(Bring/Learn)**
 - Knowledge of human resource management practices and principles. **(Bring/Learn)**
 - Knowledge of management practices and principles. **(Bring/Learn)**
 - Knowledge of human resource management practices including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of applicable computer hardware, software packages and databases. **(Bring)**
 - Knowledge of various business and industry operations, processes and practices. **(Bring)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to verbally and/or in writing explain financial/statistical/administrative matters/policies/procedures/regulatory matters/audit results at a level appropriate to the audience.
(Bring)

Personal attributes which may link with this skill statement include: confident, persuasive, diplomatic...

- Ability to ask clear, concise and relevant questions to obtain desired information to perform an audit and/or program and policy reviews/investigations or clarify a question or concern.
(Bring)

Personal attributes which may link with this skill statement include: logical, attentive to detail, diplomatic...

Leadership

- Ability to objectively evaluate work performance while encouraging employees to meet set work standards.
(Bring/Learn)

Personal attributes which may link with this skill statement include: diplomatic, assertive...

- Ability to instruct, guide, coach and encourage others to enhance their job performance and further develop their skills.
(Bring/Learn)

Personal attributes which may link with this skill statement include: assertive, patient, confident...



- Ability to provide clear, concise instruction on detailed material to individual and/or groups of employees to enhance skills and improve job performance. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: organized, creative, observant...

- Ability to assign work to others taking into consideration priorities, employees' workloads and skills and the work that needs to be accomplished. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, adaptable, assertive...

- Ability to fairly and objectively select qualified candidates in accordance with clearly stated job requirements. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: dedicated, adaptable...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.
(Bring - Supervisor only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to identify and contribute to the development of new ideas and approaches that will improve work processes and systems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, open minded, flexible...



- Ability to (identify/design/select/implement/develop/contribute to the development of) new ideas and procedures and management practices, and approaches that will improve audit/collection/enforcement/work/financial/management processes and systems. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, organized, creative...

Interpersonal

- Ability to educate, influence, persuade or convince others in order to achieve understanding and negotiate/reach an agreement. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: conscientious, patient, considerate...

- Ability to calmly listen, assess and clarify problems and respond with options to clients/co-workers/vendors/stakeholders/consumers/public who may be angry/confused/upset/uncooperative. **(Bring)**

Personal attributes which may link with this skill statement include: confident, patient, diplomatic...

- Ability to calmly listen, assess and clarify and anticipate problems and respond with options and/or solutions to co-workers/tax collectors/tax payers/stakeholders/public who may be angry, confused, upset or uncooperative. **(Bring)**

Personal attributes which may link with this skill statement include: patient, logical, diplomatic...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...



Team/Independence

- Ability to work independently and work co-operatively with others in a team environment to establish, build and maintain positive working relationships and to ensure deadlines, goals and objectives are met. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, conscientious...

Analytical

- Ability to examine, understand and appropriately apply and/or enforce complex and sometimes conflicting policies, agreements, contracts, acts and regulations to daily operations and difficult or conflicting situations. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: logical, conscientious...

- Ability to review, interpret, evaluate financial data and systems/operational data/controls in order to select audits/form conclusions and/or make recommendations and assessments on validity/usefulness/correctness/compliance within established policies, procedures, guidelines, agreements and/or legislation. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, persuasive...

- Ability to identify the need for procedural changes to improve consistency and efficiency while ensuring compliance to government regulations. **(Learn)**

Personal attributes which may link with this skill statement include: flexible, logical, observant...

- Ability to identify/design/implement/monitor/evaluate/recommend accounting/auditing/management processes and systems to ensure financial integrity and control and/or effective, efficient delivery of service. **(Bring)**

Personal attributes which may link with this skill statement include: observant, conscientious...



- Ability to accurately compile, calculate and summarize data to make adjusting entries, and complete and/or approve, payment schedules. **(Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, organized...

- Ability to accurately compile, compare, calculate and summarize data and information to complete taxpayer contact reports, audit reports, supporting documents, working papers and collection activity reports. **(Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, organized, conscientious...

Technical

- Ability to accurately input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents utilizing internal and external micro and mainframe computerized systems. **(Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, organized...

- Ability to accurately perform complex mathematical calculations. **(Bring)**

Personal attributes which may link with this skill statement include: attentive to detail...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for Tax Auditors include:

To Be...

- confident
- flexible
- observant
- adaptable
- considerate
- logical
- accommodate individual differences
- understanding
- conscientious
- assertive
- self motivated
- attentive to detail
- persuasive
- respectful
- objective
- open-minded
- empathetic
- organized
- patient
- diplomatic
- dedicated
- creative
- welcoming
- equitable
- supportive

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Business Analyst - ITO

Occupational Family/Code – Science & Technology: SIB

Profile created: 2005 05

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Business Analysts in the Information Technology Office are involved in providing leadership in the evaluation, development and implementation of new approaches to doing business with an aim to enhance efficiencies and effectiveness of program or service delivery.

They develop and manage ministerial, inter-ministerial or corporate/enterprise business improvement projects, which may include an analysis of intended and actual benefits, strengths, weaknesses, risks, and short and long-term opportunities as well as a review of program/service objectives. They develop and implement recommendations for strategic direction and program delivery; plan and manage information sharing; and provide project management for business improvement or program evaluation initiatives. They also lead and direct project teams, which could include external consultants involved in program delivery evaluation; and lead, develop and manage consultative relationships with stakeholders in planning, designing and developing information systems. They also develop reporting and measurement frameworks by benchmarking current process, program or service delivery in order to identify and quantify the improvements in service delivery resulting from the business improvement solution. They may also be involved in supporting key information technology governing bodies through research, development and implementation of central planning, management and reporting processes.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Theories/Principles

- Knowledge of program evaluation and strategic planning concepts and methodologies. **(Bring)**
 - Knowledge of the development and application of performance measures in relation to the government's accountability initiative. **(Learn)**
 - Knowledge of business process improvement methodologies, tools and processes. **(Bring)**
 - Knowledge of business case development processes and principles. **(Bring)**
 - Knowledge of current technology and its role in business process improvement. **(Bring)**
 - Knowledge of government and individual department structures, priorities, initiatives, programs and direction. **(Learn)**
 - Knowledge of business requirements analysis and gathering to optimize/and or to develop IT solutions for program delivery. **(Bring)**
 - Knowledge of human resource principles with particular emphasis on organizational change. **(Learn)**
 - Knowledge of project management methodologies. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies, which one has learned from his/her past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to verbally and in writing explain or present technical information to a variety of non-technical individuals and/or groups in a clear, accurate and understandable manner. **(Bring)**

Personal attributes which may link with this skill statement include: concise, logical, organized...

Team/Independence

- Ability to work independently, lead and participate as a team member to meet program goals and to build productive, positive work relationships. **(Bring)**

Personal attributes which may link with this skill statement include: personable, collaborative, client service oriented...

Leadership

- Ability to conceptualize, develop, monitor, adjust and implement projects, taking into consideration numerous and changing priorities, and or resources to achieve project goals. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, focused, logical...

- Ability to constructively lead, advise and encourage others to achieve success in their work on change management initiatives and successful implementation of new processes and service delivery. **(Learn)**

Personal attributes which may link with this skill statement include: team oriented, focused, enthusiastic, confident, flexible...



- Ability to create, design and facilitate group processes to design data/process models that reflect the flow of business activity. **(Learn)**

Personal attributes which may link with this skill statement include: assertive, personable, focused, innovative...

Interpersonal

- Ability to build cooperative working relationships with co-workers and clients to ensure credibility and confidence in services provided. **(Bring)**

Personal attributes which may link with this skill statement include: team oriented, focused, enthusiastic, confident, flexible...

Organizational

- Ability to independently prioritize and organize one's own workload to meet tight deadlines within budget and successfully complete projects in a changing environment. **(Bring)**

Personal attributes which may link with this skill statement include: organized, logical...

Analytical

- Analytical Ability to extract, synthesize, conceptualize and apply ideas, processes and information to create solutions in a constantly changing technological and business environment. **(Bring)**

Personal attributes which may link with this skill statement include: logical, organized, focused, innovative...

Problem Solving

- Ability to identify, explore and evaluate options on processes and methodologies and information technology solutions in order to design new business systems and develop feasible recommendations. **(Bring)**

Personal attributes which may link with this skill statement include: logical, organized, focused, innovative...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are the underlying characteristics, which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, which can be described as feelings, attitudes, habits and traits. Each of these is demonstrated through one's behaviour.

The personal attributes are stated under the skill competencies for which they may be most critical.

Personal attributes for the Business Analysts include:

To Be...

- | | | |
|---------------------------|--|------------------------------------|
| • Client-service oriented | <input type="checkbox"/> Assertive | <input type="checkbox"/> Concise |
| • Innovative | <input type="checkbox"/> Collaborative | <input type="checkbox"/> Logical |
| • Personable | <input type="checkbox"/> Focused | <input type="checkbox"/> Organized |

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Business Analyst/ Information Technologist

Occupational Family/Code – Science and Technology: SIB, SIT

Profile created: 1997 06

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The competencies included within this job family apply to the full range of information technology positions. IT staff are involved in activities such as: technical support, network operations, software/hardware evaluation, project management, planning, information retrieval, analysis and reporting, systems analysis, software development and testing, and end user training and systems coordination and implementation. The depth and complexity of these functions vary according to the level of work and the nature of the systems environment within which the position operates.

Staff may work with a mix of software, hardware and operating systems. The size of the system and its complexity will vary, depending on the specific position. The position emphasis may be on technical support, systems planning and acquisition, network operations, information analysis, systems design or programming. Staff will often be required to consult with users to identify issues and resolve problems, and are frequently required to have a good understanding of the business functions of the user areas which they support. User requirements may be determined through dialogue, data gathering, interviewing, creating screens, prototypes and output reports and/or establishing processes for analyzing requirements and workflows. Many positions involve installation, configuration and maintenance of hardware, software or network technologies. IT staff may create test material to evaluate hardware, software, programs and/or system functions. They may inform and train users and prepare user manual documentation. These positions may also supervise other staff or contracted analysts. They may be responsible for the development and management of projects involving new hardware, software or information systems.

For some positions, analysts may need to be available after hours to perform some of the duties.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

**Acts/Regulations/
Legislation**

- Knowledge of applicable government legislation, regulations and procedures. **(Learn)**
 - Knowledge of ministry programs, standards, policies and expectations. **(Learn)**
-

Theories/Principles

- Knowledge of strategic and project planning techniques. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisors only/Learn)**
-

Technical

NOTE: Depending on the position, a specific knowledge may be required. For example: operating system, programming language. The level of knowledge will depend on the level of the position.

- Knowledge of database concepts, theories and principles. **(Bring)**
 - Knowledge of requirements analysis and solution design techniques. **(Bring)**
 - Knowledge of networking architecture. **(Bring – developers; Learn – network admin.)**
 - Knowledge of operating systems. **(Bring)**
 - Knowledge of computer hardware and architecture. **(Bring)**
 - Knowledge of programming concepts, techniques and languages. **(Bring)**
 - Knowledge of commercial software applications. **(Bring)**
 - Knowledge of information analysis techniques. **(Bring/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to write a variety of detailed, accurate and clear (technical) material such as user, systems and requirements documentation and procedures, project plans, letters, requests for proposals, feasibility studies, recommendations and reports, at a level appropriate to the target groups. **(Bring)**

Personal attributes which may link with this skill statement include: logical, concise, creative, thorough...

- Ability to orally explain or present (technical) information to a wide variety of technical and non-technical individuals and/or groups in a clear, accurate and understandable manner. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, concise, creative...

- Ability to actively listen, paraphrase and ask precise questions in order to clarify and understand information being received. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic/tactful, patient, quick to learn...

- Ability to demonstrate and promote the use and value of new technology, programs and services in a manner that creates understanding, captures interest and enhances users' computer skills. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, concise, logical, creative...



Leadership

- Ability to constructively lead, advise and encourage others to achieve success in their work and contribute to the effectiveness of the work team. **(Learn)**

Personal attributes which may link with this skill statement include: honest/accountable/disciplined, assertive, diplomatic/tactful...

- Ability to assign work and evaluate employee performance taking into consideration priorities, workload and employees' skills. **(Learn)**

Personal attributes which may link with this skill statement include: organized, thorough, assertive, diplomatic/tactful, self-confident...

- Ability to conceptualize, develop, monitor, adjust and implement projects, taking into consideration numerous and changing priorities, and or resources to achieve project goals. **(Learn)**

Personal attributes which may link with this skill statement include: proactive, service oriented, logical, creative, adaptable/flexible, thorough...

- Ability to facilitate a group process to successfully implement technological change and business transition within the organization. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, adaptable, flexible, patient, assertive...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...



Problem Solving

- Ability to independently interpret, comprehend and apply technical instructions and concepts to successfully acquire, install, modify, configure and maintain hardware and software components and administer networks. **(Bring)**

Personal attributes which may link with this skill statement include: logical, thorough, adaptable/flexible...

- Ability to diagnose technical problems such as delays, malfunctions and errors in order to determine the true cause of the problem and provide a (workable/reasonable/optimal) solution in a reasonable timeframe. **(Bring)**

Personal attributes which may link with this skill statement include: creative, logical, thorough, organized...

- Ability to extract, recall, synthesize, conceptualize and apply ideas, processes and information to incorporate new technology and create new solutions in a constantly changing technological and business environment. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable/flexible, self-confident, quick to learn...

- Ability to identify and respond to issues and concerns of others who may be angry or frustrated to reach a mutual understanding. **(Learn)**

Personal attributes which may link with this skill statement include: diplomatic/tactful, assertive, empathetic/sensitive, conciliatory...

Interpersonal

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...



Team/Independence

- Ability to work independently and participate as a team member to meet the needs of clients and co-workers and to build productive, positive work relationships. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable/flexible, patient...

Organizational

- Ability to independently prioritize and organize one's own workload to meet tight deadlines and successfully complete projects in a changing environment. **(Bring)**

Personal attributes which may link with this skill statement include: organized, thorough...

Analytical

- Ability to gather, understand and synthesize specialized information in a way that can be applied to meet the needs of the organization and within given constraints. **(Bring)**

Personal attributes which may link with this skill statement include: organized, thorough...

- Ability to identify, explore and evaluate options on data, processes and methodologies, information technology and potential systems design to make feasible recommendations. **(Bring)**

Personal attributes which may link with this skill statement include: logical, concise...

Technical

- Ability to design new or adapt existing systems/applications taking into account design alternatives, business requirements, and cost, resource and time constraints. **(Bring)**

Personal attributes which may link with this skill statement include: creative, logical, organized, thorough...



- Ability to create and or modify a sequence of computer instructions in order to compile, link, build and test computer executables that meet design requirements within established guidelines. **(Bring)**

Personal attributes which may link with this skill statement include: logical, creative, visionary, quick to learn, methodical...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Information Technology Group include:

To Be...

- | | | |
|---|--|---|
| • honest/accountable/
responsible/ disciplined | <input type="checkbox"/> adaptable/ flexible | <input type="checkbox"/> patient |
| • logical | <input type="checkbox"/> thorough | <input type="checkbox"/> respectful |
| • organized | <input type="checkbox"/> creative | <input type="checkbox"/> self-confident |
| • methodical | <input type="checkbox"/> diplomatic/ tactful | <input type="checkbox"/> empathetic/ sensitive/
conciliatory |
| • learning oriented | <input type="checkbox"/> assertive | <input type="checkbox"/> visionary |
| • objective | <input type="checkbox"/> welcoming | <input type="checkbox"/> concise |
| • open-minded | <input type="checkbox"/> accommodate
individual differences | <input type="checkbox"/> equitable |
| • supportive | <input type="checkbox"/> understanding | <input type="checkbox"/> flexible |

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Business Consultants

Occupational Family/Code – Program Consultation: CBC

Profile created: 1999 06

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Business consultants assist with the establishment and maintenance of the economic development infrastructure within a number of regions throughout Saskatchewan.

They provide professional community development expertise and advice to leaders in business, municipal governments and development groups which enables clients to successfully achieve economic and socio-economic development, diversification, job creation, community stabilization and an enhanced quality of life.

The focus of the duties may include development and support economic initiatives through identification of opportunities, encouragement of private sector financial involvement, joint venturing and the promotion of local economic development policies and programs, approving or denying loan applications and collection of delinquent accounts.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of relevant government acts, regulations, by-laws, agreements, policies, programs and procedures. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of relevant industry sector, trends, issues and investment attraction opportunities. **(Bring/Learn)**
 - Knowledge of relevant financial and accounting practices, standards, procedures and analysis. **(Bring)**
 - Knowledge of marketing and market research concepts and techniques, and evaluation methodologies. **(Bring)**
 - Knowledge of organizational and human behaviour. **(Bring/Learn)**
-

Technical

- Knowledge of applicable computer software and hardware process applications such as spreadsheets, word-processing, database and operating systems, and/or presentation software, internet computer hardware, on-line searches. **(Bring/Learn)**
- Knowledge of various forms of commercial debt and equity financing options, structures, criteria and documentation. **(Bring)**
- Knowledge of negotiation, facilitation and interview techniques. **(Bring/Learn)**
- Knowledge of legal issues and documentation pertaining to business operational and organizational environments. **(Bring/Learn)**



- Knowledge of the components and development of a business plan. **(Bring)**
 - Knowledge of general management and operational practices, procedures, responsibilities, information systems. **(Bring)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to write clear, concise and accurate business and other documents that communicate appropriately to the target audience. **(Bring)**

Personal attributes which may link with this skill statement include: comprehensive, focused, organized...

- Ability to prepare clear presentations and speak in public at a level appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, adaptable...

- Ability to verbally exchange complex information clearly, concisely and accurately to communicate appropriately with a target audience. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, creative...

- Ability to interview people by drawing out, gathering and exchanging accurate information (and confirming data) to identify real issues. **(Bring)**

Personal attributes which may link with this skill statement include: a good listener, focused, organized...

Leadership

- Ability to facilitate processes that enable individuals, groups and/or organizations to reach consensus and achieve a common goal. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: conciliator, personable, sensitive, patient...



- Ability to lead and encourage the development of individuals, groups and/or organizations in order to achieve community, economic and business development goals. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: decisive, proactive, assertive, confident, persuasive...

Problem Solving

- Ability to identify and resolve issues that underlies conflicts in order to arrive at a viable solution. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: comprehensive, focused, organized...

Interpersonal

- Ability to influence, persuade or convince others in order to negotiate a mutually acceptable solution or formal agreement. **(Bring)**

Personal attributes which may link with this skill statement include: conciliator, personable, sensitive, patient...

- Ability to develop and maintain a network of internal/external contacts to obtain and exchange information and resources. **(Bring)**

Personal attributes which may link with this skill statement include: confident, credible, responsible...

Team/Independence

- Ability to work both independently and as a team member with other individuals and organizations to meet client and program needs. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, adaptable, comprehensive, focused...



Organizational

- Ability to prioritize tasks to meet deadlines and commitments in a dynamic, multi-task environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: comprehensive, focused, organized...

Analytical

- Ability to research, analyze and evaluate diverse information and situations to solve problems, determine alternative courses of action and reach a decision. **(Bring)**

Personal attributes which may link with this skill statement include: comprehensive, focused, organized...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Business Consultants include:

To Be...

- flexible/ adaptable
- conciliator/ personable/ sensitive/ patient
- confidential/ credible/ responsible
- innovative/ creative/ critical thinker
- comprehensive/ focused/ organized
- a good listener
- decisive/ proactive/ assertive/ confident/ persuasive

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Fire Control Coordinator, Fire Fighter

Occupational Family/Code – General Operations - GFC, GFF

Profile created: 2003 02

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The **Forest Protection Officer** is responsible for forest protection and fire management activities within an assigned district. You are responsible for planning fire suppression activities (i.e. equipment maintenance, evacuation, and fire risks), overall fire suppression efforts in the district, and providing training on fire suppression techniques. This includes performing administrative functions related to fire suppression such as preparing fire reports and schedules, purchasing goods, and contracting for equipment to be used in fire fighting. Other activities include supervision of fire suppression staff.

The **Duty Officer** collects and interprets weather and indices, analyzes SFMS outputs and assesses resource needs and fire information on a regional basis. You will develop regional alerts, detection requirements and position personnel, aircraft and equipment to ensure preparedness objectives are met. You will provide support for sustained action fires. The Duty Officer ensures contracts, reports and information are complete, accurate and distributed to appropriate parties in a timely manner. Other duties include the supervision of support staff, ensuring records are maintained and archived. You must be able to prioritize resource deployment in multiple fire situations. The Duty Officer is responsible for analyzing regional fire data, identifying trends, preparing reports that include their recommendations. You will develop and delivery training modules, public presentations and communications related to prevention, education, and current fire conditions.

The **Fire Base Supervisor** is responsible for operational delivery of the forest protection area preparedness plan and to coordinate suppression activities. You will develop the area fire plan and provide advice and work closely with local governments, First Nations and industry regarding risk assessment/management and protection. You will provide leadership and direction to ministry fire staff, contractors, FSIN and Northern Works crews and emergency fire fighting personnel. The Fire Base Supervisor is responsible to authorize, issue and monitor burning permits ensuring permit holders are in compliance with legislation and will issues notices of violation where applicable. You will develop and deliver training modules to fireline personnel and develop and deliver public presentations to promote fire education and prevention. You will be responsible for over winter fires, review of forest harvesting plans to mitigate fire hazard and to develop prescribed fire plans. You will promote, develop and supervise wildland urban interface projects and conduct annual inspections of heavy equipment contracted to Saskatchewan Environment.



The **Fire Technician** provides leadership, direction and work performance feedback to emergency fire fighters, First Nations and Northern Works personnel and will supervise initial attack leaders, members and observer staff when required. You will be responsible for pre-suppression and fire suppression activities and will train and deliver fire programs including prevention and education and fire suppression tactics/techniques to emergency fire fighters, the public, FSIN/Northern Works and industry. You will be responsible for the administration and inspection of burning permits within the Forest Protection Area and to develop burning permit programs on First Nations reserves. Fire Technicians conduct field inspections to assess fire hazard and manage/mitigate risk. You must complete field inspections to assess the extent of forest disease and monitor salvage logging operations. Additional duties include inspection of heavy equipment, assigning contracts and negotiating equipment rental rates. You will prepare fire reports, identify and record monthly accomplishments, fire mapping and complete and maintain equipment inventories. Responsibilities will also include over winter fires, check scaling, forest operation compliance inspections, reviewing forest harvesting plans to mitigate fire hazard and the develop prescribed fire plans. This position is responsible for the promotion, development and supervision of wildland urban interface projects.

Chief Air Attack Officer

The Chief Air Attack Officer manages and coordinates provincial air attack sections and supervises all Air Attack Officers and Loader positions. Typical work associated with supervision includes recruitment and selection of staff, employee orientation and training, establishing work schedules and resolve disputes. You will develop and administer training and evaluation program, develop performance-testing criteria, perform evaluation flights and determine competence. You will manage procurement activities for fire retardants and foam concentrates used in aerial suppression by determining tender specifications, preparing tender documents, reviewing bid submissions and making recommendation concerning the successful bid. Using analytical and planning skills, you will manage operation and maintenance of all tanker bases and develop guidelines and procedures. You will liaise with national agencies; prepare documents to address government concerns and respond to complaints made to the Minister's office. You will respond to public requests for information and prepare technical reports.

Air Attack Officer

The Air Attack Officer directs fire bombing aircraft in aerial fire suppression activities by determining attack strategies, attack priorities and relaying bombing instructions to pilots. Using your expertise in fire management you will assess fire behavior and spread potential and relay this information to fire managers and ground crews. You will ensure proper airspace safety is maintained through use of correct procedures in the fire control zone and conduct post-mission debriefing sessions to analyze each operation for areas of improvement, or to identify problems. You will also instruct Initial Attack Crews on tanker activity as well as work on maintenance and construction projects. You will be required to perform administrative functions such as completing air tanker evaluation reports, attendance forms, expense claims and other routine forms. You will also write reports associated with tanker activities including incident reports, equipment evaluations and retardant/foam evaluation reports.



Fire Base Support

The Fire Base Support maintains and updates the inventory of base and satellite fire cache equipment and fuels. You will perform equipment inventory checks, analysis, and reconciliation and write offs and instruct staff on the proper use and handling of equipment and fuels. The Fire Base Support will record the movement of equipment, fuels, food, etc. You will perform periodic testing of equipment and maintain and distribute base commissary. Performing as a radio operator you will relay clear and concise information to Emergency Fire Fighters on sustained fire situations and assist in scanning fires using infrared scanners. You will also be required to clean and maintain facilities.

Smokey

This position assists in the delivery of the Forest Fire Pre-Suppression Program, acting as “Smokey Bear” for television, schools, public and other functions. This position will compile reports, and provide other administrative assistance. Extensive travel is required. When time permits, other assigned duties will be as relayed in the Initial Attack Member description.

Fire Coordinator

The Fire Coordinator manages a fixed and variable fire budget, verifying and approving expenditures to ensure program needs for technical, communication and safety equipment are met. This position will ensure the worksite is fully operational by the start of fire season, the Fire Base and Industry Fire plans are completed and distributed and compliance with guidelines and policies. The Fire Coordinator gathers information and prepares responses for briefing notes. Other duties include the coordination of the First Nations/Northern Works contract fire fighter program and management of the Escaped Fire Program. You will conduct briefings, activate and coordinate escaped fire teams, maintain contact with teams, and ensure proper training is provided, maintaining certification on fire behavior. You will perform on-site inspections of fire camps, manage a fireproofing, fuels management, forest protection program, coordinate the community protection program and manage fire equipment program and safety program.

In this position you will also perform typical work associated with the supervision of staff such as: staffing actions and job specifications, interviewing, hiring, orientation, establishment of work schedules, resolve disputes, training, etc.

Initial Attack Crew Leader

The Initial Attack Crew Leader plans, coordinates and implements pre-suppression activities. The position will be required to research, develop and update wildland fire management plans, prioritizing pre-suppression and suppression needs. Other duties include administrative functions related to fire suppression, First Nations Agreements and Northern Works Agreements as well as the coordination of public presentations. You will provide advice and work with local governments, municipalities, industry and First Nations groups on fire prevention policy and procedures, authorize, issue and monitor burning permits, check on compliance in regards to conditions of burning permits and investigate and issue Notice of Violations.

As the Crew Leader you will also perform typical duties associated with the supervision of staff such as: determining staffing actions and job specifications, competitions, interviews, hiring, orientation, establish work schedules, resolve disputes, training, etc.



Initial Attack Crew Member

The Initial Attack Crew Member performs initial attack functions and fire suppression activities such as trenching, controlling burns, felling trees, pumping water and extinguishing fires. This position repairs and maintains firefighting equipment, provides fire-fighting instruction for Emergency Fire Fighters, First Nation crews and Northern Works crews, Emergency Fire Fighters, camp managers, etc. This position also cleans and maintains fire management facilities and works on sustained action fires assuming various roles such as looking after commissary, groceries, scanning,. The Initial Attack Crew member will participate in scheduled physical fitness and wellness programs.

Working conditions can include working undefined hours and working in remote locations in inclement conditions. While responding to fires, you are often exposed to extreme heat and smoke. You may be required to be on call for extended periods and temporarily assigned to other locations in the province. In addition, a class 4 driver's license is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable federal and provincial legislation, regulations, policies, guidelines, agreements and programs. **(Bring/Learn)**
 - Knowledge of administrative and personnel related acts, policies, procedures, guidelines and collective agreements. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of multi-cultural beliefs, values and perspectives with particular emphasis on Aboriginal culture. **(Bring/Learn)**
 - Knowledge of terminology, theories, principles of forestry, fire management, environment, ecological protection, sustainable development and the interrelationship between them. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring – Supervisors only/Learn)**
-

Technical

- Knowledge of wild land fire prevention, prescribed fire pre-suppression and suppression techniques, fire behaviour and its effect on the ecosystem. **(Bring/Learn)**
 - Knowledge of human resource, administrative and financial management principles and practices. **(Bring/Learn)**
 - Knowledge of aircraft types, capabilities and limitations. **(Bring/Learn)**
 - Knowledge of the Incident Command System. **(Bring/Learn)**
 - Knowledge of search and rescue, outdoor survival, First Aid and CPR techniques. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to develop and facilitate presentations and training programs to inform the public, staff, stakeholders at a level appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, organized, adaptable...

- Ability to verbally and in writing provide accurate information and compose clear, concise proposals and reports, accurately fill in forms and develop plans at a level appropriate to the recipient within tight deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: organized, focused, diplomatic...

- Ability to independently plan, facilitate and lead public consultation processes in conjunction with other ministries, agencies, stakeholders and Aboriginal groups in the development and implementation of agreed upon strategies. **(Bring/Learn)**

Personal attributes which may link with this skill include: confident, persuasive, adaptable...

Leadership

- Ability to lead, coach, evaluate, and provide performance feedback to assigned staff and/or others according to the standards, objectives and mandate of the ministry. **(Bring)**

Personal attributes which may link with this skill statement include: firm, persuasive, approachable...



- Ability to recruit, assess and select qualified candidates, provide constructive feedback according to the Collective Agreement(s) and ministry and government policies and procedures. **(Learn)**

Personal attributes which may link with this skill statement include: open-minded, flexible, realistic...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: flexible, open-minded, and courteous...

Problem Solving

- Ability to anticipate, recognize, assess, mediate and resolve conflict and take timely actions to de-escalate crises/stressful situations. **(Bring)**

Personal attributes which may link with this skill statement include: open-minded, persuasive, and courteous...

- Ability to accurately identify issues, concerns or problems, consider various options and determine and implement an appropriate course of action. **(Bring)**

Personal attributes which may link with this skill statement include: focused, open-minded, decisive...

Interpersonal

- Ability to recognize, understand and accommodate cultural and gender differences in a sensitive and respectful manner. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: cross-culturally aware, adaptable, open-minded...



- Ability to use tact and diplomacy when mediating and facilitating discussions with co-workers, stakeholders, media and the public and private sectors. **(Bring/Learn)**

Personal attributes, which may link with this skill statement, include: open-minded, organized, consistent, decisive...

- Ability to establish and maintain positive and professional work relationship with clients, communities and co-workers. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

Team/Independence

- Ability to work independently and as a team member with colleagues, agencies and others to meet program and client needs. **(Bring)**

Personal attributes which may link with this statement include: organized, self-motivated, focused, creative...

Organizational

- Ability to establish, assess, assign and adjust priorities in response to objectives and deadlines in both emergency situations and normal operations. **(Bring)**

Personal attributes, which may link with this skill statement, include: adaptable, focused, organized...

Analytical

- Ability to accurately assess and prioritize fire and emergency situations in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, independent...



- Ability to promptly develop, implement and update safe, effective and cost efficient preparedness and/or suppression plans based on fire hazard, applicable fire management and forest protection policies and guidelines, and available resources. **(Bring)**

Personal attributes which may link with this skill statement include: independent, proactive, innovative...

- Ability to collect evidence, compile, identify, document and analyze information to accurately determine the cause of a fire, or track of government assets, equipment and funds and/or equipment under contract. **(Bring)**

Personal attributes which may link with this skill statement include: focused, organized, creative...

- Ability to anticipate, evaluate, plan and implement strategies to protect and preserve the values at risk. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, proactive, firm...

- Ability to accurately estimate, forecast, authorize, verify and manage budget expenditures within allocations to meet program requirements. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: organized, adaptable...

- Ability to accurately reference, interpret and appropriately apply (federal, provincial, municipal and local) legislation, policies, programs and agreements. **(Bring/learn)**

Personal attributes which may link with this skill statement include: firm, independent, accountable...

- Ability to correctly evaluate policies, guidelines and agreements to make recommendations and/or develop and suggest revised forest protection program delivery options. **(Learn)**

Personal attributes which may link with this skill statement include: focused, innovative, persuasive...



Technical

- Ability to safely and proficiently operate, maintain and make minor emergency repairs to various equipment. **(Bring)**

Personal attributes which may link with this skill statement include: independent, practical...

- Ability to responsibly and safely use, store and maintain firearms for nuisance wildlife control in accordance with policy. **(Learn)**

Personal attributes which may link with this skill statement include: accountable, organized...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing databases, spreadsheets accurately and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: organized, independent, creative...

- Ability to accurately analyze and interpret data using modeling software such as Prometheus and Spatial Fire Management Systems. **(Learn)**

Personal attributes which may link with this skill statement include: accurate, independent, organized...

Safety/Stress/Security

- Ability to independently, accurately and quickly recognize, evaluate and respond to multiple and extreme crisis/stressful/dangerous situations to ensure safety of self, others and protection of the values at risk, while maintaining composure. **(Bring)**

Personal attributes which may link with this skill statement include: firm, proactive, focused...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the GFF and GFC positions include:

To Be...

- | | | |
|---------------------------------------|--|---|
| • a team player | <input type="checkbox"/> innovative | <input type="checkbox"/> intuitive/ proactive |
| • organized | <input type="checkbox"/> diplomatic | <input type="checkbox"/> firm/ decisive |
| • calm/ level-headed | <input type="checkbox"/> focused | <input type="checkbox"/> open-minded |
| • accountable | <input type="checkbox"/> a self-starter/ creative/
initiative | <input type="checkbox"/> realistic/ practical |
| • self-motivated/
independent | <input type="checkbox"/> polite | <input type="checkbox"/> courteous |
| • sensitive/ aware cross-
cultural | <input type="checkbox"/> a leader | <input type="checkbox"/> non-judgmental |
| • approachable | <input type="checkbox"/> adaptable/flexible | |
| | <input type="checkbox"/> persuasive/facilitative | |

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Child & Family Services/Income Security/Integrated Workers

Occupational Family/Code – Human Services: HCP, HYC, HCS, HFS, HIS, HIU

Profile created: 1996 08

Profile updated: 2023 04

Occupation Summary	<u>Selection of Competencies</u>	Knowledge	Skills	Personal Attributes
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The duties for program workers within human services will vary depending on the position, the program being delivered and the location of the position. Some positions provide specialized functions within a program area and others perform integrated cross-program roles. For certain positions candidates are required to have a BSW, BISW, or an alternative bachelor level social work degree from an accredited university, as approved by the CASW/CASSW or an applicable Human Service degree plus relevant experience, or a Social Work certificate plus relevant related experience. For further clarification, refer to the Ministry of Social Services.

Within the Child and Family Services Division, you will work with various individuals and agencies. Your primary client may be families, children, youth, teen parents, foster parents and/or adoptive parents. You may investigate referrals, assess family functioning and determine risk of safety to children. When safety risks are too great, children may be removed from their home and placed in foster care. You may provide counseling to families at risk to develop plans to better deal with the problems they are experiencing and work with them in establishing the supports they require. You may work with children in care and their foster parents and caregivers to plan and prepare the child's return home. Children may be placed in care on a permanent basis and will require long-term care and planning. You may work with young parents to provide pregnancy counseling/planning, adoption planning, facilitate parenting support and information groups for young parents. You may conduct intensive home studies for prospective adoptive parents, facilitate adoption placements and provide post-placement support and adoption finalization.

Within the Income Security Division, you will be required to provide income support services for families and individuals to lessen, remove, or prevent the causes and effects of poverty, hunger and dependency. Income Security Programs encourage and support employment and other measures to assist client and community independence. The Division partners with other ministries, organizations, and community agencies, both regionally and provincially to develop services which contribute to the social and economic well-being of low-income children, families and individuals. As an Income Security Worker, you will use systems-centered, strength-based, and solution-focused approach to assess the client's strengths, interests, personal, family, and social stresses, resources and support systems to assist them to meet their needs. You may be required to apply crisis and/or risk management techniques in some situations. Using information gathered through the assessment process, you will determine the eligibility for social assistance, the benefit level and other services to which the client may be entitled, and work with clients and communities to develop plans for personal growth and/or enhanced independence of the individual client and people on social assistance.



You may be required to travel and/or operate a vehicle throughout cities or rural areas. You may have to transport families and carry children, or work within a youth custody facility or group home where crisis intervention is required. You will be required to work flexible hours and/or shift work. A criminal record clearance is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable procedures, policies, regulations and legislation. **(Learn)**
 - Knowledge of the inter-relationships between various policies/programs. **(Learn)**
-

Theories/Principles

- Knowledge of child abuse and neglect indicators and affects. **(Bring)**
- Knowledge of community services and resources and the extent to which these resources and services support the citizens of the community. **(Learn)**
- Knowledge of the indicators and dynamics of domestic violence, poverty, disabilities, family relationships, abuse and neglect and their impact on the client's ability to effect necessary change when executing a case plan. **(Learn)**
- Knowledge of poverty and other socio-economic issues and how they impact on people. **(Bring)**
- Knowledge of human growth and development and the impact of influencing factors. **(Bring)**
- Knowledge of the systemic barriers that affect clients and communities. **(Bring)**
- Knowledge of multi-cultural beliefs, values and perspectives with particular emphasis on First Nations and Metis. **(Bring)**
- Knowledge of community approaches to working with clients. **(Learn)**
- Knowledge of a range of theories and intervention strategies. **(Bring)**



- Knowledge of the principles and techniques of adult and child learning. **(Learn)**
 - Knowledge of interviewing skills and techniques. **(Bring)**
 - Knowledge of therapeutic and treatment principles, modalities and interventions (e.g. family-centered, strength-based, solution-focused). **(Learn)**
 - Knowledge of principles, practices and ethics of social work. **(Bring/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to plan and conduct interviews with individuals who may display a broad range of emotions to gather and evaluate relevant information, assess risk factors/capacities/family dynamics and the need for services. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, empathetic, patient, focused, respectful...

- Ability to verbally and in writing communicate information to a variety of audiences that persuades, convinces, builds support, educates and promotes understanding. **(Bring)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...

- Ability to develop and deliver presentations about ministry programs and client needs to agencies, community, and/or groups using language appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...

- Ability to organize, present and record information in a clear, concise, complete, accurate, appropriate and timely manner which allows others to understand the reasons for a decision/recommendations or the need for further action. **(Bring)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...



- Ability to develop, deliver and facilitate clear and concise information sessions and educational modules using language appropriate to the audience. **(Learn)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...

- Ability to advocate on behalf of clients to ensure access to services and resources, remove barriers to independence and promote client well-being. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, supportive of others, honest...

Leadership

- Ability to lead, encourage, advise and cooperate with people to promote and maintain healthy, positive relationships while achieving client, team and ministry goals. **(Learn)**

Personal attributes which may link with this skill statement include: empathetic, respectful, confident, team player, supportive of others...

- Ability to establish and maintain a network of community contacts with a diverse range of individuals. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, empathetic, respectful...

Problem Solving

- Ability to apply a case management model when assessing, developing, implementing, evaluating and adjusting case plans in collaboration with the client and others to establish goals and meet diverse client and family needs. **(Bring)**

Personal attributes which may link with this skill statement include: confident, client service oriented, flexible...



- Ability to apply the family-centered, strength-based, solution-focused case management model when assessing, developing, implementing, evaluating and adjusting case plans in collaboration with the client and others to establish goals and meet diverse client and family needs. **(Learn)**

Personal attributes which may link with this skill statement include: confident, focused, client service oriented, flexible...

- Ability to access appropriate community resources in response to specific client needs. **(Learn)**

Personal attributes which may link with this skill statement include: innovative, creative, client service oriented...

- Ability to assess the current and historical environment of the client, family and/or community and consider all factors when developing case plans. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, client service oriented...

- Ability to assess, develop, implement, evaluate and adjust case plans in order to reduce risk and enhance individual/family functioning. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, client service oriented...

- Ability to develop, maintain, implement and adjust case plans in collaboration with the client and others to establish goals and meet diverse client and family needs. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, client service oriented...

- Ability to evaluate client interview data regarding life situations, employability and other circumstances to determine the extent to which available programs and services can address applicant needs and integrate this into a case plan. **(Learn)**

Personal attributes which may link with this skill statement include: client service oriented, flexible, focused...



Interpersonal

- Ability to develop and maintain open and honest work relationships with a challenging and diverse range of individuals, interest groups and related service providers. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, objective, supportive of others...

- Ability to develop partnerships with communities, share resources and provide quality service to individual clients and families. **(Learn)**

Personal attributes which may link with this skill statement include: goal oriented, creative, flexible...

- Ability to recognize and value cultural and socio-economic differences in developing case plans with the client. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, impartial, fair, sensitive...

- Ability to develop and maintain positive relationships with a diverse range of clients and team members within the workplace, or community and/or other government ministries and agencies. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, objective, supportive of others...

Team/Independence

- Ability to work independently, interdependently, and participate as a contributing member of a variety of teams within the workplace, community and other government ministries/agencies to meet client and ministry goals and objectives. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, goal-oriented, team player...



Organizational

- Ability to independently plan and balance diverse and conflicting workload pressures, in a timely manner accomplishing program goals while meeting client needs. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, goal oriented, client service oriented...

Analytical

- Ability to interpret and apply the intent of legislation and social policies to complex controversial and/or ambiguous situations with disputed or limited facts. **(Learn)**

Personal attributes which may link with this skill statement include: confident, creative, focused...

- Ability to understand and use legal authority in a fair and sensitive manner and provide the rationale for decisions and actions. **(Learn)**

Personal attributes which may link with this skill statement include: focused, flexible, client service oriented...

- Ability to examine, understand and appropriately apply mathematical concepts when calculating and explaining complex budget calculations from income information. **(Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail...

Technical

- Ability to access, retrieve, input and process information using various electronic systems in an accurate and timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: focused, goal oriented...



- Ability to input, update, edit, retrieve, maintain, merge, format and transmit information/data using a variety of hardware/software and/or electronic systems accurately and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: consistent, focused, conscientious...

Safety/Stress/Security

- Ability to recognize symptoms of stress and take steps to minimize their impact on job performance, well being and safety of self and others. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, positive, empathetic...

- Ability to recognize potential risks to the safety and well being of self, clients, staff and community and take timely actions to respond to or de-escalate crisis situations including recognizing when to extricate yourself from the situation. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: self-confident, positive, empathetic...

- Ability to develop, assess and consider options for addressing urgent client situations and implement solutions which reduce client risks. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, positive, empathetic...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioral examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Child and Family Services/Integrated Workers include:

To Be...

- | | | |
|-------------------------------------|--|--|
| • client-service-oriented | <input type="checkbox"/> decisive | <input type="checkbox"/> proactive/ motivated |
| • diligent | <input type="checkbox"/> accurate/ precise/
concise | <input type="checkbox"/> accountable |
| • honest/ trustworthy | <input type="checkbox"/> reliable/ responsible | <input type="checkbox"/> fair/ impartial/ objective/ |
| • self-confident | <input type="checkbox"/> empowering | <input type="checkbox"/> open-minded/ non-
judgmental |
| • flexible/ resilient | <input type="checkbox"/> creative/ innovative | <input type="checkbox"/> patient |
| • insightful/ intuitive | <input type="checkbox"/> compassionate/
supportive/ empathetic/
sensitive/ | <input type="checkbox"/> tolerant |
| • realistic | <input type="checkbox"/> understanding/
respectful | <input type="checkbox"/> calm/ level-headed |
| • positive/ hopeful/
confident | <input type="checkbox"/> a team player | <input type="checkbox"/> approachable/
personable |
| • task-oriented/ goal-
oriented/ | | <input type="checkbox"/> a role model |
| • focused | | |

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Social Services Team Leaders and Supervisors (Child & Youth Protection Worker, Custody Support Worker)

Occupational Family/Code – Human Services: HCP, HYC, HCS

Profile created: 1996 06

Profile updated: 2023 04

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The team leader/supervisor competencies reflect the supervisory, human resource and strategic functions for social service worker/social services program worker positions in the Ministry of Social Services. For certain positions candidates are required to have a BSW, BISW or an alternative bachelor level social work degree from an accredited university, as approved by the CASW/CASSW.

To select program and service delivery social service worker/social services program worker competencies, one must review the competency profile for this job type which is included in the latter pages of this profile.

Depending on the position and its location, a team leader/supervisor may represent a single program area within the Ministry of Social Services or may lead across program areas. You may be responsible for the supervision or assistant supervision of staff within a unit or may lead a team within a child or youth facility. You may have caseload management responsibilities in addition to your leadership and supervisory functions.

The team leader/supervisor may be required to travel and/or drive throughout the city or in rural areas in order to transport or meet with clients. You may work in a residential or custody facility where crisis intervention is required. You will be required to work flexible hours and/or shift work. A criminal record clearance is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable legislation, regulations, programs and policies. **(Bring)**
-

Theories/Principles

- Knowledge of relevant government and community services and resources. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisors only/Learn)**
-

Technical

- Knowledge of budgetary system expectations, statistical requirements and workload demands and how they impact programs. **(Learn)**

Knowledge of union management procedures and how they relate to human resource processes. **(Learn)**



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to verbally and in writing clearly and concisely provide/explain relevant information in response to often complex inquiries or issues at a level appropriate to the audience. **(Learn)**

Personal attributes which may link with this skill statement include: visionary, creative, flexible...

Leadership

- Ability to anticipate the need for and fairly apply the principles of teamwork and team building to meet goals and objectives. **(Learn)**

Personal attributes which may link with this skill statement include: diplomatic, team player, pro-active, objective...

- Ability to guide and coach employees toward positive growth in implementing the theoretical framework and practices of mandated programs. **(Bring)**

Personal attributes which may link with this skill statement include: compassionate, supportive of others, patient...

- Ability to advise and guide employees in conflict resolution and negotiation with individuals and groups resulting in a healthy, harmonious work environment. **(Learn)**

Personal attributes which may link with this skill statement include: supportive, confident, patient...



- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.

(Bring - Supervisors only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to appropriately apply the family centered case management model when assessing, developing, adjusting, implementing and evaluating case plans in collaboration with the client and others in order to meet diverse client and family needs. **(Bring)**

Personal attributes which may link with this skill statement include: confident, client service oriented, flexible...

- Ability to anticipate, assess and intervene in problems in the workplace, the organization and the community to effectively meet ministry and community goals. **(Bring)**

Personal attributes which may link with this skill statement include: compassionate, supportive of others, team player...

- Ability to analyze relevant trends and issues, identify options and solutions and recommend policy changes in order to meet ministry goals and address client needs in a timely fashion. **(Bring)**

Personal attributes which may link with this skill statement include: visionary, creative, task oriented...

Interpersonal

- Ability to establish and maintain workable relationships or partnerships with a diverse range of individuals. **(Bring)**

Personal attributes which may link with this skill statement include: approachable, positive, objective/open-minded/non-judgmental...



- Ability to influence, persuade or convince others in order to reach mutually acceptable or workable solutions/agreements. **(Bring)**

Personal attributes which may link with this skill statement include: honest, visionary, inspire/empower...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently and/or as a contributing member of a variety of teams to consistently meet program goals and address client needs. **(Bring)**

Personal attributes which may link with this skill statement include: self-disciplined/self-starter/proactive...

Organizational

- Ability to plan, organize, prioritize and assign a high volume diverse workload taking into consideration conflicting priorities, frequent interruptions and the needs of the team. **(Bring)**

Personal attributes which may link with this skill statement include: task-oriented/goal-oriented, creative/flexible...

Analytical

- Ability to accurately interpret and ensure compliance with legislative and case practice requirements in order to meet program goals and standards. **(Learn)**

Personal attributes which may link with this skill statement include: objective, flexible, independent...

- Ability to accurately review and interpret the strategic direction for the ministry and link it to current operations. **(Learn)**

Personal attributes which may link with this skill statement include: creative/flexible, objective...



Technical

- Ability to provide input into the design, development and modification of computer systems and applications. **(Learn)**

Personal attributes which may link with this skill statement include: creative, objective...

Safety/Stress/Security

- Ability to recognize symptoms of stress in self and others and take steps to minimize its impact in order to ensure good health and well being. **(Bring)**

Personal attributes which may link with this skill statement include: compassionate, patient, supportive...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Social Services Team Leaders and Supervisors include:

To Be...

- task-oriented/ goal-oriented
- accountable
- self-disciplined/ self-starter/ proactive
- compassionate/ supportive
- approachable
- calm
- patient
- respectful
- welcoming
- understanding
- honest
- credible/ reliable/ dependable
- objective/ open-minded/ non-judgmental
- positive
- visionary
- inspire/ empower
- creative/ flexible
- accommodate individual differences
- equitable
- empathetic

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Client Service Representative - ITO

Occupational Family/Code – Science & Technology: SIT

Profile created: 2005 05

Profile updated: 2006 07

Occupation Summary	<u>Selection of Competencies</u>	Knowledge	Skills	Personal Attributes
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Client Service Representatives are the ministry's primary contact for the IT services provided by the Information Technology Office.

They consult with business units regarding IT initiatives and long term IT strategic planning. They monitor business unit plans to ensure they are in alignment with IT strategic plans; provide ministries with regular status reports and financial forecasts for IT services; encourage and help business units conceptualize and implement innovative IT solutions; work with the Corporate Information Services division and clients to resolve systemic service delivery issues; establish business unit expectations regarding service delivery and negotiate service level agreements.

They assist program managers with business cases to identify alternatives and recommended options for solving business problems. They also provide leadership and project planning guidance to business units in establishing new IT projects; and provide leadership and expertise to senior management in identifying IT issues and opportunities. They also identify and initiate educational opportunities for business units.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Technical

- Knowledge of IT service delivery processes and practices. **(Bring)**
- Knowledge of IT service level agreement development, which includes IT service delivery costing and reporting methodologies. **(Learn)**
- Knowledge of business case development and project management principles. **(Learn)**
- Knowledge of IT strategic planning and IT business alignment. **(Learn)**
- Knowledge of customer service and public/client relations processes. **(Learn)**
- Knowledge of current technology and its role in business process improvement. **(Learn)**
- Knowledge of business process design/re-design. **(Learn)**
- Knowledge of organizational change techniques. **(Learn)**
- Knowledge of requirements analysis and solution design techniques. **(Bring)**
- Knowledge of computer hardware and architecture. **(Bring)**
- Knowledge of information analysis techniques. **(Bring/Learn)**



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to orally present technical information to a wide variety of technical and non-technical individuals and/or groups in a clear, accurate and understandable manner. **(Bring)**

Personal attributes which may link with this skill statement include: concise, logical, organized ...

- Ability to write a variety of detailed, accurate and clear (technical) material such as user, systems and requirements documentation and procedures, project plans, letters, request for proposals, feasibility studies, recommendations and reports, at a level appropriate to the target groups. **(Bring)**

Personal attributes which may link with this skill statement include: logical, concise, creative, thorough...

- Ability to actively listen, paraphrase and ask precise questions in order to clarify and understand information being received. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic/tactful, patient, quick to learn ...

- Ability to accurately describe, explain, illustrate and promote the use and value of new technology, programs and services in a manner that creates understanding, captures interest and enhances users' computer skills. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, concise, logical, creative...

- Ability to verbally and/or in writing explain financial/ statistical/ administrative matters/ policies/ procedures/ regulatory matters/ audit results at a level appropriate to the audience. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic, confident, discreet ...



- Ability to ask clear, concise and relevant questions to obtain desired information to perform an audit/a review. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic, confident, discreet ...

- Ability to mediate, negotiate and use diplomacy to investigate complaints and resolve difficulties in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic, logical, organized ...

Leadership

- Ability to create, design and facilitate group processes to design data/process models that reflect the flow of business activity. **(Learn)**

Personal attributes which may link with this skill statement include: assertive, personable, focused, innovative ...

- Ability to conceptualize, develop, monitor, adjust and implement projects, taking into consideration numerous and changing priorities, and or resources to achieve project goals. **(Learn)**

Personal attributes which may link with this skill statement include: proactive, service oriented, logical, creative, adaptable, flexible, thorough...

- Ability to lead and direct stakeholders in the development and successful implementation of processes related to technological change and business transition within the organization. **(Bring)**

Personal attributes which may link with this skill statement include: self confident, adaptable, patient...

- Ability to constructively lead, influence, encourage and advise others to negotiate a mutually acceptable solution or formal agreement. **(Bring)**

Personal attributes which may link with this skill statement include: personable, self confident, patient...



Team/Independence

- Ability to work independently, lead and participate as a team member to meet program goals and to build productive, positive work relationships. **(Bring)**

Personal attributes which may link with this skill statement include: personable, collaborative, client service oriented...

Organizational

- Ability to independently prioritize and organize one's own workload to meet tight deadlines within budget and successfully complete projects in a changing environment. **(Bring)**

Personal attributes which may link with this skill statement include: organized, logical

Interpersonal

- Ability to influence, persuade or convince others in order to reach mutually acceptable solutions and/or formal agreements. **(Bring)**

Personal attributes which may link with this skill statement include: assertive, personable, collaborative, focused

- Ability to develop and maintain cooperative and productive relationships in order to identify ongoing program and business requirements in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: personable, collaborative, client service oriented, focused

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding

- Ability to consult and collaborate with colleagues and stakeholders to establish partnerships/obtain, exchange and confirm information/establish and maintain agreements/identify solutions/develop and maintain standards. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, personable, organized...



Analytical

- Ability to research, analyze and evaluate diverse information and situations to solve problems and determine alternative courses of action and reach a decision. **(Bring)**

Personal attributes which may link with this skill statement include: concise, logical, organized, focused

- Ability to gather, understand and synthesize specialized information in a way that can be applied to meet the needs of the organization and within given constraints. **(Bring)**

Personal attributes which may link with this skill statement include: organized, thorough

- Ability to identify, explore and evaluate options on budgets, forecasts, negotiations, processes and methodologies, information technology and potential systems design to make feasible recommendations. **(Bring)**

Personal attributes which may link with this skill statement include: logical, concise

- Ability to develop/ implement/ monitor/ evaluate and recommend financial administrative services, management processes, corporate governance and systems ensuring financial integrity and/or effective delivery of service. **(Bring)**

Personal attributes which may link with this skill statement include: analytical, innovative, creative, attentive to detail

Problem Solving

- Ability to identify, explore and evaluate options on processes and methodologies and information technology solutions in order to resolve service delivery issues, design new systems and develop feasible recommendations. **(Bring)**

Personal attributes which may link with this skill statement include: logical, organized, focused, innovative



- Ability to extract, recall, synthesize, conceptualize and apply ideas, processes and information to incorporate new technology and create solutions in a constantly changing technological and business environment. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable/flexible, self-confident, quick to learn

- Ability to identify and respond to issues and concerns of clients who may be angry or frustrated to reach a mutual understanding. **(Learn)**

Personal attributes which may link with this skill statement include: diplomatic/tactful, assertive, empathetic/sensitive, conciliatory

- Ability to identify/select/implement/develop/contribute to the development of new ideas, sound financial planning and management practices, and approaches that will improve work/ financial/ management process and systems. **(Bring)**

Personal attributes which may link with this skill statement include: analytical, creative, persuasive

Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for Client Service Representatives include:

To Be...

<ul style="list-style-type: none"> • Client-service oriented • Innovative • Personable • Patient • Adaptable/flexible 	<ul style="list-style-type: none"> • Assertive • Collaborative • Focused • Diplomatic/tactful • Self confident 	<ul style="list-style-type: none"> • Concise • Logical • Organized • Welcoming • Empathetic/sensitive
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Information Services Officers - Communications Officer

Occupational Family/Code – Program Consultation: CPR

Profile created: 2000 01

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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As a Communications and/or Information Services Officer, working independently or as part of a team, you will be responsible for the full range of internal/external communications and public information services such as providing strategic, proactive advice; and planning, developing and managing short and long-term communications plans and strategies. Duties include: co-ordinating and implementing communications and information activities in collaboration with program areas; issues management; and writing, editing and providing research and analysis of issues.

You may be required to travel and to work long hours. As well, there may be a requirement to perform heavy lifting of print materials / equipment.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable acts, regulations, legislation, programs and policies. **(Learn)**
 - Knowledge of government structure, responsibilities and operations. **(Learn)**
-

Theories/Principles

- Knowledge of qualitative and quantitative research methodologies. **(Bring/Learn)**
 - Knowledge of journalism theories and principles. **(Bring/Learn)**
 - Knowledge of communication theories and principles. **(Bring)**
 - Knowledge of graphic design theories and principles. **(Bring)**
 - Knowledge of marketing theories and principles. **(Bring/Learn)**
 - Knowledge of adult education theories and principles. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of communication techniques, methods, standards, mediums, equipment and software. **(Bring/Learn)**
- Knowledge of management and administrative processes. **(Bring - Supervisory; Learn –non Supervisory)**
- Knowledge of the use of appropriate grammar, syntax, spelling and vocabulary. **(Bring)**



- Knowledge of human resource management.
(Bring - Supervisory; Learn - Nonsupervisory)
 - Knowledge of applicable programs/stakeholders/issues.
(Bring/Learn)
 - Knowledge of organizational behaviour and group dynamics.
(Bring/Learn)
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to interpret and articulate the strategic direction of the ministry to link current operations to the direction of government. **(Learn)**

Personal attributes which may link with this skill statement include: articulate, proactive, diplomatic...

- Ability to design, implement, manage and evaluate strategic communication plans. **(Bring)**

Personal attributes which may link with this skill statement include: persistent, proactive, assertive, intuitive...

- Ability to clearly and concisely compose and edit a variety of documents which provide information and explanations to others. **(Bring)**

Personal attributes which may link with this skill statement include: articulate, quick learner...

- Ability to verbally/visually/in writing, communicate information to a variety of audiences that persuades, convinces, builds support, educates, changes behaviour, promotes understanding with others. **(Bring)**

Personal attributes which may link with this skill statement include: persistent, diplomatic, assertive...

- Ability to organize and present and communicate information in a timely manner, which allows others to understand the reasons for a decision/recommendations or the need for further action. **(Bring)**

Personal attributes which may link with this skill statement include: persistent, diplomatic, assertive...



Leadership

- Ability to recruit, select, train and/or monitor personnel in accordance with governing policy, to achieve stated goals. **(Bring - Supervisory; Learn - Nonsupervisory)**

Personal attributes which may link with this skill statement include: persistent, flexible, thorough, diplomatic, intuitive...

- Ability to get work done through others, taking into consideration priorities, employees' workloads and skills. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: persistent, flexible, diplomatic, intuitive, thorough...

- Ability to contract for and manage contracted suppliers, taking into account budget, priorities, standards. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: persistent, flexible, assertive, diplomatic...

- Ability to coach and guide co-workers and/or assigned staff to further develop their skills and improve job performance. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: articulate, thorough...

- Ability to coach and guide third party stakeholders to achieve desired outcomes. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: persistent, diplomatic, assertive, discreet...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...



Problem Solving

- Ability to assess the current and historical context and consider all relevant factors when conducting research and analysis and developing appropriate recommendations/responses/ conclusions/options. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough, quick learner, intuitive...

- Ability to identify and assess relevant data, consider a variety of options, and develop recommendations and responses to issues. **(Bring)**

Personal attributes which may link with this skill statement include: thorough, assertive, intuitive, proactive...

- Ability to anticipate, identify and assess broad issues in the context of the impact on ministerial/governmental mandate/strategic direction. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough, assertive, intuitive...

- Ability to analyze trends and issues, identify and develop options and solutions, and make communication recommendations to meet client needs. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: intuitive, persistent...

- Ability to clearly define problems; select and apply appropriate methods to communicate response. **(Bring)**

Personal attributes which may link with this skill statement include: intuitive...

Interpersonal

- Ability to facilitate a discussion of relevant issues with a wide variety of people, i.e. stakeholders, media, industry and colleagues. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: diplomatic...



- Ability to develop and maintain relations with a diverse range of people in order to exchange information. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic...

- Ability to listen and clarify concerns and respond appropriately to clients and stakeholders. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic, discreet, intuitive...

- Ability to persuade/convince others to gain support for your recommendations/suggested options. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently and participate as a leader/contributing member of a team(s) to ensure goals and objectives are met. **(Bring – Supervisory; Learn - Nonsupervisory)**

Personal attributes which may link with this skill statement include: flexible, persistent, thorough...

- Ability to assess team dynamics and adjust role, as required. **(Learn)**

Personal attributes which may link with this skill statement include: intuitive, flexible, diplomatic...



Organizational

- Ability to plan and balance diverse and conflicting workload pressures, accomplishing assigned tasks within established timeframes and budget. **(Bring)**

Personal attributes which may link with this skill statement include: resilient, flexible, diplomatic...

- Ability to organize and prioritize a high volume workload taking into consideration task complexity, frequent interruptions and deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, thorough, quick learner...

- Ability to plan and execute public events. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough, flexible...

Analytical

- Ability to identify and frame key issues and messages by gathering, analyzing and integrating conflicting and sometimes incomplete information from numerous sources. **(Bring)**

Personal attributes which may link with this skill statement include: intuitive, thorough, quick learner...

- Ability to gather, understand, synthesize and evaluate information to be used in communicating legislation, positions, programs and policies. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough, persistent, discreet...

- Ability to develop, administer and manage a budget. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough, flexible...



Technical

- Ability to create written, verbal and visual communication materials using a variety of hardware and software applications such as word processing, databases, desktop publishing, graphics, web page and browsers/presentation programs. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: persistent, quick learner...

- Ability to design/develop/select research methodologies (including surveys, focus groups, interviews, literature reviews) and apply appropriate statistical and analytical techniques. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough...

- Ability to keyboard quickly and accurately. **(Bring)**

Personal attributes which may link with this skill statement include: thorough, quick learner, persistent...

- Ability to operate a variety of communications/audio visual equipment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: persistent, thorough, quick learner...

Safety/Stress/Security

- Ability to recognize symptoms of stress in self and others and take steps to minimize its impact in order to ensure good health and well-being. **(Learn)**

Personal attributes which may link with this skill statement include: objective, discreet, thorough...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Communications/Information Services Officers include:

To Be...

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• persistent | <ul style="list-style-type: none"><input type="checkbox"/> proactive | <ul style="list-style-type: none"><input type="checkbox"/> resilient |
| <ul style="list-style-type: none">• flexible | <ul style="list-style-type: none"><input type="checkbox"/> intuitive | <ul style="list-style-type: none"><input type="checkbox"/> diplomatic |
| <ul style="list-style-type: none">• discreet | <ul style="list-style-type: none"><input type="checkbox"/> thorough | <ul style="list-style-type: none"><input type="checkbox"/> assertive |
| <ul style="list-style-type: none">• articulate | <ul style="list-style-type: none"><input type="checkbox"/> quick learner | <ul style="list-style-type: none"><input type="checkbox"/> accommodate |
| <ul style="list-style-type: none">• respectful | <ul style="list-style-type: none"><input type="checkbox"/> welcoming | <ul style="list-style-type: none">individual differences |
| <ul style="list-style-type: none">• objective | <ul style="list-style-type: none"><input type="checkbox"/> open-minded | <ul style="list-style-type: none"><input type="checkbox"/> equitable |
| <ul style="list-style-type: none">• supportive | <ul style="list-style-type: none"><input type="checkbox"/> understanding | <ul style="list-style-type: none"><input type="checkbox"/> empathetic |

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Probation Officer/Community Youth Worker, Program Specialist, Sex Offender Specialist, Team Lead, Supervisor, Community Corrections

Occupational Family/Code – HCY

Profile created: 2005 07

Profile updated: 2015 12

Occupation Summary	<u>Selection of Competencies</u>	Knowledge	Skills	Personal Attributes
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Probation Officer/Community Youth Worker

A Probation Officer/Community Youth Worker delivers services to individuals sentenced by the court under the Youth Criminal Justice Act and the Criminal Code. Probation officers/Community Youth Workers conduct intake, assessment, case management and provide program delivery to clients. Probation officers/Community Youth Workers deliver services to youth and adults who have been released into Judicial Interim Release (Bail) Electronic Monitoring while awaiting their court appearance and provide case management and risk reduction programming with standalone sentences such as community service hours, restitution and fines. Duties include preparation of court reports including Pre-Sentence, Judicial Interim Release, Restitution, Bail, reports for specialized treatment courts, Provincial Director's Decisions and Review Reports, Violation reports. Home/community assessments, community collateral checks and home visits in non-traditional hours are also included. Probation Officer/Community Youth Workers are also required to complete the Ministry's identified generalized and specialized risk assessments to determine the risk-need-responsivity intervention based on level of risk and need. They establish and employ risk management, risk reduction, and Core Correctional Practices. Probation Officers/Community Youth Workers employ an integrated approach to service delivery, working closely with other government ministries and community agencies to ensure offenders and their families receive services appropriate to their risk and need.

Program Specialist

In addition to regular Probation Officer/Community Youth Worker duties identified above, Specialists provide group programming, with a primary focus on violence, but could include gender specific programming. They provide these services to youth and adult clients.

Sex Offender Specialist

A Sex Offender Specialist is the designated expert for clients with sexual offending behaviours. In addition to regular probation work identified above, specialists facilitate group interventions with this specific offender group, provide consultation and expert knowledge to other Probation Officers and community members.

Team Lead

A Team Lead maintains shared responsibility in collaboration with in-scope supervisors to administer and organize unit schedules, meetings and case assignments. Team leads also provide guidance, coaching, mentorship, instruction and support to new employees and practicum students. They are sentence management experts, and are responsible for the service provider program, while maintaining a caseload.

Supervisor, Community Corrections

Supervisors provide leadership, guidance, direction and support ensuring case management conforms to the program's standards. The Supervisor will have a sound understanding of the Youth Criminal Justice Act, Criminal Code, Correctional Services Act, Young Offender Programs mandate, the Child and Family Services mandate, the mandate of others in the youth/adult Justice system, an in-depth knowledge/skills and demonstrated ability to apply and coach others in risk management, risk reduction and relapse prevention framework, and working knowledge of a variety of case work tools.

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Duties include co-ordination and distribution of case work; recruiting new staff; providing clinical consultation to Probation Officers/Community Youth Workers related to the case management process; mentoring and training, evaluating case practice and ensuring quality service, completing youth death reviews and informing management of case actions and/or court decisions with the potential to effect policy change. Supervisors will have achieved demonstrated competency in the administration of the Ministry's generalized and specialized assessments and have a familiarity with the youth and adult court process.

Supervisors will support and engage partnerships with community based organizations, First Nation Communities, other government ministries, and members of the justice community. Supervisors participate in a conflict resolution structure to resolve conflicts and complaints. Supervisors will be expected to be on call as the acting Provincial Director regarding young persons who violate their conditions for release from custody into the community.

Note:

Probation Officers/Community Youth Workers, Team Leads, Sex Offender Specialists, Program Specialists, and the Supervisor positions are required to meet one of the following degree requirements:

- Bachelor of Social Work, Bachelor of Indian Social Work, or an alternative Bachelor level Social Work degree from an accredited university (as approved by the CASW/CASSW);
- Bachelor of Arts: Human Justice, Justice Studies, Psychology, Sociology, Criminology, Indigenous Studies; or
- Bachelor of Education.

All positions described above, are required to be flexible to work field hours, in potentially high risk situations and under high workload demand. You will be required to travel and operate a vehicle in the city and rural area, and hold a valid Saskatchewan driver's license. A criminal record check is a requirement of this position.

The following competencies were identified by Probation and Community Youth Workers at all levels. To ensure ease of competency selection, we have identified some competencies as entry (E), senior/ supervisor (S) and Programs (P).

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Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable procedures, policies, regulations and legislation such as Youth Criminal Justice Act, Criminal Code, the Criminal Justice System. **(Bring-S, Learn-E/P)**
- Knowledge of the inter-relationships between various policies/programs. **(Bring-S, Learn-E/P)**

Theories/Principles

- Knowledge of restorative justice philosophy. **(Bring-S/P, Learn-E)**
- Knowledge of the factors that contribute to adolescent/adult criminal behaviors. **(Bring)**
- Knowledge of child abuse and neglect indicators and effects. **(Bring)**
- Knowledge of human sexuality, sexual deviance, cycles of violence and offending patterns and risk assessment methods and treatment modalities for spousal abuse/sexual offenders/ violent offenders. **(Bring-S, Learn-E, P)**
- Knowledge of the impact of crime/abuse/sexual violence on victims. **(Bring-S/P, Learn-E)**
- Knowledge of the Risk Need Responsivity Principle planning process and Risk assessments **(Learn – E/P Bring -S)**
- Knowledge of community services and resources and the extent to which these resources and services support clients in the community. **(Bring-S/P, Learn-E)**
- Knowledge of the indicators and dynamics of addictions, domestic violence, poverty, disabilities, family relationships, abuse and neglect and their impact on the client's ability to effect necessary change when executing a case plan. **(Bring)**
- Knowledge of human growth and development and the impact of influencing factors. **(Bring)**



- Knowledge of the systemic barriers that affect clients and communities. **(Bring)**
 - Knowledge of theories and intervention strategies including addictions, cognitive behavioral programming, family systems, group intervention process and evidence based practice. **(Bring)**
 - Knowledge of suicide intervention strategy. **(Bring-S/P, Learn-E)**
 - Knowledge of social learning theory and cognitive behavioural approaches to teaching/counselling young/adult persons to develop the pro-social skills necessary to more effectively manage their behaviour. **(Bring-S, Learn-E/P)**
 - Knowledge of techniques and approaches used to work with adults and/or youth with cognitive disabilities. **(Bring-S, Learn-E/P)**
 - Knowledge of adult learning principles and methods. **(Bring)**
 - Knowledge of therapeutic and treatment principles, modalities and interventions to address criminal behaviors. **(Bring-S, Learn-E/P)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse work force. **(Bring- Supervisor only)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to ask questions, listen, respond and engage individuals who may display resistance and a broad range of emotions to gather and evaluate relevant information. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, empathetic, patient, focused, respectful...

- Ability to verbally and in writing communicate clear and concise information to a variety of audiences that persuades/convincs/builds support/educates/promotes understanding. **(Bring)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...

- Ability to develop and deliver presentations and/or facilitate meetings to promote a greater understanding of issues and initiatives at a level appropriate to the audience. **(Bring S/P, Learn E)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...

- Ability to organize, present and record information for the Youth Justice Court/Adult Court and others in a clear, concise, complete, accurate, appropriate and timely manner which allow others to understand the reasons for a decision/ recommendations or the need for further action. **(Bring-S/P, Learn-E)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...



Leadership

- Ability to lead, encourage, advise and coach employees to understand the ministry's strategic plan and its link to current operations to achieve client, team and ministry goals. **(Bring S)**

Personal attributes which may link with this skill statement include: empathetic, respectful, confident, team player, supportive of others...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.

(Bring-Supervisor only)

Personal attributes which may link with this skill statement include: respectful, supportive and empathetic...

Problem Solving

- Ability to accurately assess, develop, implement, evaluate and adjust case/treatment/intervention plans in collaboration with the client and others to establish goals and meet diverse client/family needs. **(Bring)**

Personal attributes which may link with this skill statement include: confident, client service oriented, flexible...

- Ability to quickly and accurately assess and evaluate crises situations and determine the appropriate course of action to de-escalate the situation maintaining the safety of self, client and others. **(Bring)**

Personal attributes which may link with this skill statement include: confident, focused, client service oriented, flexible...

- Ability to assess, develop, implement, evaluate and adjust case plans taking into consideration client's cognitive abilities, to reduce risk and enhance individual/family functioning. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, client service oriented...



- Ability to identify and systematically assess the factors underlying criminal behaviour and the risks and needs, to intervene in a manner which respects the individual's unique abilities, aptitudes and social and cultural circumstance and responsibility. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, client service oriented...

- Ability to accurately assess and understand a conflict/crisis situation and identify appropriate actions in order to apply an intervention strategy and resolve the conflict/crisis. **(Bring)**

Personal attributes which may link with this skill statement include: calm/level headed, decisive, confident, analytical...

- Ability to research and analyze trends and issues, identify and develop options and solutions, and make policy recommendations to address program/ service requirements. **(Bring-S)**

Personal attributes which may link with this skill statement include: proactive, accurate, innovative....

Interpersonal

- Ability to advocate/influence/persuade/convince stakeholders on behalf of clients to ensure access to services and resources, remove barriers to independence and promote client well-being. **(Bring)**

Personal attributes which may link with this skill statement include: positive/hopeful/confident, creative/ innovative, resourceful, proactive, client service oriented, supportive of others...

- Ability to develop and maintain open and honest work relationships with a challenging and diverse range of individuals, interest groups and related service providers. **(Bring)**

Personal attributes which may link with this skill statement include: positive, empathetic, respectful, a team player, empowering...



- Ability to challenge group participants while developing and maintaining open, honest relationships so that they accept responsibility for their behaviour and are able to solve problems in a healthy, productive manner. **(Bring-S/P, Learn-E)**

Personal attributes which may link with this skill statement include: proactive, role model, assertive, confident...

- Ability to manage the dynamics of unmotivated groups and/or individuals who may be passively or aggressively hostile or critical so they are able to participate in a productive manner. **(Bring - S, Learn – E/P)**

Personal attributes which may link with this skill statement include: non-judgmental, objective, supportive of others...

- Ability to develop partnerships with communities, share resources and provide quality service to individual clients and families. **(Bring - S, Learn - E/P)**

Personal attributes which may link with this skill statement include: goal oriented, creative, flexible...

- Ability to recognize and understand cultural and socio-economic differences in developing case plans which address client risk/need. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, impartial, fair, sensitive...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring-Supervisor only)**

Personal attributes which may link with this skill statement include: welcoming, objective and understanding...



Team/Independence

- Ability to work independently and participate as a contributing member of a variety of teams within the workplace, community and other government ministries/agencies to meet client and ministry goals and objectives. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, goal-oriented, team player...

Organizational

- Ability to independently plan and balance diverse and conflicting workload pressures, in a timely manner accomplishing program goals while meeting client needs. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, goal oriented, client service oriented...

Analytical

- Ability to interpret and apply the intent of legislation and social policies to complex controversial and/or ambiguous situations with disputed or limited facts. **(Bring-S, Learn-E/P)**

Personal attributes which may link with this skill statement include: confident, creative, focused...

- Ability to analyze and evaluate data/information to make decisions/recommendations about the effectiveness of practices and programs. **(Bring)**

Personal attributes which may link with this skill statement include: thorough, focused, accurate...

- Ability to understand and use legal authority in a fair and sensitive manner and provide the rationale for decisions and actions. **(Bring-S, Learn-E/P)**

Personal attributes which may link with this skill statement include: focused, flexible, client service oriented...



Technical

- Ability to access, retrieve, input and process information using various electronic systems in an accurate and timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: focused, goal oriented...

Safety/Stress/Security

- Ability to recognize symptoms of stress and take steps to minimize their impact on job performance, well being and safety of self and others. **(Bring)**

Personal attributes which may link with this skill statement include: insightful/intuitive, sensitive, positive, proactive...

- Ability to recognize stressful situations for self and others and develop and implement coping and preventative strategies. **(Bring)**

Personal attributes which may link with this skill statement include: insightful/intuitive, sensitive, positive, empathetic...

- Ability to anticipate and recognize conflict or potentially violent situations and respond to ensure the safety of self, client and others. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, positive, empathetic...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioral examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Probation Officers/Community Youth Workers, Team Leads, Sex Offender Specialists, Program Specialists, Supervisors, Community Corrections include:

To Be...

- analytical
- honest/ ethical/ discrete
- accountable
- creative/ innovative
- persuasive
- client service-oriented
- role model
- empowering
- understanding/ open-minded/ patient
- friendly/ diplomatic
- confident
- flexible
- team player
- culturally sensitive
- accurate/ attentive to detail/ detail-oriented
- reliable/ conscientious/ dedicated
- independent
- reasonable/ practical
- approachable

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Education Training and Awareness Consultant; Community Program Consultant

Occupational Family/Code – Program Consultation: CAE, CCP

Profile created: 2001 12

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Career Services Information Officer (CSIO)

CSIOs actively engage learners, job seekers and employers when they contact (via the phone or in person) the Career and Employment Services office. They provide information, answer questions about programs and services, and assist in the identification of needs. They help people learn to help themselves in accessing print materials and internet information, writing resumes, looking for work, applying for jobs, posting jobs and finding workers.

CSIOs also provide workshops and information sessions and make referrals to community agencies and partners.

Career and Employment Consultants (CEC)

CECs counsel individuals one on one and in group settings who are looking for work, changing careers, or starting their own business. They interview clients to obtain employment history and educational level; they assist the individual in identifying interests and values; and, assess the skill level of the individual against the opportunities and demand of the labour market. CECs also provide information and facilitate group sessions on programs and services that assist individuals in developing and following a plan to achieve their career goals.

CECs work with employers and agencies in the community to facilitate training and employment opportunities for clients. This can involve the negotiation of contracts and the development of service arrangements that are then monitored and evaluated.

Manager, Career and Employment Services

Senior level positions provide leadership and management in the delivery of career and employment programs and services. This includes responsibility for human resource management, maintaining effective liaison and communications with a diverse group of stakeholders, and developing integrated approaches to service delivery with a variety of partners and organizations.

Managers are actively involved in resolving issues, problem solving and trouble shooting with both clients and staff. Managers also oversee program budgets and administrative resources.



Senior Community Program Consultants

Provide leadership and management in the delivery of a provincial program. This includes the responsibility for developing a provincial strategy; representing the ministry/agency at Federal/Provincial/Territorial meetings; developing and/or evaluating programs; guiding the direction of education/training and research and providing support to the Provincial Advisory Bodies. Supervisors are actively involved in managing and directing their staff, overseeing program budgets and administrative resources.

Personal Care Homes Program Consultants

The personal care home consultant provides approval and co-ordination of the licensing of personal care homes within a geographical area. This includes reviewing and approving building and renovation plans and financial plans of new or existing homes. It provides consultation/advice to personal care home providers, Regional Health Boards and other stakeholders on issues such as delivery of care or occupational health. This could include identifying and developing training strategies, monitoring mechanisms and policies.

Emergency Health Services Program Consultant

The Emergency Health Services consultant provides leadership to Saskatchewan Health, Regional Health Boards and other health providers in the development and administration of Emergency Health Services programs. The position is responsible for policy and standards development; accreditation initiatives such as educational requirements for Emergency Health Care Programs and administering the Ambulance Continuing Education Program. It provides consultative services on related acts such as the Ambulance Act and Regulations. It represents the ministry on provincial committees, e.g. Provincial 9-1-1 initiative, ambulance reporting system initiative and S.I.A.S.T.-Science Educational Advisory Committee.

Problem Gambling Program Consultant

Provides leadership in the development and evaluation of effective problem gambling prevention and early intervention strategies. This is completed through the development of partnerships among government ministries, regional health authorities, the gaming industry and special interest groups. It oversees the provincial communication plan for problem gambling and intervention by designing posters, brochures, bus boards, billboards, newspaper advertisements, community directory inserts, radio advertising and public service announcements. Through consultation, the position identifies and delivers training modules for all stakeholders.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of legislation and policy relevant to the program. **(Learn)**
 - Knowledge of other government ministry mandates, programs and services related to the industry. **(Bring)**
-

Theories/Principles

- Knowledge of the basic principles of adult learning. **(Learn/Bring)**
 - Knowledge of theories and principles related to the industry. **(Learn/Bring)**
 - Knowledge of multi-cultural beliefs, values, perspectives and issues in the area of governance and jurisdiction with a particular emphasis on First Nations and Metis issues. **(Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisors only/Learn)**
-

Technical

- Knowledge of the current labor market initiatives/information. **(Bring)**
- Knowledge of methods/theories/approaches related to client assessment and/or career counseling. **(Bring)**
- Knowledge of human resource management principles and practices. **(Learn/Bring)**
- Knowledge of computer hardware and software applications. **(Learn/Bring)**
- Knowledge of community resources and services. **(Bring)**



- Knowledge of terminology and methodologies related to the industry. **(Bring)**
 - Knowledge of trends and issues related to the program. **(Bring)**
 - Knowledge of the principles of adult learning. **(Bring)**
 - Knowledge of computer hardware and software applications. **(Bring)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to verbally, and in writing, communicate information to a variety of audiences that persuades, convinces, builds support, educates and promotes understanding. **(Bring)**

Personal attributes which may link with this skill statement include: client focused, accurate, empathetic...

- Ability to plan, develop, evaluate learning materials and facilitate learning sessions at a level appropriate to the audience. **(Bring)**

Personal attributes which may link with this skill statement include: client focused, respectful, supportive...

- Ability to ask relevant questions to obtain and document pertinent information used to assess relevant circumstances. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, respectful, patient...

- Ability to listen, accurately comprehend and appropriately respond clearly and sensitively to staff and stakeholders to gain relevant information. **(Bring)**

Personal attributes which may link with this skill statement include: respectful, supportive, non-judgmental...

- Ability to mediate, negotiate and use diplomacy to investigate complaints and resolve difficulties in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: collaborative, assertive, diplomatic...



- Ability to record and organize information in a clear, concise, accurate and timely manner which allows others to understand. **(Bring)**

Personal attributes which may link with this skill statement include: client focused, tactful, accurate...

- Ability to accurately interpret and clearly articulate policy, directions and sensitivities. **(Learn)**

Personal attributes which may link with this skill statement include: focused, accurate...

- Ability to provide advice and guidance to a variety of audiences that persuades, convinces, builds support, educates and promotes understanding. **(Bring)**

Personal attributes which may link with this skill statement include: respectful, responsible, motivated...

Leadership

- Ability to fairly and objectively recruit, select, train and/or monitor personnel in accordance with governing policy, to achieve stated goals. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: client focused, respectful, motivating...

- Ability to lead, coach, guide and provide objective performance feedback to employees and/or others to develop their skills, enhance job performance, taking into consideration their priorities, workload and skill level to ensure compliance with expectations, responsibilities and standards of work performance. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: motivating, non-judgmental, understanding...

- Ability to conceptualize / develop / negotiate / implement / monitor / evaluate and adjust projects and/or services and/or programs taking into consideration changing priorities and resources to achieve project/program goals. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: understanding, proactive, outcome focused...



- Ability to establish and maintain a network of community contacts with a diverse range of individuals to obtain and exchange information and resources. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: non judgmental, empathetic, respectful...

- Ability to recognize, assess, mediate and resolve conflict involving staff to ensure continued productivity. **(Bring)**

Personal attributes which may link with this skill statement include: motivating, outcome focused, supportive...

- Ability to constructively lead, influence, encourage and advise others to negotiate a mutually acceptable solution or formal agreement. **(Bring)**

Personal attributes which may link with this skill statement include: respectful, supportive, outcome focused...

- Ability to coordinate and provide leadership and guidance to panels of experts/working groups/committees in the development and delivery of programs and services. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: collaborative, client focused, assertive...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to identify and assess relevant data, trends and opportunities, consider a variety of options, then determine and implement an appropriate course of action. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: positive, accurate, outcome focused...



- Ability to refer clients to appropriate community resources in response to their needs. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: outcome focused, client focused...

- Ability to recognize, assess and mediate conflicts involving colleagues and stakeholders to ensure continued productivity. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: respectful, positive, responsible...

- Ability to accurately identify relevant needs and issues, concerns or problems, generate various options and alternatives and determine and implement an appropriate course of action. **(Bring)**

Personal attributes which may link with this skill statement include: client focused, innovative, adaptable...

- Ability to develop and implement innovative strategies that ensure compliance. **(Learn)**

Personal attributes which may link with this skill statement include: client focused, outcome focused, assertive...

Interpersonal

- Ability to consult and collaborate with colleagues and stakeholders to establish partnerships / obtain, exchange and confirm information / establish and maintain agreements / identify solutions/develop and maintain standards. **(Bring)**

Personal attributes which may link with this skill statement include: understanding, responsible, empathetic...

- Ability to tactfully and respectfully interact with people who may be anxious or frustrated to provide information. **(Bring)**

Personal attributes which may link with this skill statement include: respectful, supportive...



- Ability to develop an open, honest collaborative working relationship with a diverse range of individuals. **(Bring)**

Personal attributes which may link with this skill statement include: honest, client focused, understanding...

- Ability to interact empathetically with people who may be angry, confused, rude, upset, difficult, hostile or dangerous to calm them, provide information and clarify concerns. **(Bring)**

Personal attributes which may link with this skill statement include: respectful, patient, courteous...

- Ability to work collaboratively with First Nations, Metis organizations and other interest groups or stakeholders. **(Bring)**

Personal attributes which may link with this skill statement include: respectful, diplomatic, non-judgmental...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently, and participate and work cooperatively with colleagues and others to meet client and ministry goals and objectives. **(Bring)**

Personal attributes which may link with this skill statement include: outcome focused, motivating...

- Ability to use tact and diplomacy, participate as a collegial and cooperative member of the team in support of the operation and goals of the office. **(Bring)**

Personal attributes which may link with this skill statement include: respectful, team player, responsible...



- Ability to work independently and as a team member with other individuals and organizations to meet client and program needs. **(Bring)**

Personal attributes which may link with this skill statement include: outcome, focused, responsible, self-motivated...

Organizational

- Ability to plan, prioritize and balance diverse and conflicting workload pressures, taking into consideration task complexity, frequent interruptions and deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: outcome focused, client focused, multi tasking...

- Ability to plan, develop and deliver information sessions and workshops to meet client and ministry needs. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: outcome focused, client focused...

Analytical

- Ability to accurately interpret, evaluate and apply appropriate program information to make recommendations on policies and agreements. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, responsible...

- Ability to synthesize information and ideas to develop projects/services/information sessions / workshops. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: client focused, accurate...

- Ability to collect, assess, interpret and thoroughly analyze complaints, identify issues and concerns and develop potential options and solutions. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, innovative, accurate...



Technical

- Ability to gather, understand, synthesize and evaluate information to develop policy and enhance programs. **(Bring)**

Personal attributes which may link with this skill statement include: proactive, self-motivated, out-come focused...

- Ability to create written, verbal and visual materials and generate queries and reports using a variety of applications and equipment. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, outcome focused...

- Ability to accurately file, retrieve and maintain hard copy/electronic files in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, outcome focused...

- Ability to accurately perform a variety of mathematical applications to calculate and balance financial information. (i.e.: audits, payroll, assessment). **(Bring)**

Personal attributes which may link with this skill statement include: accurate, outcome focused...

- Ability to read and understand structural drawings to ensure they comply with legislation. **(Learn)**

Personal attributes which may link with this skill statement include: accurate, responsible...

- Ability to identify, develop, implement and monitor budgets/financial plans to ensure the financial integrity of the project. **(Learn)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail...



- Ability to accurately enter, format and access data using computer software programs, i.e. Word, Outlook, Excel, PowerPoint, Paradox. **(Learn)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioral examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Education, Training and Awareness Consultant; Community Program Consultant include:

To Be...

- client focused
- respectful
- adaptable
- patient
- positive
- proactive
- independent
- assertive
- diplomatic
- tactful
- objective
- equitable
- supportive
- self motivated
- empathetic
- accurate
- non judgmental
- multi tasking
- courteous
- team player
- cooperative
- welcoming
- open-minded
- responsible
- honest
- understanding
- attentive to detail
- outcome focused
- innovative
- motivated
- collaborative
- flexible
- accommodating
- individual differences

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Community Resources Team Leaders and Unit Supervisors (Child & Family Service Supervisors)

Occupational Family/Code – Human Services: HCP, HYC

Profile created: 1998 03

Profile updated: 2023 04

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The team leader/supervisor competencies reflect the supervisory, human resource and strategic functions for social service worker/social services program worker positions in Community Resources. For certain positions candidates are required to have a BSW, BSW or an alternative bachelor level social work degree from an accredited university, as approved by the CASW/CASSW.

To select program and service delivery social service worker/social services program worker competencies, one must review the competency profile for this job type which is included in the latter pages of this profile.

Depending on the position and its location, a team leader/supervisor may represent a single program area within Community Resources or may lead across program areas. You may be responsible for the supervision or assistant supervision of staff within a unit or may lead a team within a child or youth facility. You may have caseload management responsibilities in addition to your leadership and supervisory functions.

The team leader/supervisor may be required to travel and/or drive throughout the city or in rural areas in order to transport or meet with clients. You may work in a residential or custody facility where crisis intervention is required. You will be required to work flexible hours and/or shift work. A criminal record clearance is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable legislation, regulations, programs and policies. **(Bring)**
-

Theories/Principles

- Knowledge of relevant government and community services and resources. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisors only/Learn)**
-

Technical

- Knowledge of budgetary system expectations, statistical requirements and workload demands and how they impact programs. **(Learn)**
 - Knowledge of union management procedures and how they relate to human resource processes. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to verbally and in writing clearly and concisely provide/explain relevant information in response to often complex inquiries or issues at a level appropriate to the audience. **(Learn)**

Personal attributes which may link with this skill statement include: visionary, creative, flexible...

Leadership

- Ability to anticipate the need for and fairly apply the principles of teamwork and team building to meet goals and objectives. **(Learn)**

Personal attributes which may link with this skill statement include: diplomatic, team player, pro-active, objective...

- Ability to guide and coach employees toward positive growth in implementing the theoretical framework and practices of mandated programs. **(Bring)**

Personal attributes which may link with this skill statement include: compassionate, supportive of others, patient...

- Ability to advise and guide employees in conflict resolution and negotiation with individuals and groups resulting in a healthy, harmonious work environment. **(Learn)**

Personal attributes which may link with this skill statement include: supportive, confident, patient...



- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.

(Bring - Supervisors only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to appropriately apply the family centered case management model when assessing, developing, adjusting, implementing and evaluating case plans in collaboration with the client and others in order to meet diverse client and family needs. **(Bring)**

Personal attributes which may link with this skill statement include: confident, client service oriented, flexible...

- Ability to anticipate, assess and intervene in problems in the workplace, the organization and the community to effectively meet ministry and community goals. **(Bring)**

Personal attributes which may link with this skill statement include: compassionate, supportive of others, team player...

- Ability to analyze relevant trends and issues, identify options and solutions and recommend policy changes in order to meet ministry goals and address client needs in a timely fashion. **(Bring)**

Personal attributes which may link with this skill statement include: visionary, creative, task oriented...

Interpersonal

- Ability to establish and maintain workable relationships or partnerships with a diverse range of individuals. **(Bring)**

Personal attributes which may link with this skill statement include: approachable, positive, objective/open-minded/non-judgmental...



- Ability to influence, persuade or convince others in order to reach mutually acceptable or workable solutions/agreements. **(Bring)**

Personal attributes which may link with this skill statement include: honest, visionary, inspire/empower...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently and/or as a contributing member of a variety of teams to consistently meet program goals and address client needs. **(Bring)**

Personal attributes which may link with this skill statement include: self-disciplined/self-starter/proactive...

Organizational

- Ability to plan, organize, prioritize and assign a high volume diverse workload taking into consideration conflicting priorities, frequent interruptions and the needs of the team. **(Bring)**

Personal attributes which may link with this skill statement include: task-oriented/goal-oriented, creative/flexible...

Analytical

- Ability to accurately interpret and ensure compliance with legislative and case practice requirements in order to meet program goals and standards. **(Learn)**

Personal attributes which may link with this skill statement include: objective, flexible, independent...

- Ability to accurately review and interpret the strategic direction for the ministry and link it to current operations. **(Learn)**

Personal attributes which may link with this skill statement include: creative/flexible, objective...



Technical

- Ability to provide input into the design, development and modification of computer systems and applications. **(Learn)**

Personal attributes which may link with this skill statement include: creative, objective...

Safety/Stress/Security

- Ability to recognize symptoms of stress in self and others and take steps to minimize its impact in order to ensure good health and well being. **(Bring)**

Personal attributes which may link with this skill statement include: compassionate, patient, supportive...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Community Resources Team Leaders and Unit Supervisors include:

To Be...

- task-oriented/ goal-oriented
- accountable
- self-disciplined/ self-starter/ proactive
- compassionate/ supportive
- approachable
- calm
- patient
- respectful
- welcoming
- understanding
- honest
- credible/ reliable/ dependable
- objective/ open-minded/ non-judgmental
- positive
- visionary
- inspire/ empower
- creative/ flexible
- accommodate individual differences
- equitable
- empathetic

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Conservation Officer Series

Occupational Family/Code – Inspection and Regulatory: RCO

Profile created: 1996 06

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Conservation Officers, with Saskatchewan Environment and Resource management, are assigned resource management and environmental protection activities in a multi-cultural, community-based setting. Conservation Officers are uniformed law enforcement officers and special constable and are primarily responsible for enforcement and compliance activities governing all aspects of the ministry's mandate with full police powers.

Employees are required to work undefined hours, travel, work in remote locations, in inclement conditions, may be on call for extended periods and may be required to transfer to other locations in the province. A valid drivers license is required. People interested in the conservation officers occupation must pass a psychological personality assessment to determine personal suitability for law enforcement, and must not have a criminal record. New recruits will also be required to pass a standard Law Enforcement Fitness Test (PARE).

Conservation Officers are also trained in defensive tactics and practical shotgun handling. Officers must be able to demonstrate a variety of physical skills such as running a timed, 200 meter distance, running and accurately shooting a police shotgun course, and falling and ground fighting multiple assailants officers and must meet and annually re-certify in these qualification standards.

In addition to the duties of the Conservation Officer, **Senior Level Conservation Officers** may also have to supervise staff and direct a local proactive, anticipatory approach to issues, as well as lead public involvement programs, integrating stakeholders and experts into community-based, consensus building partnerships to resolve complex issues. Senior field representative will initiate and conduct media releases and educational programs, will plan and/or direct complex investigations and may be required to participate in plainclothes or covert enforcement capacities. They will be required to meet semi-annual qualifications in the use, handling and storage of sidearms.



In addition to the Conservation Officer and Senior level Conservation Officer responsibilities, **Resource Area Managers'** primary role will be leader of the Resource Area field team, planning, developing and coordinating staff work plans and the ministry's ecosystem management strategies in the assigning SERM area. They will direct and evaluate the effectiveness of program delivery activities by assigned and external supporting staff. They will supervise staff assigned to the area, manage resolution of area resource management and environmental protection issues, and manage area budgets. The Resource Area Manager will integrate these activities into Eco Regional and provincial strategies and plans as a member of the regional management team.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable federal and provincial legislation, policies, programs and agreements. **(E-Learn/S-Bring)**
-

Theories/Principles

- Knowledge of wildlife, fisheries, forestry, lands, parks, fires, environment, ecological protection, sustainable development, and the inter-relationship between them. **(E-Learn-Bring/S - Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of law, law enforcement, court procedures, legal documents and processes. **(E-Learn-Bring/S - Bring)**
 - Knowledge of human resource, administrative and financial management principles and practices. **(E-Learn/S-Learn-Bring)**
 - Knowledge of ecosystem management theories and practices. **(Bring)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to provide, obtain and exchange information, in both formal and informal settings, to a variety of people such as school groups, clients and ministry staff. **(Bring)**

Personal attributes which may link with this skill statement include: understanding, confident, authoritative...

- Ability to plan, develop and deliver presentations at a level appropriate to the audience, using oral, written and electronic communication. **(Bring)**

Personal attributes which may link with this skill statement include: open-minded, organized, confident...

Leadership

- Ability to lead, train, motivate, and discipline assigned staff and/or people under your direction; and to delegate work assignments/activities to meet the objectives and mandate of the ministry in a productive, effective and healthy work environment. **(E-Learn/S-Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, open-minded, decisive...

- Ability to articulate, represent and balance needs, goals and objectives of employees, the community, ecoregion, and ministry as part of the ecoregion management team. **(Bring)**

Personal attributes which may link with this skill statement include: approachable, open-minded, understanding...



- Ability to develop and implement strategies that foster team success, promote morale and recognize employee achievements. **(Bring)**

Personal attributes which may link with this skill statement include: approachable, understanding, adaptable...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.
(Bring - Supervisor only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to apply conflict resolution skills and appropriate enforcement techniques with people who display resistant, aggressive or violent behaviours in order to ensure the safety of self and other and achieve a satisfactory resolution.
(E-Learn/S-Bring)

Personal attributes which may link with this skill statement include: consistent, decisive, assertive...

- Ability to conduct enforcement and non-enforcement investigations, self-initiated or in response to complaints/inquiries, to gather necessary information and evidence, decide appropriate response, formulate and then implement the plan. **(E-Learn/S-Bring)**

Personal attributes which may link with this skill statement include: consistent, decisive, assertive...

- Ability to accurately identify issues, concerns or problems, consider various options and determine and implement an appropriate course of action (only applies to entry level).
(Bring - Entry)

Personal attributes which may link with this skill statement include: self-starter, independent, adaptable...



Interpersonal

- Ability to develop and implement innovative strategies that meet corporate and ecoregion objectives and maximize human, financial and community resources. **(Bring)**

Personal attributes which may link with this skill statement include: independent, adaptable, efficient/focused...

- Ability to mediate and facilitate discussion of issues with a wide variety of people such as co-workers, stakeholders, media, and the public and private sectors, in matters related to resource management, environmental protection and tourism. **(E-Learn/S-Bring)**

Personal attributes which may link with this skill statement include: open-minded, organized, consistent, decisive...

- Ability to establish and maintain (workable/culturally sensitive/appropriate) relationships with clients, communities and co-workers (only applies to entry level). **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

- Ability to independently negotiate, mediate, and facilitate with stakeholder groups possessing diverse polarized positions, to build community-based consensus within ecosystem management principles. **(Bring)**

Personal attributes which may link with this skill statement include: ethical/trustworthy, efficient/focused, adaptable...

- Ability to plan, facilitate and lead public consultation processes in conjunction with other ministries, agencies, stakeholders, First Nations, to develop and implement sustainable ecosystem management strategies. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...



- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Organizational

- Ability to independently, or as part of a team, assess, establish and adjust work priorities in response to ministry, public and personal objectives and deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: organized, a self-starter, self-motivated...

Analytical

- Ability to develop and implement sustainable strategies to protect, preserve and enhance the wildlife, fisheries, forestry, lands, parks and the environment. **(E-Learn/S-Bring)**

Personal attributes which may link with this skill statement include: proactive, innovative, creative...

- Ability to gather, research, and monitor biological, wildlife and environmental data as the basis for resource management decisions. **(Bring)**

- *Personal attributes which may link with this skill statement include: logical, thorough, organized...*

- Ability to interpret and apply applicable federal and provincial legislation and policies, programs and agreements relating primarily to natural resources, parks and environmental protection. **(S-Bring)**

Personal attributes which may link with this skill statement include: decisive, logical, consistent...



- Ability to anticipate, analyze and respond from a corporate perspective to emerging, sensitive, controversial public or political issues. **(Bring)**

Personal attributes which may link with this skill statement include: logical, ethical...

Technical

- Ability to, in a responsible and safe manner, operate, maintain and make minor emergency repairs to a wide variety of equipment (e.g., snowmobiles, boats/motors and A.T.V.'s, etc.) and to use such equipment during day or night and/or under extreme climatic conditions and frequently in remote locations (depending on level, location, position, the type of equipment and expertise in maintaining or repair would vary). **(Bring)**

Personal attributes which may link with this skill statement include: responsible...

- Ability to input, apply and retrieve data utilizing electronic systems accurately and quickly. **(Bring)**

Personal attributes which may link with this skill statement include: thorough, task oriented, organized...

- Ability to, in a responsible and safe manner, operate firearms, other related equipment and police vehicles in enforcement or emergency situations. **(E-Learn/S-Bring)**

Personal attributes which may link with this skill statement include: responsible, confident, accountable...

Safety/Stress/Security

- Ability to recognize and evaluate safety risks to self and others, and take steps to resolve or minimize them. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, confident, responsible...

Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Conservation Officer Series include:

To Be...

- Understanding (open-minded/non-judgmental, sincere/ considerate/ empathetic/patient/ approachable, sense of humour) in order to interact with people in a fair and impartial manner
 - A self-starter/independent (innovative/proactive/creative, self-motivated) in order to solve problems and accomplish tasks using innovative methods with little or no supervision
 - Ethical/trustworthy (honest) in order to establish credibility on a personal and professional basis
 - Efficient/focused (consistent, organized, task oriented/thorough, practical/logical) in order to achieve goals in a timely and effective way
 - Confident (responsible, decisive, accountable, authoritative, assertive) in order to conduct ourselves professionally
 - Adaptable (flexible, negotiator/mediator, cooperative) in order to meet the challenges of a constantly changing workplace, society, and global environment
 - Dedicated (caring/committed/dedicated/respectful) in order to protect, preserve and enhance resources
- | | | |
|--------------|---------------|--------------------------|
| • respectful | • welcoming | • accommodate |
| • objective | • open-minded | • individual differences |
| • equitable | • supportive | • understanding |
| • flexible | • empathetic | |

COOK

Occupational Family/Code – General Operations: GCK

Profile created: 2006 11

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Cooks work in youth facilities, adult correctional centres in Corrections and Public Safety and in Community Resources and Employment, in camp and institutional settings. Cooks are responsible for the preparation, cooking and serving of full course and short-order meals. Using their culinary skills, cooks are involved in large and small-scale commercial cooking activities serving from 14 up to 350 inmates/clients/youth and staff, depending on the facility. Some positions are responsible for a modern commercial production line chill and serve kitchen. Cooks develop menus, prepare meals, maintain quality control in the preparation of meals and are responsible for the maintenance and cleaning of kitchens. In some positions, cooks may be responsible for the supervision, instruction and coaching of offenders/clients in all fields of the cooking trade including meal preparation and distribution.

For those positions that supervise and teach inmates/youth in the cooking industry, a valid Journeyman Cook Certificate is typically required or a professional cooking certificate and a food safe certificate, and significant experience in commercial large scale cooking or equivalent. For those positions not responsible for teaching inmates/youth to cook, experience in the cooking field is required.

Working conditions for cooks may include work shift rotations and/or working 12-hour shifts. Cooks must learn how to administer First Aid and CPR and must lift heavy objects up to 18 kg (40 lbs) (8 TO 18 kgs). The environment in which cooks may work will require them to maintain security and control of inmates and youth. Supervisors will instruct inmates and youth in all kitchen and food preparation procedures.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of the food industries health, hygiene, sanitation standards, regulations/guidelines. **(Bring)**
 - Knowledge of sanitation and cleanliness standards in the kitchen and eating areas including the cleaning of cook wares, dishes, utensils, etc. conforming with *The Public Health Regulations*. **(Bring)**
 - Knowledge of safety procedures and techniques such as WHIMIS, first Aid, CPR, proper use and storage of chemical and OH & S regulations and facility safety procedures. **(Learn)**
 - Knowledge of Provincial Health Codes and Regulations such as food handling methods, food safety, storage, delivery methods, serving. **(Bring)**
-

Theories/Principles

- Knowledge of adolescent growth and development theory. **(Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring – Supervisors only/Learn)**
-

Technical

- Knowledge of Canada's Food Guide and dietary requirements that include menu planning, special diet menu planning, portion requirements. **(Bring/Learn)**
- Knowledge of the Canada Food Guide nutritional requirements of adults/adolescents and the special dietary requirements of people with diabetes, lactose intolerance, food allergies, cholesterol. **(Bring/Learn)**



- Knowledge of large scale commercial kitchen operation which includes food preparation and handling methods, quantity and quality standards, delivery systems – portions, shipping food in boxes, operating a steam table. **(Bring/Learn)**
 - Knowledge of public health and hygiene regulations and standards associated to sanitation and cleanliness in the kitchen and eating areas including the maintenance and cleansing of commercial cook wear, dishes and utensils. **(Bring/Learn)**
 - Knowledge of government tendering and purchasing procedures to purchase new equipment, supplies and food products, establish, modify and/or cancel standing purchase orders. **(Bring/Learn)**
 - Knowledge of food preparation, including vegetable preparation, pre-cooking, baking products, staples and meat cutting. **(Bring)**
 - Knowledge of large scale cooking operations including menu planning, meal preparation and stocking. **(Bring)**
 - Knowledge of proper maintenance, handling and care and security control of institutional equipment and utensils. **(Bring/Learn)**
 - Knowledge of terminology, applications, safety, training and work practices specific to the cooking trade. **(Bring/Learn)**
 - Knowledge of facility security, requirements and procedures such as youth behavioural actions, youth/adult escort to and from units, etc. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to verbally and in writing, provide clear, concise information and instructions to clients and others at a level appropriate to the audience. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, approachable...

- Ability to verbally and in writing provide clear and concise information in response to often complex inquiries at a level appropriate to the recipient in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: polite, analytical, informative...

- Ability to compose written information in a clear, concise and accurate manner. **(Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, accurate, informative...

- Ability to listen, understand and follow the direction of a head cook as part of a team of food service professionals. **(Bring)**

Personal attributes which may link with this skill statement include: accountable, responsible, common sense...



Leadership

- Ability to guide, coach and provide instructions to clients in basic food handling, preparation, cooking, serving, sanitation and Workplace Hazardous Materials Information System (WHMIS) so that they are able to maintain a safe work environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: team player, thorough, patient...

- Ability to coach, guide and monitor staff and/or clients and assign work to develop their skills while taking into consideration priorities and workload issues. **(Bring)**

Personal attributes which may link with this skill statement include: organized, fair...

- Ability to guide and coach clients in the development of food preparation and cooking skills while maintaining a productive, secure and safe work environment. **(Bring)**

Personal attributes which may link with this skill statement include: persuasive, common sense, good judgement...

- Ability to guide, coach, direct a diverse group of clients that results in a team that can meet its goals and objectives while maintaining a healthy, productive and safe work environment. **(Bring)**

Personal attributes which may link with this skill statement include: respectful, supportive, understanding...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...



- Ability to provide performance reinforcement and feedback about client behaviours in a fair, consistent and objective manner. **(Bring)**

Personal attributes which may link with this skill statement include: fair, supportive, respectful, empathetic...

Problem Solving

- Ability to anticipate, assess and intervene in conflicts that arise between clients and determine and implement an appropriate course of action. **(Learn)**

Personal attributes which may link with this skill statement include: non-judgemental, flexible, objective...

- Ability to interact with threatening, violent, manipulative and fearful clients to control behaviours and promote positive behavioural change. **(Learn)**

Personal attributes which may link with this skill statement include: non judgemental, flexible, supportive...

Interpersonal

- Ability to establish and maintain professional work relationships with staff and colleagues to ensure that a cohesive work environment is preserved and work objectives are accomplished. **(Bring)**

Personal attributes which may link with this skill statement include: honest, ethical, friendly, integrity...

- Ability to interact with clients who may be angry, confused, upset or hostile in a manner which will diffuse or resolve conflict. **(Bring)**

Personal attributes which may link with this skill statement include: patient, understanding, confident...

- Ability to develop, establish and maintain positive relationships with clients to achieve work goals, create trust and set a positive example. **(Bring)**

Personal attributes which may link with this skill statement include: patient, friendly, ethical...



- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring – supervisors only/Learn)**

Personal attributes which may link with this skill statement include: diplomatic, discrete, patient...

- Ability to build and maintain positive work relationships with a diverse range of individuals. **(Bring)**

Personal attributes which may link with this skill statement include: ethical, persuasive, friendly...

Team/Independence

- Ability to work independently and as a contributing member of a team to ensure deadlines, goals and objectives are met. **(Bring)**

Personal attributes which may link with this skill statement include: independent, confident, team player...

Organizational

- Ability to independently and interdependently plan, assess, establish and adjust work priorities to meet program goals. **(Bring)**

Personal attributes which may link with this skill statement include: independent, team player, flexible...

- Ability to independently prioritize and organize one's workload while meeting changing deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: independent, team player, flexible...

- Ability to organize and prioritize program and security responsibilities to meet daily operational requirement. **(Bring)**

Personal attributes which may link with this skill statement include: attention to detail, accurate, fair...



- Ability to plan, organize and prepare meals within strict deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, common sense, dedicated...

- Ability to accurately plan and organize menus according to product availability, client requirements, cost, portion control. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, attention to detail, common sense...

Analytical

- Ability to accurately reference, understand and appropriately apply established standards, policy and protocol. **(Bring)**

Personal attributes which may link with this skill statement include: consistent, attentive to detail, accurate, fair...

Technical

- Ability to accurately read, measure, convert and follow recipes and assemble ingredients according to cooking standards and recipes. **(Bring)**

Personal attributes which may link with this skill statement include: attentive: detail oriented, accurate...

- Ability to develop, monitor and adjust food budget in accordance with ministry expectations and guidelines. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, resourceful, accountable...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents utilizing word processing, databases, spreadsheets, communications and other software packages with speed and accuracy. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, attention to detail...



- Ability to accurately access, retrieve, input and process information using various electronic systems in a timely manner. **(Learn)**

Personal attributes which may link with this skill statement include: accurate, attention to detail...

- Ability to safely operate and maintain cooking equipment such as cook-stoves, convection ovens, deep fryers, steam equipment, gas boiler, dishwashers. **(Bring)**

Personal attributes which may link with this skill statement include: common sense, responsible...

- Ability to prepare pastry products and cook and prepare desserts according to standards, recipes and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: attention to detail, accurate...

- Ability to plan and coordinate the requisitioning and storage of food supplies and kitchen equipment ensuring adequate resources are available. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attention to detail, accurate...

- Ability to purchase, maintain and inventory food supplies in accordance with health and safety standards and in a timely manner. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, attention to detail, accountable...

Safety/Stress/Security

- Ability to recognize symptoms of stress in self and others and take steps to minimize its impact, ensuring good health and well being. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: positive, flexible, resourceful...



- Ability to accurately perform routine security functions, using good judgement, to ensure the safety and well being of colleagues and clients. **(Learn)**

Personal attributes which may link with this skill statement include: good judgement, common sense, responsible...

- Ability to understand and positively cope with the stress of a negative institutional climate. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: positive, resourceful, flexible...

- Ability to administer first aid and C.P.R. according to recommended procedures and possess a current CPR/First Aid Certificate. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: decisive, consistent, self-confident...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioral examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Cook:

To Be...

- | | | |
|--|---|--|
| <input type="checkbox"/> accountable | <input type="checkbox"/> discrete | <input type="checkbox"/> patient |
| <input type="checkbox"/> accurate | <input type="checkbox"/> ethical | <input type="checkbox"/> persuasive |
| <input type="checkbox"/> adaptable | <input type="checkbox"/> fair | <input type="checkbox"/> positive |
| <input type="checkbox"/> analytical | <input type="checkbox"/> flexible | <input type="checkbox"/> positive role model |
| <input type="checkbox"/> approachable | <input type="checkbox"/> friendly | <input type="checkbox"/> practical |
| <input type="checkbox"/> attentive to detail | <input type="checkbox"/> honest/independent | <input type="checkbox"/> reasonable |
| <input type="checkbox"/> common sense | <input type="checkbox"/> innovative | <input type="checkbox"/> reliable |
| <input type="checkbox"/> confident | <input type="checkbox"/> informative | <input type="checkbox"/> resourceful |
| <input type="checkbox"/> conscientious | <input type="checkbox"/> integrity | <input type="checkbox"/> respectful |
| <input type="checkbox"/> creative | <input type="checkbox"/> non judgmental | <input type="checkbox"/> responsible |
| <input type="checkbox"/> detail-oriented | <input type="checkbox"/> objective | <input type="checkbox"/> team player |
| <input type="checkbox"/> dedicated | <input type="checkbox"/> open-mind | <input type="checkbox"/> understanding |
| <input type="checkbox"/> diplomatic | <input type="checkbox"/> organized | |

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Corrections Workers - Institutional

Occupational Family/Code – Human Services: HCW

for Probation Officer (HPO) profile or for Community Youth Worker (HCY) profile, go to Probation Officer Profile

Profile created: 1996 09

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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There are many facets to corrections worker positions depending on whether the position is located in an institutional or community setting. A corrections worker is tasked with the responsibility of upholding the sentences handed out by the Court whether in a community or an institutional setting. The shift from traditional corrections to restorative justice is a major initiative for the Corrections Division.

In the community, a corrections worker or probation officer will prepare pre-sentence reports for the courts, develop case plans with clients, provide group and one-to-one interventions, and develop and liaise with community resources.

As a probation officer, there are also opportunities to work with specialized programs and caseloads. This includes working with clients convicted of spousal abuse and sexual offences. There are also other programs including fine option, intensive probation services, and electronic monitoring.

In a Community Training Residence, a corrections worker, working in a controlled community environment, will develop case plans with clients, provide written reports, participate in one-to-one and group interventions regarding addictions, mental health issues and crisis counseling. A balance between case work and the supervision and monitoring of offenders in a residential setting is a key aspect of a corrections worker's responsibility.

In an institutional setting, a corrections worker may be assigned to work in any area of the institution. The normal living units house lower security offenders, with higher security areas available for those who have proven a need for more control. Remand units are also available for those waiting for trial or to receive a disposition from the courts. A corrections worker provides both dynamic and static security with offenders convicted of a variety of offences.

Dynamic security involves working with offenders to develop case plans which will address their programming needs and prepare them for release. Static security involves locking doors, radio communication, searching offenders, and conducting counts. These measures are in place to ensure the safety of the offenders, the staff, the institution, and the general public.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of provincial policy and applicable federal/provincial legislation that guides job activity and provides position mandate and authority. **(Learn)**
-

Theories/Principles

- Knowledge of criminal justice processes. **(Bring)**
 - Knowledge of public health issues and risk factors. **(Bring)**
 - Knowledge of human behaviour, interpersonal communications and counselling methodologies and how they relate to an institutional environment. **(Bring)**
 - Knowledge of special needs, gender differences and various cultural and spiritual belief systems. **(Bring)**
 - Knowledge of institutional policies and procedures as they relate to static and dynamic security. **(Learn)**
 - Knowledge of resources available in centre and the community. **(Learn)**
 - Knowledge of institutional culture and how it affects both staff and clients. **(Learn)**
-

Technical

- Knowledge of C.M.I.S. and other relevant computer programs. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to obtain relevant information from clients and analyze it for the purpose of programming, release planning and internal security. **(Bring)**

Personal attributes which may link with this skill statement include: observant, adaptable, focused...

- Ability to orally present clear, concise and accurate information at a level appropriate to the audience. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, decisive, adaptable...

- Ability to write in a clear, concise, accurate and timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: consistent, focused...

- Ability to accurately read, understand and appropriately apply policies, procedures and legislation. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: consistent, decisive...

- Ability to exercise authority appropriate to the situation and within legal limits. **(Bring)**

Personal attributes which may link with this skill statement include: consistent, self-confident, decisive...



Problem Solving

- Ability to accurately and appropriately assess client needs and access institutional and community resources on the basis of program suitability. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, consistent...

- Ability to anticipate, assess and intervene in crisis situations and/or conflicts that arise between clients, staff and the community in the daily operation of the institution. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, consistent, observant...

- Ability to anticipate and use good judgment when applying interventions in a hostile, aggressive, dangerous and/or violent situations which pose a risk to self or others. **(Bring)**

Personal attributes which may link with this skill statement include: observant, self-confident, decisive...

- Ability to conduct duties and responsibilities with respect and regard for simple human decency. **(Bring)**

Personal attributes which may link with this skill statement include: positive role model, empathetic, patient...

- Ability to effectively interact with threatening, violent, manipulative, fearful clients to control behaviour and/or promote positive behavioural change. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, decisive, focused...

- Ability to anticipate and use good judgment when applying interventions in routine operations. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, consistent, adaptable...



Interpersonal

- Ability to establish and maintain workable relationships/partnerships with the community. **(Bring)**

Personal attributes which may link with this skill statement include: trustworthy, team player, self-confident...

- Ability to work with people from all cultures, age groups, religions, gender, sexual orientation and socio economic backgrounds in a sensitive manner. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, patient, consistent...

- Ability to interact, influence and promote positive behavioural change in clients exhibiting a wide variety of behavioural problems. **(Bring)**

Personal attributes which may link with this skill statement include: positive role model, trustworthy, supportive...

- Ability to direct and reinforce clients' behaviours consistent with unit/centre rules and established case plans. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, consistent, positive role model...

Team/Independence

- Ability to work independently and/or as a member of a variety of teams to achieve common goals. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, consistent, focused...

Organizational

- Ability to organize, prioritize and re-prioritize program and security responsibilities to meet daily operational requirements. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, team player, adaptable...



- Ability to plan, organize activities and provide feedback for practicum students, community service providers and peer trainees as per institutional and educational guidelines. **(Bring)**

Personal attributes which may link with this skill statement include: patient, consistent, supportive...

- Ability to plan and organize client activities to achieve organizational goals. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, consistent, adaptable...

Analytical

- Ability to work with clients to develop a realistic reintegration plan, make recommendations and outline an implementation process. **(Bring)**

Personal attributes which may link with this skill statement include: positive role model, adaptable, supportive ...

- Ability to access and enforce policies and divisional directives within the parameters of The Correction Service Act and regulations. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, consistent, adaptable...

- Ability to gather relevant information, analyze data, identify and select options to make recommendations and workable decisions within established guidelines. **(Bring)**

Personal attributes which may link with this skill statement include: focused, decisive, self-confident...

Technical

- Ability to operate, monitor and appropriately respond to electronic security systems within established policies and procedures. **(Learn)**

Personal attributes which may link with this skill statement include: focused, observant...



- Ability to accurately input, apply and retrieve data using computers in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, focused...

- Ability to input, access, organize and maintain information systems in order to accomplish program and operational goals. **(Bring)**

Personal attributes which may link with this skill statement include: focused, decisive...

Safety/Stress/Security

- Ability to conduct thorough searches of persons, property and premises. **(Learn)**

Personal attributes which may link with this skill statement include: focused, patient, observant...

- Ability to physically restrain and apply restraint equipment in accordance with the provincial use of force policy. **(Learn)**

Personal attributes which may link with this skill statement include: decisive, energetic, self-confident...

- Ability to understand, recognize, and positively cope with stress generated by a negative institutional environment. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, energetic, adaptable...

- Ability to administer first aid and C.P.R. according to recommended procedures and possess a current CPR/First Aid Certificate. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, consistent, self-confident...



- Ability to recognize and refer client's general medical and psychiatric concerns to appropriate resources. **(Bring)**

Personal attributes which may link with this skill statement include: observant, focused, decisive...

- Ability to recognize subtle differences in individual behaviour and group dynamics in order to identify potentially dangerous situations and take preventative action to ensure the safety, security and good order of the institution. **(Bring)**

Personal attributes which may link with this skill statement include: observant, focused, decisive...

- Ability to accurately perform routine security functions, using good judgment, to ensure the safety, security and good order of the institution. **(Learn)**

Personal attributes which may link with this skill statement include: focused, consistent, observant...

- Ability to recognize the stressors inherent in shift-work and develop positive coping strategies to minimize the negative impact. **(Learn)**

Personal attributes which may link with this skill statement include: adaptable, patient, self-confident...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Institutional Corrections Workers include:

To Be...

- a positive role model in order to promote positive growth in a challenging environment
- adaptable in order to perform effectively in a diverse and changing work environment
- patient in order to effectively meet a vast range of demands in an ever changing work environment
- self-confident in order to meet goals, provide direction and empower ourselves and others
- realistic/sensible in order to make appropriate recommendations, plans and exercise good judgment to meet the needs of the client, institution and community
- trustworthy in order to earn respect and establish credibility for building mutual trust
- consistent in order to enhance staff and offender relations and promote accountability and respect for rules
- supportive/empathetic in order to maintain effective relationships and encourage personal growth in others
- focused in order to provide quality service and meet goals and objectives



- observant in order to detect changes in daily routines surroundings and individual/group behaviour that may indicate potentially dangerous situations and breaches of security
- energetic/vital in order to meet the challenges of balancing personal and work lives to ensure a healthy perspective
- a team player in order to ensure the job is performed in a safe, co-operative and effective manner
- responsible/accountable/decisive in order to meet organizational goals in a challenging environment while maintaining client/staff and public trust and confidence

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Curriculum Development and Co-ordination/Correspondence Teacher

Occupational Family/Code – Program Consultation and Instructional: CSE, ICT

Profile created: 1999 05

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Curriculum Development & Co-ordinator (often referred to as Educational Consultants) **CSE:**

Educational consultants provide advice and direction to Ministry of Education and regional office personnel and school boards regarding the implementation of curricula, policies and initiatives. They identify desirable educational outcomes and coordinate strategic change in the development and implementation of specific core curriculum specialty areas from kindergarten to grade 12 for the provincial school system. They coordinate curriculum needs assessments, and design and develop specific curriculum areas to ensure a comprehensive high quality program that is flexible, relevant and current for all Saskatchewan schools. They plan, develop and coordinate curriculum in-service to develop expertise and leadership in schools and school divisions. In addition, they provide advice and direction on provincial and national projects and initiatives.

Curriculum Development requires a teaching certificate as per LEADS Act.

Superintendents of Education CSE:

Superintendents of Education plan, evaluate and may approve educational funding and programs for students. They also coordinate educational programming, including consultation and staff development, among various stakeholders in the local community (e.g., school divisions, other government ministries, advocacy and interest groups). They evaluate and approve conditional ministry funding, alternative education programs, shared services plans, individual student personal program plan, and school division provision of support services, for School Divisions. They develop and deliver professional development for teachers and administrators to enhance the delivery of services and programming for students. They plan, coordinate and administer ministerial initiatives, programs and services at the regional and local level; submit, analyze and interpret data relevant to ministerial budget reviews; provide guidance and mediation in resolving disputes involving school division personnel, families and advocacy representatives; identify opportunities and develop strategies that will establish or expand collaborative interministerial and/or interagency initiatives.

Superintendents of Education requires a professional 'A' teaching certificate, one year of graduate study and two years teaching experience as per LEADS Act.

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Correspondence Teacher ICT:

Correspondence School Teachers are responsible for teaching and tutoring students by distance education methods, using delivery modes such as print, audio tape, videotape, on-line systems, and CD-ROM. The teaching responsibilities include counseling to encourage learning, developing enrichment and remedial materials, evaluating submitted assignments, setting and evaluating comprehensive examinations, determining final standings, and maintaining student records. Correspondence School Teachers are also responsible for designing, developing, and adapting instructional and evaluation materials for the actualization of the prescribed secondary curricula. They select the appropriate delivery modes to meet the needs of students. Other duties include participating in committees and pilot projects, both within the school and the ministry and with provincial and national educational stakeholders. As well, they train and oversee the work of fee-for-service teachers.

Correspondence Teachers require a teaching certificate as per Teacher's Certification & Classification Regulations and Education Act.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of educational acts and regulations. **(Bring/Learn)**
 - Knowledge of ministry policies and procedures. **(Learn)**
 - Knowledge of the legislation, regulations, policies and procedures of other ministries. **(Learn)**
 - Knowledge of research techniques, methodologies and ethics. **(Bring)**
-

Theories/Principles

- Knowledge of educational principles and preferred practices. **(Bring)**
- Knowledge of curriculum development and implementation processes. **(Bring/Learn)**
- Knowledge of principles, goals, initiatives, and components of Core Curriculum. **(Bring)**
- Knowledge of clientele, educational community/constituencies, and special interest groups. **(Bring)**
- Knowledge of areas of specialty. **(Bring)**
- Knowledge of educational partnerships. **(Learn)**
- Knowledge of instructional methods, techniques and approaches. **(Bring)**
- Knowledge of theories and practice of assessment. **(Bring)**
- Knowledge of change theory and its implications for human and organizational behaviour. **(Bring/Learn)**



- Knowledge of learning theories. **(Bring)**
 - Knowledge of cultural diversity. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisors only/Learn)**
-

Technical

- Knowledge of computer technology, applications and databases. **(Bring/Learn)**

Knowledge of print and non-print resource development methods/materials. **(Bring/Learn)**



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to write a range of internal and public documents such as curriculum documents, instructional materials, policy and procedure and training manuals, correspondence, minutes, briefing notes, memoranda of understanding, Orders-in-Council, contracts, clearly and concisely for a variety of audiences. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, creative, assertive, diplomatic, responsive...

- Ability to develop and deliver a range of presentations on educational topics using a variety of formats and techniques appropriate for the audience. **(Bring)**

Personal attributes which may link with this skill statement include: enthusiastic, diplomatic, assertive, educational leader, responsive...

- Ability to fluently speak and/or read and write in French, Aboriginal or Heritage languages. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic, consistent, educational leader, responsive...

Leadership

- Ability to plan, co-ordinate and facilitate meetings, projects, workshops or conferences, engaging participants to achieve desired outcomes. **(Bring)**

Personal attributes which may link with this skill statement include: enthusiastic, assertive, self-directed, flexible, reliable/committed...



- Ability to guide, coach, instruct and motivate individuals and groups (staff, students and/or educators) to enhance their knowledge, skills and attitudes and to foster the development of a culture of life-long learning. **(Bring)**

Personal attributes which may link with this skill statement include: enthusiastic, consistent, diplomatic, educational leader, team player, trustworthy...

- Ability to recruit, select, train and/or monitor personnel to ensure compliance with pre-established expectations, responsibilities and standards of work performance. **(Learn)**

Personal attributes which may link with this skill statement include: enthusiastic, diplomatic, assertive, educational leader, team player, trustworthy...

- Ability to engage in strategic planning activities that articulate vision, goals, resources, processes and outcomes. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: enthusiastic, reflective, creative, risk taker, educational leader, team player, responsive...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to identify solutions to complex problems and recommend strategies or make decisions to address issues and concerns within a context of available resources, stringent timelines, divergent perspectives and/or opposing viewpoints. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, creative, assertive, risk taker, flexible, responsive...



- Ability to negotiate and mediate to achieve compromise or resolve conflict in situations that may be highly contentious or controversial, such as, delivery of services to students, issues of educational partners, special interest groups and reference committees, intra/inter-ministerial, inter-provincial, national initiatives and projects. **(Bring)**

Personal attributes which may link with this skill statement include: creative, diplomatic, assertive, educational leader, flexible...

- Ability to negotiate and prepare contracts to meet the needs of interested parties, and administer and monitor these contracts to ensure the terms of the agreements are met. **(Learn)**

Personal attributes which may link with this skill statement include: creative, consistent, diplomatic, assertive, analytical...

- Ability to conceptualize, design/develop innovative and educationally sound materials, programs and special initiatives to meet the evolving needs of the educational community. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, creative, educational leader, self-directed, analytical, responsive...

Interpersonal

- Ability to liaise and/or collaborate with the public, organizations, agencies, other ministries, branches, and ministry staff to obtain, exchange and confirm information and/or to make informed decisions that reflect educational goals and perspectives. **(Bring)**

Personal attributes which may link with this skill statement include: consistent, diplomatic, risk taker, assertive, educational leader, flexible, responsive...



- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Organizational

- Ability to organize and manage multiple projects taking into consideration conflicting and changing priorities in order to meet deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: self-directed, team player, flexible, reliable/committed...

Analytical

- Ability to research, identify, evaluate and select resources from a variety of sources to develop and support curriculum documents, instructional materials and a variety of other documents and/or presentations. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, creative, educational leader, self-directed, analytical, reliable/committed...



- Ability to identify and critically examine various components of complex issues, problems, trends and/or needs within the context of (appropriate) timelines, divergent perspectives, public needs, ministerial and educational goals. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, self-directed, analytical...

- Ability to synthesize information and ideas from a variety of sources in order to develop educational resources and/or programs such as in-service plans, instructional materials, curriculum documents and evaluation criteria, to meet specific objectives. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, self-directed, analytical, reliable/committed...

- Ability to interpret and apply relevant federal, provincial statutes/regulations, policies, procedures, agreements and contracts relating to ministerial and educational goals. **(Bring)**

Personal attributes which may link with this skill statement include: consistent, analytical, self-directed...

- Ability to anticipate emerging trends, issues and needs and their implications for policy and program development and informed decision making. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, creative, risk taker, analytical, responsive...

Technical

- Ability to design new or adapt existing computer/technological applications and maintain them, to respond to educational needs and initiatives, taking into account design alternatives and ministry resources. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, self-directed, analytical, reliable/committed, responsive...



- Ability to input, edit, update, retrieve and format information accurately, using various software packages and applications. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: consistent, self-directed, reliable/committed...

- Ability to effectively use presentation software (such as PowerPoint, Corel, Presentation, Hyperstudio) and equipment such as LCD panels or data projectors. **(Learn)**

Personal attributes which may link with this skill statement include: creative, self-directed, analytical, flexible, trustworthy...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Curriculum Development & Co-ordinator/ Correspondence Teachers include:

To Be...

- enthusiastic (to look forward to the next challenge; to be optimistic)
- reflective (to recognize own strengths and weaknesses; to reflect on personal success, ways of learning/working)
- creative (to be a believer, dreamer, creative, innovative, and a critical thinker)
- consistent (to present information consistently)
- diplomatic (to be sensitive, tactful, empathetic, approachable, courteous)
- risk taker (willingness to try something new)
- optimistic (to be congenial, with a sense of humour)
- assertive (to be self-confident, proactive, convincing, influencing, and provides clarity and exhibits conviction)
- respectful
- objective
- equitable
- flexible
- welcoming
- educational leader (to be self-confident, open minded, proactive and an advocate)
- self-directed (to be autonomous/independent)
- analytical (to be logical attentive to detail; to see parts of whole)
- team player (to be co-operative, congenial, open)
- open/accepting (to be patient, understanding to tolerate ambiguity)
- flexible (to be able to adapt to change, and cope with multiple roles/tasks/projects/expectations/ demanding workload)
- reliable/committed (to be hard-working, responsible, conscientious and punctual)
- trustworthy (to be honest, discreet)
- responsive (to be helpful, friendly and prompt)
- accommodate individual differences
- understanding
- supportive
- empathetic
- open-minded

CURATOR

Occupational Family/Code – Science & Technology: SCU

Profile created: 2007 10

Profile updated: N/A

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Government of Saskatchewan Curators are employed at the Royal Saskatchewan Museum and may be headquartered at either Regina or Eastend.

The Royal Saskatchewan Museum (RSM) furthers an understanding of Saskatchewan’s natural history and aboriginal cultures, past and present. It communicates that understanding through all available media, especially exhibits and publications, in a culturally and scientifically sensitive manner for the purpose of education and enjoyment. The Museum’s primary means of understanding and communicating about natural history and aboriginal cultures is through the acquisition, conservation, research, display and interpretation of appropriate material evidence of human and natural history.

RSM curators are specialists in one of three disciplines: Aboriginal History, Earth Sciences and Life Sciences:

- Aboriginal History curators, in cooperation with First Nations’ communities, advance our understanding of Saskatchewan’s Aboriginal cultures, both past and present, in part through the management and preservation of appropriate collections.
- Earth Sciences curators advance our knowledge of Saskatchewan’s ancient past through the collection, preservation and study of the province’s fossils and geology.
- Life Sciences curators manage and develop collections and conduct research on the flora, fauna and ecology (including human ecology) of the province.

In their areas of expertise, curators acquire, document, and manage provincial heritage collections, design, implement and publish original research, provide direction and support in the development of exhibits and educational programs, and disseminate information through lectures and other presentations to schools, professional groups and the general public. Curators also contribute to the development and implementation of curatorial and government policies and procedures, and work with other government ministries and agencies, universities, and other non-government organizations concerning initiatives and issues in their area of expertise. Curators consult with the museum’s Conservator and Collections Registrar, as well as other staff, and provide direction and training to museum technicians and volunteers.

The educational requirements for curators vary. Senior curators (level 12) typically require a PhD in their area of expertise; supervision of graduate university research through adjunct faculty status at one or both provincial universities is required. Junior curators (level 10 or 11) typically require a Masters degree in their area of expertise; involvement with student research at provincial universities is encouraged.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of acts and regulations relevant to the appropriate curatorial and/or conservation program (*Aboriginal History, Earth Science or Life Sciences*). **(Bring)**

(such as: Heritage Property Act, Wildlife Act, Species at Risk Act, Migratory Birds Convention Act.)

Theories/Principles

- Knowledge of Code of Ethics principles relevant to the appropriate curatorial and/or conservation program. **(Bring/Learn)**

(such as: ICOM Code of Ethics, AMA Code of Ethics, CAA Code of Ethics, Royal Saskatchewan Museum Code of Ethics)

- Knowledge of terminologies, theories, principles and research methodologies related to the specific field or curatorial and or conservation program (*Aboriginal History, Earth Sciences or Life Sciences*). **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring – supervisors only/Learn)**
-

Technical

- Knowledge of Aboriginal History, Earth Sciences and/or Life Sciences of Saskatchewan. **(Bring/Learn)**
 - Knowledge of how museum artifacts and other objects are obtained, identified, prepared, catalogued and stored in the appropriate curatorial program (*Aboriginal History, Earth Sciences or Life Sciences*). **(Bring/Learn)**
 - Knowledge of curatorial, museum external policies and procedures and the regulatory standards and guidelines. (*Aboriginal History, Earth Sciences or Life Sciences*). **(Bring/Learn)**
-



- Knowledge of conservation and preservation techniques. **(Bring/Learn)**
 - Knowledge of qualitative and quantitative research methodologies and statistical analysis. **(Bring)**
-

Skills

Skills are those **demonstrated** abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to clearly and accurately communicate complex scientific theories and principles in large and small group settings and respond to questions to promote a greater understanding in the appropriate conservation or curatorial program (*Aboriginal History, Earth Sciences or Life Sciences*) at a level appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, attentive to detail, clear...

- Ability to develop and facilitate/deliver lectures, tours, education and extension programs to schools, universities, professional colleagues, government and NGO's, professional and vocational groups to promote programs, educate and share information. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: clear, concise, creative...

- Ability to accurately compose articles, papers and reports for both scientific/scholarly or peer reviewed and non technical publications using language appropriate to the audience. **(Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, accurate, conscientious...



- Ability to clearly and concisely compose and edit a variety of documents to provide information and explanations to others.
(Bring)

Personal attributes which may link with this skill statement include: conscientious, attentive to detail...

Leadership

- Ability to constructively encourage/share information/provide feedback to help others meet common goals and objectives, ensuring compliance with museum policy and standards.
(Bring)

Personal attributes which may link with this skill statement include: flexible, understanding, open-minded...

- Ability to direct, guide and coach technicians, interns, volunteers, contractors and students while working in a museum environment or in the field so that goals and objectives are met. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, patient, independent...

- Ability to guide and coach a diverse group of employees, resulting in a team that meets its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.
(Bring – Supervisors only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to develop, document, study, interpret and preserve museum collections in the appropriate conservation/curatorial program (*Aboriginal History/Earth Sciences/Life Sciences*).
(Bring)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...



- Ability to clearly define problems and look for and generate diverse and creative solutions to unresolved scientific issues in the appropriate conservation/curatorial program (*Aboriginal History/Earth Sciences/Life Sciences*). **(Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, analytical, accurate...

- Ability to identify, define and research issues to develop and implement new written policy and/or strategies intended to set standards that achieve long term success for the appropriate curatorial or conservation program (*Aboriginal History/Earth Sciences/Life Sciences*). **(Bring/Learn)**

Personal attributes which may link with this skill statement include: clear, concise, ethical...

- Ability to clearly define problems, analyze trends and relevant data and recommend sound solutions, methods, ideas and approaches. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: ethical, analytical, conscientious...

Interpersonal

- Ability to recognize, handle and respond to potentially awkward and sensitive situations in a positive, tactful and proactive manner. **(Bring)**

Personal attributes which may link with this skill statement include: ethical, analytical, sensitive, positive, tactful...

- Ability to actively listen, acknowledge concerns and provide clear direction to resolve difficult situations with people in a calm and courteous manner. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: assertive, diplomatic, attentive to detail...

- Ability to ensure the confidentiality of sensitive information associated with curatorial programs, using diplomacy and discretion when questioned. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: discrete, reliable, ethical...



- Ability to diplomatically consult and work with other organizations, colleagues, individuals, landowners and communities to develop positive working relationships and partnerships. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: diplomatic, friendly, reliable...

- Ability to establish, build and maintain professional partnerships and/or relationships to achieve understanding and mutually acceptable solutions. **(Bring)**

Personal attributes which may link with this skill statement include: understanding, ethical, open-minded...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently and as a collaborative team member with co-workers, agencies and others to consistently meet program goals. **(Bring)**

Personal attributes which may link with this skill statement include: friendly, reliable, understanding...

Organizational

- Ability to plan, organize and prioritize tasks taking into consideration deadlines, resources and program mandate. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, accurate, conscientious...

Analytical

- Ability to perform historical and/or scientific research and analysis on museum collections to generate knowledge and a better understanding of specimens. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, reliable, self-starter...



- Ability to analyze relevant trends and issues, identify options and solutions and recommend policy changes in appropriate curatorial program (*Aboriginal History/Earth Sciences/Life Sciences*) order to meet ministry goals. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: detail, creative, accurate...

- Ability to interpret and ethically apply the principles and standards associated with First Nation’s culture and history to resolve issues related to the management of provincial archaeological and ethnological collections. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: innovative, flexible, open-minded...

Technical

- Ability to responsibly receive, process, identify, label, catalogue, document/record, store acquisitions/specimens in a suitable environment to maintain integrity of the acquisition in accordance to established guidelines. **(Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, accurate, conscientious...

- Ability to design, develop and select qualitative and/or quantitative scientific research methodologies, accurately applying appropriate statistical and analytical techniques. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, confident, conscientious...

- Ability to create and generate accurate queries, reports and documents using internet, word processing, databases, spreadsheets, statistical software and other software packages. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, innovative...



Safety, Stress, Security

- Ability to accurately apply standard safety precautions and practices according to established protocols, safety guidelines and existing legislation (*WMIS and Occupational health Act*). (**Bring/Learn**)

Personal attributes which may link with this skill statement include: conscientious, confident, attentive to detail...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Curator include:

To Be...

- | | | |
|--|--|--|
| <input type="checkbox"/> innovative | <input type="checkbox"/> clear/concise | <input type="checkbox"/> respectful |
| <input type="checkbox"/> supportive | <input type="checkbox"/> empathetic | <input type="checkbox"/> welcoming |
| <input type="checkbox"/> objective | <input type="checkbox"/> understanding | <input type="checkbox"/> flexible |
| <input type="checkbox"/> self-starter | <input type="checkbox"/> open-minded | <input type="checkbox"/> patient |
| <input type="checkbox"/> friendly | <input type="checkbox"/> diplomatic | <input type="checkbox"/> confident |
| <input type="checkbox"/> attentive to detail | <input type="checkbox"/> accurate | <input type="checkbox"/> conscientious |
| <input type="checkbox"/> dedicated | <input type="checkbox"/> independent | |

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Curriculum Development and Co-ordination/Correspondence Teacher

Occupational Family/Code – Program Consultation and Instructional: CSE, ICT

Profile created: 1999 05

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Curriculum Development & Co-ordinator (often referred to as Educational Consultants) CSE:

Educational consultants provide advice and direction to Ministry of Education and regional office personnel and school boards regarding the implementation of curricula, policies and initiatives. They identify desirable educational outcomes and coordinate strategic change in the development and implementation of specific core curriculum specialty areas from kindergarten to grade 12 for the provincial school system. They coordinate curriculum needs assessments, and design and develop specific curriculum areas to ensure a comprehensive high quality program that is flexible, relevant and current for all Saskatchewan schools. They plan, develop and coordinate curriculum in-service to develop expertise and leadership in schools and school divisions. In addition, they provide advice and direction on provincial and national projects and initiatives.

Curriculum Development requires a teaching certificate as per LEADS Act.

Superintendents of Education CSE:

Superintendents of Education plan, evaluate and may approve educational funding and programs for students. They also coordinate educational programming, including consultation and staff development, among various stakeholders in the local community (e.g., school divisions, other government ministries, advocacy and interest groups). They evaluate and approve conditional ministry funding, alternative education programs, shared services plans, individual student personal program plan, and school division provision of support services, for School Divisions. They develop and deliver professional development for teachers and administrators to enhance the delivery of services and programming for students. They plan, coordinate and administer ministerial initiatives, programs and services at the regional and local level; submit, analyze and interpret data relevant to ministerial budget reviews; provide guidance and mediation in resolving disputes involving school division personnel, families and advocacy representatives; identify opportunities and develop strategies that will establish or expand collaborative interministerial and/or interagency initiatives.

Superintendents of Education requires a professional 'A' teaching certificate, one year of graduate study and two years teaching experience as per LEADS Act.

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Correspondence Teacher ICT:

Correspondence School Teachers are responsible for teaching and tutoring students by distance education methods, using delivery modes such as print, audio tape, videotape, on-line systems, and CD-ROM. The teaching responsibilities include counseling to encourage learning, developing enrichment and remedial materials, evaluating submitted assignments, setting and evaluating comprehensive examinations, determining final standings, and maintaining student records. Correspondence School Teachers are also responsible for designing, developing, and adapting instructional and evaluation materials for the actualization of the prescribed secondary curricula. They select the appropriate delivery modes to meet the needs of students. Other duties include participating in committees and pilot projects, both within the school and the ministry and with provincial and national educational stakeholders. As well, they train and oversee the work of fee-for-service teachers.

Correspondence Teachers require a teaching certificate as per Teacher's Certification & Classification Regulations and Education Act.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of educational acts and regulations. **(Bring/Learn)**
 - Knowledge of ministry policies and procedures. **(Learn)**
 - Knowledge of the legislation, regulations, policies and procedures of other ministries. **(Learn)**
 - Knowledge of research techniques, methodologies and ethics. **(Bring)**
-

Theories/Principles

- Knowledge of educational principles and preferred practices. **(Bring)**
- Knowledge of curriculum development and implementation processes. **(Bring/Learn)**
- Knowledge of principles, goals, initiatives, and components of Core Curriculum. **(Bring)**
- Knowledge of clientele, educational community/constituencies, and special interest groups. **(Bring)**
- Knowledge of areas of specialty. **(Bring)**
- Knowledge of educational partnerships. **(Learn)**
- Knowledge of instructional methods, techniques and approaches. **(Bring)**
- Knowledge of theories and practice of assessment. **(Bring)**
- Knowledge of change theory and its implications for human and organizational behaviour. **(Bring/Learn)**



- Knowledge of learning theories. **(Bring)**
 - Knowledge of cultural diversity. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisors only/Learn)**
-

Technical

- Knowledge of computer technology, applications and databases. **(Bring/Learn)**

Knowledge of print and non-print resource development methods/materials. **(Bring/Learn)**



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to write a range of internal and public documents such as curriculum documents, instructional materials, policy and procedure and training manuals, correspondence, minutes, briefing notes, memoranda of understanding, Orders-in-Council, contracts, clearly and concisely for a variety of audiences. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, creative, assertive, diplomatic, responsive...

- Ability to develop and deliver a range of presentations on educational topics using a variety of formats and techniques appropriate for the audience. **(Bring)**

Personal attributes which may link with this skill statement include: enthusiastic, diplomatic, assertive, educational leader, responsive...

- Ability to fluently speak and/or read and write in French, Aboriginal or Heritage languages. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic, consistent, educational leader, responsive...

Leadership

- Ability to plan, co-ordinate and facilitate meetings, projects, workshops or conferences, engaging participants to achieve desired outcomes. **(Bring)**

Personal attributes which may link with this skill statement include: enthusiastic, assertive, self-directed, flexible, reliable/committed...



- Ability to guide, coach, instruct and motivate individuals and groups (staff, students and/or educators) to enhance their knowledge, skills and attitudes and to foster the development of a culture of life-long learning. **(Bring)**

Personal attributes which may link with this skill statement include: enthusiastic, consistent, diplomatic, educational leader, team player, trustworthy...

- Ability to recruit, select, train and/or monitor personnel to ensure compliance with pre-established expectations, responsibilities and standards of work performance. **(Learn)**

Personal attributes which may link with this skill statement include: enthusiastic, diplomatic, assertive, educational leader, team player, trustworthy...

- Ability to engage in strategic planning activities that articulate vision, goals, resources, processes and outcomes. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: enthusiastic, reflective, creative, risk taker, educational leader, team player, responsive...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to identify solutions to complex problems and recommend strategies or make decisions to address issues and concerns within a context of available resources, stringent timelines, divergent perspectives and/or opposing viewpoints. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, creative, assertive, risk taker, flexible, responsive...



- Ability to negotiate and mediate to achieve compromise or resolve conflict in situations that may be highly contentious or controversial, such as, delivery of services to students, issues of educational partners, special interest groups and reference committees, intra/inter-ministerial, inter-provincial, national initiatives and projects. **(Bring)**

Personal attributes which may link with this skill statement include: creative, diplomatic, assertive, educational leader, flexible...

- Ability to negotiate and prepare contracts to meet the needs of interested parties, and administer and monitor these contracts to ensure the terms of the agreements are met. **(Learn)**

Personal attributes which may link with this skill statement include: creative, consistent, diplomatic, assertive, analytical...

- Ability to conceptualize, design/develop innovative and educationally sound materials, programs and special initiatives to meet the evolving needs of the educational community. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, creative, educational leader, self-directed, analytical, responsive...

Interpersonal

- Ability to liaise and/or collaborate with the public, organizations, agencies, other ministries, branches, and ministry staff to obtain, exchange and confirm information and/or to make informed decisions that reflect educational goals and perspectives. **(Bring)**

Personal attributes which may link with this skill statement include: consistent, diplomatic, risk taker, assertive, educational leader, flexible, responsive...



- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Organizational

- Ability to organize and manage multiple projects taking into consideration conflicting and changing priorities in order to meet deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: self-directed, team player, flexible, reliable/committed...

Analytical

- Ability to research, identify, evaluate and select resources from a variety of sources to develop and support curriculum documents, instructional materials and a variety of other documents and/or presentations. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, creative, educational leader, self-directed, analytical, reliable/committed...



- Ability to identify and critically examine various components of complex issues, problems, trends and/or needs within the context of (appropriate) timelines, divergent perspectives, public needs, ministerial and educational goals. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, self-directed, analytical...

- Ability to synthesize information and ideas from a variety of sources in order to develop educational resources and/or programs such as in-service plans, instructional materials, curriculum documents and evaluation criteria, to meet specific objectives. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, self-directed, analytical, reliable/committed...

- Ability to interpret and apply relevant federal, provincial statutes/regulations, policies, procedures, agreements and contracts relating to ministerial and educational goals. **(Bring)**

Personal attributes which may link with this skill statement include: consistent, analytical, self-directed...

- Ability to anticipate emerging trends, issues and needs and their implications for policy and program development and informed decision making. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, creative, risk taker, analytical, responsive...

Technical

- Ability to design new or adapt existing computer/technological applications and maintain them, to respond to educational needs and initiatives, taking into account design alternatives and ministry resources. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, self-directed, analytical, reliable/committed, responsive...



- Ability to input, edit, update, retrieve and format information accurately, using various software packages and applications. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: consistent, self-directed, reliable/committed...

- Ability to effectively use presentation software (such as PowerPoint, Corel, Presentation, Hyperstudio) and equipment such as LCD panels or data projectors. **(Learn)**

Personal attributes which may link with this skill statement include: creative, self-directed, analytical, flexible, trustworthy...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Curriculum Development & Co-ordinator/ Correspondence Teachers include:

To Be...

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> enthusiastic (to look forward to the next challenge; to be optimistic) <input type="checkbox"/> reflective (to recognize own strengths and weaknesses; to reflect on personal success, ways of learning/working) <input type="checkbox"/> creative (to be a believer, dreamer, creative, innovative, and a critical thinker) <input type="checkbox"/> consistent (to present information consistently) <input type="checkbox"/> diplomatic (to be sensitive, tactful, empathetic, approachable, courteous) <input type="checkbox"/> risk taker (willingness to try something new) <input type="checkbox"/> optimistic (to be congenial, with a sense of humour) <input type="checkbox"/> assertive (to be self-confident, proactive, convincing, influencing, and provides clarity and exhibits conviction) | <ul style="list-style-type: none"> • educational leader (to be self-confident, open minded, proactive and an advocate) • self-directed (to be autonomous/independent) • analytical (to be logical attentive to detail; to see parts of whole) • team player (to be co-operative, congenial, open) • open/accepting (to be patient, understanding to tolerate ambiguity) • flexible (to be able to adapt to change, and cope with multiple roles/tasks/projects/expectations/ demanding workload) • reliable/committed (to be hard-working, responsible, conscientious and punctual) • trustworthy (to be honest, discreet) • responsive (to be helpful, friendly and prompt) |
| <ul style="list-style-type: none"> <input type="checkbox"/> respectful <input type="checkbox"/> objective <input type="checkbox"/> equitable <input type="checkbox"/> flexible <input type="checkbox"/> welcoming | <ul style="list-style-type: none"> • accommodate individual differences • understanding • supportive • empathetic • open-minded |

Social Services Team Leaders and Supervisors

Occupational Family/Code – Human Services: HCP, HYC, HCS

Profile created: 1996 06

Profile updated: 2023 04

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The team leader/supervisor competencies reflect the supervisory, human resource and strategic functions for social service worker/social services program worker positions in the Ministry of Social Services. For certain positions candidates are required to have a BSW, BISW or an alternative bachelor level social work degree from an accredited university, as approved by the CASW/CASSW.

To select program and service delivery social service worker/social services program worker competencies, one must review the competency profile for this job type which is included in the latter pages of this profile.

Depending on the position and its location, a team leader/supervisor may represent a single program area within the Ministry of Social Services or may lead across program areas. You may be responsible for the supervision or assistant supervision of staff within a unit or may lead a team within a child or youth facility. You may have caseload management responsibilities in addition to your leadership and supervisory functions.

The team leader/supervisor may be required to travel and/or drive throughout the city or in rural areas in order to transport or meet with clients. You may work in a residential or custody facility where crisis intervention is required. You will be required to work flexible hours and/or shift work. A criminal record clearance is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable legislation, regulations, programs and policies. **(Bring)**
-

Theories/Principles

- Knowledge of relevant government and community services and resources. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisors only/Learn)**
-

Technical

- Knowledge of budgetary system expectations, statistical requirements and workload demands and how they impact programs. **(Learn)**

Knowledge of union management procedures and how they relate to human resource processes. **(Learn)**



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to verbally and in writing clearly and concisely provide/explain relevant information in response to often complex inquiries or issues at a level appropriate to the audience. **(Learn)**

Personal attributes which may link with this skill statement include: visionary, creative, flexible...

Leadership

- Ability to anticipate the need for and fairly apply the principles of teamwork and team building to meet goals and objectives. **(Learn)**

Personal attributes which may link with this skill statement include: diplomatic, team player, pro-active, objective...

- Ability to guide and coach employees toward positive growth in implementing the theoretical framework and practices of mandated programs. **(Bring)**

Personal attributes which may link with this skill statement include: compassionate, supportive of others, patient...

- Ability to advise and guide employees in conflict resolution and negotiation with individuals and groups resulting in a healthy, harmonious work environment. **(Learn)**

Personal attributes which may link with this skill statement include: supportive, confident, patient...



- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.

(Bring - Supervisors only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to appropriately apply the family centered case management model when assessing, developing, adjusting, implementing and evaluating case plans in collaboration with the client and others in order to meet diverse client and family needs. **(Bring)**

Personal attributes which may link with this skill statement include: confident, client service oriented, flexible...

- Ability to anticipate, assess and intervene in problems in the workplace, the organization and the community to effectively meet ministry and community goals. **(Bring)**

Personal attributes which may link with this skill statement include: compassionate, supportive of others, team player...

- Ability to analyze relevant trends and issues, identify options and solutions and recommend policy changes in order to meet ministry goals and address client needs in a timely fashion. **(Bring)**

Personal attributes which may link with this skill statement include: visionary, creative, task oriented...

Interpersonal

- Ability to establish and maintain workable relationships or partnerships with a diverse range of individuals. **(Bring)**

Personal attributes which may link with this skill statement include: approachable, positive, objective/open-minded/non-judgmental...



- Ability to influence, persuade or convince others in order to reach mutually acceptable or workable solutions/agreements. **(Bring)**

Personal attributes which may link with this skill statement include: honest, visionary, inspire/empower...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently and/or as a contributing member of a variety of teams to consistently meet program goals and address client needs. **(Bring)**

Personal attributes which may link with this skill statement include: self-disciplined/self-starter/proactive...

Organizational

- Ability to plan, organize, prioritize and assign a high volume diverse workload taking into consideration conflicting priorities, frequent interruptions and the needs of the team. **(Bring)**

Personal attributes which may link with this skill statement include: task-oriented/goal-oriented, creative/flexible...

Analytical

- Ability to accurately interpret and ensure compliance with legislative and case practice requirements in order to meet program goals and standards. **(Learn)**

Personal attributes which may link with this skill statement include: objective, flexible, independent...

- Ability to accurately review and interpret the strategic direction for the ministry and link it to current operations. **(Learn)**

Personal attributes which may link with this skill statement include: creative/flexible, objective...



Technical

- Ability to provide input into the design, development and modification of computer systems and applications. **(Learn)**

Personal attributes which may link with this skill statement include: creative, objective...

Safety/Stress/Security

- Ability to recognize symptoms of stress in self and others and take steps to minimize its impact in order to ensure good health and well being. **(Bring)**

Personal attributes which may link with this skill statement include: compassionate, patient, supportive...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Social Services Team Leaders and Supervisors include:

To Be...

- task-oriented/ goal-oriented
- accountable
- self-disciplined/ self-starter/ proactive
- compassionate/ supportive
- approachable
- calm
- patient
- respectful
- welcoming
- understanding
- honest
- credible/ reliable/ dependable
- objective/ open-minded/ non-judgmental
- positive
- visionary
- inspire/ empower
- creative/ flexible
- accommodate individual differences
- equitable
- empathetic

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Database Administrator - ITO

Occupational Family/Code – Science & Technology: SIT

Profile created: 2005 05

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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There are different types of Database Administrators. This competency profile is for Database Administrators in performance roles in the Information Technology Office.

Database Administrators are involved in organizing and managing computer data to ensure integrity and availability. Database Administrators in performance roles ensure that computer server environments are functioning properly and that any development or modifications are consistent with the organization's computer architecture. They plan and install upgrades to database management systems to maximize performance of computer systems; design and modify databases as per user requests and system requirements; monitor system performance; establish and implement backup and recovery processes; establish data security and integrity; and manage disk space.

For some positions, employees may need to be available after hours to perform some of the duties.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of ministry programs standards, policies and expectations. **(Learn)**
-

Theories/Principles

- Knowledge of strategic and project planning techniques. **(Bring – senior/Learn – junior)**

Specifically:

Project management methodology established by the Project Management Institute (PMI) otherwise known as Project Management Body of Knowledge (PMBOK)

Technical

- Knowledge of database concepts, theories and principles. **(Bring)**

Specifically:

- *Responsibilities: backup; disaster recovery; capacity planning; tuning, performance monitoring; physical database structure; RDMS administration roles, instances, profiles, and security connectivity*
 - *Database Management Systems: Oracle, Microsoft SQL Server, Sybase SQL Anywhere, IBM DB2, Ingres*
 - *Basic database (relational) concepts and objects: tables, columns, rows, stored procedures, referential integrity, normalization, indexing, VI*
 - *Sql abilities: definition and construct ddl, definition and construct dml, structure of four basic Sql statements (insert, delete, update, select)*
- Knowledge of networking architecture. **(Learn)**



- Knowledge of operating systems. **(Bring)**

Specifically:

- *HP-Unix*
- *Windows XP*
- *Linux*
- *AIX – Unix/Sun Solaris*

- Knowledge of computer hardware and architecture. **(Bring)**

Specifically:

- *SAN devices*
- *Unix authentication and administration*
- *Active Directory*

- Knowledge of programming concepts, techniques and languages. **(Bring)**

Specifically:

- *Development Platforms: client server; Citrix; n-tier, Web, mainframe*
-



Skills

Skills are those demonstrated abilities, or proficiencies, which one has learned from his/her past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to write a variety of detailed, accurate and clear (technical) material such as user systems and requirements documentation and procedures, project plans, letters, requests for proposals, feasibility studies, recommendations and reports, at a level appropriate to the target groups. **(Bring)**

Personal attributes which may link with this skill statement include: logical, thorough, confident, concise...

Leadership

- Ability to conceptualize, develop, monitor, adjust and implement projects, taking into consideration numerous and changing priorities, and or resources to achieve project goals. **(Learn)**

Personal attributes which may link with this skill statement include: logical, adaptable/flexible, thorough, organized, team player...

Problem Solving

- Ability to diagnose technical problems such as delays, malfunctions and errors in order to determine the true cause of the problem and provide a (workable/reasonable/optimal) solution in a reasonable timeframe. **(Bring)**

Personal attributes which may link with this skill statement include: creative, logical, thorough, organized...



- Ability to identify and respond to issues and concerns of others who may be angry or frustrated to reach a mutual understanding. **(Learn)**

Personal attributes which may link with this skill statement include: diplomatic/tactful, assertive, respectful, honest/accountable/responsible/disciplined...

Team/Independence

- Ability to work independently and participate as a team member to meet the needs of clients and co-workers and to build productive, positive work relationships. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable/flexible...

Organizational

- Ability to independently prioritize and organize one's own workload to meet tight deadlines and successfully complete projects in a changing environment. **(Bring)**

Personal attributes which may link with this skill statement include: organized, thorough...

Analytical

- Ability to identify, explore and evaluate options on data, processes and methodologies, information technology and potential systems design to make feasible recommendations. **(Bring)**

Personal attributes which may link with this skill statement include: logical, concise, learning oriented...

Technical

- Ability to design new or adapt existing systems/applications taking into account design alternatives, business requirements, and cost, resource and time constraints. **(Bring)**

Personal attributes which may link with this skill statement include: creative, logical, organized, thorough, methodical...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are the underlying characteristics, which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, which can be described as feelings, attitudes, habits and traits. Each of these is demonstrated through one's behaviour.

The personal attributes are stated under the skill competencies for which they may be most critical.

Personal attributes for Database Administrators include:

To Be...

- Honest/accountable/
Responsible/disciplined
- Logical
- Organized
- Methodical
- Learning oriented
- Adaptable/flexible
- Thorough
- Assertive
- Creative
- Concise
- Respectful
- Confident
- Team player
- Diplomatic/tactful

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Desktop Support - ITO

Occupational Family/Code – Science & Technology: SIT

Profile created: 2005 05

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Employees in Desktop Support roles in the Information Technology Office are involved in providing advanced support services related to users' desktops.

They install hardware and software; administer, configure and maintain Microsoft Exchange; and provide some one-on-one user training. They are required to attend to the desk-side to provide their service versus using remote technologies to address their clients' needs.

For some positions, employees may need to be available after hours to perform some of the duties.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of ministry programs standards, policies and expectations. **(Learn)**

Specifically:

- *Client focused service management*
 - *ITIL process and procedures*
 - *Service level agreements*
-

Theories/Principles

- Knowledge of strategic and project planning techniques. **(Bring)**

Specifically:

- *Project planning methodology established by the Project Management Institute (PMI) otherwise known as Project Management Body of Knowledge (PMBOK)*
-

Technical

- Knowledge of networking architecture. **(Learn)**

Specifically:

- *MS network environment, protocols, wiring topology*

- Knowledge of operating systems. **(Bring)**

Specifically:

- *Current desktop and network operating systems such as MS Windows 2000, Windows XP*

- Knowledge of computer hardware and architecture. **(Bring)**

Specifically:

- *Personal computer and network hardware components*



- Knowledge of commercial software applications. **(Bring)**

Specifically:

- *Current commercial software applications such as MS Office 2000*
 - *Maintenance, configuration and administration of MS Exchange*
 - *Remote support applications*
-



Skills

Skills are those demonstrated abilities, or proficiencies, which one has learned from his/her past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to orally explain or present (technical) information to a wide variety of technical and non-technical individuals and/or groups in a clear, accurate and understandable manner. **(Bring)**

Personal attributes which may link with this skill statement include: concise, creative...

- Ability to actively listen, paraphrase and ask precise questions in order to clarify and understand information being received. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic/tactful, patient, quick to learn...

- Ability to demonstrate and promote the use and value of new technology, programs and services in a manner that creates understanding, captures interest and enhances users' computer skills. **(Bring)**

Personal attributes which may link with this skill statement include: concise, logical, creative...

Problem Solving

- Ability to independently interpret, comprehend and apply technical instructions and concepts to successfully acquire, install, modify, configure and maintain hardware and software components and administer networks. **(Bring)**

Personal attributes which may link with this skill statement include: logical, thorough, adaptable/flexible...



- Ability to diagnose technical problems such as delays, malfunctions and errors in order to determine the true cause of the problem and provide a (workable/reasonable/optimal) solution in a reasonable timeframe. **(Bring)**

Personal attributes which may link with this skill statement include: creative, logical, thorough, organized...

- Ability to identify and respond to issues and concerns of others who may be angry or frustrated to reach a mutual understanding. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic/tactful...

Team/Independence

- Ability to work independently and participate as a team member to meet the needs of clients and co-workers and to build productive, positive work relationships. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable/flexible, patient, team player...

Organizational

- Ability to independently prioritize and organize one's own workload to meet tight deadlines and successfully complete projects in a changing environment. **(Bring)**

Personal attributes which may link with this skill statement include: organized, thorough...

Technical

- Ability to create and or modify a sequence of computer instructions in order to compile, link, build and test computer executables that meet design requirements within established guidelines. **(Bring)**

Personal attributes which may link with this skill statement include: logical, creative, quick to learn, methodical...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are the underlying characteristics, which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, which can be described as feelings, attitudes, habits and traits. Each of these is demonstrated through one's behaviour.

The personal attributes are stated under the skill competencies for which they may be most critical.

Personal attributes for Desktop Support positions include:

To Be...

- Logical
- Organized
- Methodical
- Learning oriented (quick to learn)
- Adaptable/flexible
- Thorough
- Creative
- Diplomatic/tactful
- Patient
- Respectful
- Concise
- Flexible
- Team player

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Program Support (Document Processing, Medical Claims Assessor, Program/Officer Administrator, Secretary)

Occupational Family/Code – Program Support: PDP, PMC, POM, PSC

Profile created: 1997 01

Profile updated: 2006 09

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Primary responsibilities for employees in the program support family consist of information processing, office administration or record maintenance. Specific duties in each of these areas of responsibility vary depending on position level.

Employees at the entry level (1-3) are responsible for duties such as: operating computers and office equipment; entering and retrieving data using pre-packaged software programs; keeping records and retrieving or searching files; receiving, sorting or distributing mail; providing reception services and general program information.

Employees at the intermediate level (4-5) are responsible for duties similar to that at the entry level but also for duties such as: composing or editing brief, routine correspondence; maintaining office equipment; explaining policies; supervising staff; maintaining office processes and procedures; reviewing, assessing, approving, coding and processing documents such as claims, permits and applications; ordering supplies; compiling reports and keeping budget records.

Employees at the senior level (6-7) are responsible for duties similar to that at the intermediate level but also for duties such as: composing, compiling or computing statistics, information or documents; manipulating data using pre-packaged software programs; co-ordinating, establishing and maintaining operating standards and records; providing advice on policies and procedures; supervising staff; completing fiscal forecasts, authorizing expenditures and preparing budget submissions.

Document Processing Employees

(PDP) - maintains records or files of activities such as accounts, court records, or payroll; compiles reports; reviews or processes statements or applications and follows up on discrepancies; provides information to the ministry or public regarding ministry programs including issuance of permits, licenses, applications or grants; may type or compose letters using work processors or prepare other documents using databases, spreadsheets, or the Internet.



Medical Claims Assessor

(PMC) - assesses medical claims, overpayments and retroactive coverage changes to authorize, reject or adjust payments for pharmacy claims or doctors' services. Composes correspondence requesting doctors' or pharmacists' clarification regarding questionable claims; audits doctors' billing practices or high-quantity drug reports and responds to inquiries through written or verbal communication.

(PMA) - processes and codes statistical records from Hospitals (e.g. mortality data); updates and runs reports from the Canadian Institute for Health Information databases; updates the Saskatchewan Physician, Dentist and Locum Registry; responds to inquiries from the public regarding hospital, ambulance or physician services.

Program/Officer Administrator

(POM) - performs or supervises program or administrative operational functions with responsibilities including project management; budgets, processes and procedures, office space, inventory, human resources, property and supplies. Assesses and approves program applications or grants; researches and writes reports regarding program under purview.

Secretaries

(PSC) - word processing various documents such as letters and memos; maintains databases, runs reports and creates spreadsheets; may perform research on the Internet or create web pages using HTML; receives and distributes incoming and outgoing mail and office supplies; responds to and refers inquiries; files and updates filing systems; schedules meetings and travel arrangements; performs reception duties and may track budget expenditures and process invoices.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of relevant legislation, regulations, acts, agreements, policies and/or procedures. **(E & I - Learn, S - Bring/Learn)**
 - Knowledge of government purchasing and payment practices. **(S - Bring)**
-

Theories/Principles

- Knowledge of applicable accounting principles. **(I - Bring)**
 - Knowledge of human resources principles and practices which includes supervision, staffing, performance evaluation, coaching and counseling. **(S - Bring)**
 - Knowledge of budget preparation, expenditure and fiscal forecasting processes and procedures. **(S - Bring)**
 - Knowledge of basic accounting/financial principles, procedures/practices. **(S - Bring)**
 - Knowledge of theories and practices relevant to the to the job assignment/program. **(S - Bring)**
 - Knowledge of program development, management and evaluation principles. **(S - Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of office filing procedures and systems. **(E - Learn)**
- Knowledge of office and/or administrative procedures, protocols and equipment. **(I & S - Bring/Learn)**



- Knowledge of relevant ministry and industry programs, processes and specialized terminology. **(E & I – Learn, S – Bring)**
 - Knowledge of applicable computer hardware and software applications and terminology. **(All Levels – Bring)**
 - Knowledge of word processing, databases, and/or spreadsheet software. **(E – Learn)**
 - Knowledge of computer applications such as word processing, security, communication, spreadsheet software, database and operating systems and/or computer hardware. **(I - Bring/Learn, S - Bring)**
 - Knowledge of various operating systems, networks and network design. **(Systems job type knowledge only. S – Bring)**
 - Knowledge of the design, development and testing methods of customized software packages. **(Systems job type knowledge only. S - Bring)**
 - Knowledge of office management and administrative procedures and protocols. **(S - Bring)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to clearly and accurately explain complex issues, policies, procedures, referencing legislation and other information to clients and co-workers. **(S - Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough, tactful, diplomatic ...

Oral Communication Skills

- Ability to listen, accurately comprehend and orally respond to inquiries from clients, other agencies or the general public and/or relay information, directions or questions in person or over the phone in an accurate, clear, concise and courteous manner.
(E – Bring)

Personal attributes which may link with this skill statement include: polite, organized, accurate....

- Ability to actively listen to and calmly and courteously acknowledge the concerns of clients who may be hostile, angry, rude, confused or frustrated to diffuse potentially dangerous or threatening situations. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: polite, courteous, calm, approachable...

- Ability to respond accurately, clearly and courteously to inquiries from clients, other agencies and the general public.
(E - Bring)

Personal attributes which may link with this skill statement include: accurate, organized, assertive...



- Ability to gather relevant information from incoming calls, walk in clients and co-workers in order to relay complete and accurate messages to appropriate persons. **(E - Bring)**

Personal attributes which may link with this skill statement include: approachable, polite, patient...

- Ability to ask clear, concise and relevant questions in order to obtain relevant information from clients [and relay complete and accurate messages to appropriate persons/ respond appropriately/ redirect to pertinent ministry, agency or service]. **(E & I – Bring)**

Personal attributes which may link with this skill statement include: approachable, polite, patient...

- Ability to provide clear, concise and accurate information and/or explanations to a variety of people in both formal and informal settings and in a manner appropriate to the audience. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: sincere, accurate, diplomatic, flexible...

Oral and Written Communication Skills

- Ability to verbally and in writing provide clear, concise and timely information in response to often complex inquiries at a level appropriate to the recipient. **(I – Bring)**

Personal attributes which may link with this skill statement include: informative, positive, assertive...

Written Communication Skills

- Ability to accurately, concisely and in a timely manner compose, record, proofread and/or edit a variety of correspondence [using correct grammar, spelling and punctuation/ for your own and others' signatures/ in a visually pleasing format]. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, accurate, organized, tactful, diplomatic, assertive, creative...



- Ability to clearly facilitate training sessions and/or meetings in order to promote programs and share relevant information.
(S – Bring/Learn)

Personal attributes which may link with this skill statement include: confident, accurate, organized...

- Ability to quickly and accurately record minutes of meetings.
(S - Bring)

Personal attributes which may link with this skill statement include: accurate, attentive to detail...

Leadership

- Ability to clearly and concisely share information with others to enhance their working knowledge on items such as policies, programs, procedures and computer operations.
(E - Bring/Learn)

Personal attributes which may link with this skill statement include: organized, accurate, patient...

- Ability to objectively and accurately evaluate and provide feedback regarding employee performance to [ensure compliance with clearly stated work goals and standards/ help others achieve success in their work]. **(I – Learn, S – Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, diplomatic, supportive, positive, fair...

- Ability to lead, guide, coach, advise and encourage co-workers and/or assigned staff in order to establish and maintain a harmonious and co-operative work environment.
(I & S – Bring/Learn)

Personal attributes which may link with this skill statement include: objective, fair, supportive, patient, flexible, calm, tactful...



- Ability to assign work to others, taking into consideration priorities, employees' workloads and skills and the work that needs to be accomplished. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, assertive, consistent, adaptable, fair...

- Ability to recruit and select qualified candidates according to the collective agreement, ministry and PSC policies and procedures. **(I & S - Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, assertive, fair, consistent...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to identify, clarify and analyze relevant issues, concerns or problems in order to provide options/recommendations and/or to implement solutions in a timely fashion. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, creative, influential...

- Ability to collect, record and analyze relevant data to make accurate and timely decisions on a variety of issues. **(S – Bring)**

Personal attributes which may link with this skill statement include: decisive, independent, consistent...



Interpersonal

- Ability to liaise with other agencies, staff, ministries, and the public to obtain, exchange, coordinate or confirm information while maintaining confidentiality and staying within policies and procedures. **(E & I - Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, organized, co-operative, influential, confident, diplomatic...

- Ability to establish and maintain open and honest work relationships with other agencies, staff, ministries, and the general public to obtain, exchange, coordinate and/or confirm information. **(E & I – Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, organized, co-operative, influential, confident, diplomatic...

- Ability to interact empathetically with people who may be angry, confused, rude, upset, difficult, hostile or dangerous to calm them, provide additional information and/or clarify procedures. **(E & I – Bring)**

Personal attributes which may link with this skill statement include: self-confident, focused, considerate, courteous, patient, confident...

- Ability to diplomatically facilitate a discussion of relevant issues and mediate a mutually agreeable or workable solution with a wide variety of people who can be difficult or confrontational. **(I – Bring/Learn)**

Personal attributes which may link with this skill statement include: influential, resourceful, assertive...

- Ability to influence, persuade or convince others in order to reach mutually acceptable or workable solutions/agreements. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: influential, resourceful, assertive, decisive, diplomatic...



- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include welcoming, objective, understanding...

Team/Independence

- Ability to work independently and/or as a contributing member of a variety of teams to complete work assignments, achieve common goals and contribute towards a positive work environment. **(All Levels – Bring)**

Personal attributes which may link with this skill statement include: organized, independent, team player, positive...

Organizational

- Ability to accurately and in a timely manner, coordinate and/or schedule appointments, meetings, equipment and CVA vehicles. **(E - Bring)**

Personal attributes which may link with this skill statement include: organized, resourceful, decisive...

- Ability to accurately compile, sort, and distribute high volumes of incoming and outgoing mail in a timely manner. **(E - Learn)**

Personal attributes which may link with this skill statement include: focused, accurate, organized...

- Ability to independently [assess/ establish/ assign/ adjust] your own and other's workloads taking into consideration changing priorities, tight deadlines, multiple reporting relationships and constant interruptions. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: focused, adaptable, decisive, independent, flexible...



- Ability to independently assess, establish and adjust and accurately complete multiple tasks while taking into consideration task complexity, frequent interruptions, deadlines/quota, available resources and multiple reporting relationships. **(S – Bring)**

Personal attributes which may link with this skill statement include: adaptable, independent, focused...

- Ability to precisely plan, schedule and coordinate travel and logistics for events such as meetings, conferences and workshops according to prearranged time frames. **(S - Bring/Learn)**

Personal attributes which may link with his skill statement include organized, independent, creative...

- Ability to acquire, purchase and maintain inventory such as forms, office property supplies and equipment to ensure adequate resources are available. **(S - Learn/Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, organized...

Analytical

- Ability to compile, evaluate and organize relevant information to respond to inquiries, produce in-depth documents or reports and make recommendations and/or decisions. **(I – Bring)**

Personal attributes which may link with this skill statement include: accurate, independent, resourceful...

- Ability to thoroughly evaluate, recommend and implement improvements to a variety of administrative and/or computer systems to improve efficiency of the workplace. **(S – Bring)**

Personal attributes which may link with this skill statement include: creative, attentive to detail, adaptable...



- Ability to accurately reference, interpret and appropriately apply acts, regulations, policies and guidelines to daily operations. **(I – Bring/Learn, S – Bring)**

Personal attributes which may link with this skill statement include: accurate, objective, fair, attentive to detail, consistent...

- Ability to systematically search and assess statistical, financial and other data to develop informational materials and diverse reports and/or make decisions about the application of policies and procedures. **(S – Bring)**

Personal attributes which may link with this skill statement include: Accurate, attentive to detail, decisive...

Technical

- Ability to accurately compile and thoroughly monitor expenses for budget and fiscal forecasting.

Personal attributes which may link with this skill statement include: Accurate, thorough...

The creation or recreation of electronic documents:

- Ability to create, format and edit a variety of visually pleasing, clear and presentable documents using various software applications/packages within required/reasonable time frames. **(E & I – Bring/Learn)**

Personal attributes which may link with this skill statement include: Accurate, creative, organized...

- Ability to input, update, edit, retrieve, maintain, merge, format and transmit information/data using a variety of hardware, software and/or electronic systems with speed and accuracy. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: Independent, patient, accurate...



Financial or statistical applications:

- Ability to accurately and quickly design, format and modify complex documents using advanced features of computer software packages such as word processing, spreadsheets and desk top publishing. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: accurate, independent, creative...

- Ability to accurately perform mathematical applications to calculate and balance financial and/or statistical information (e.g. invoices, program statistical reports, budgets, petty cash, bank deposits). **(E - Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, focused, decisive...

- Ability to accurately code, verify, reconcile and safeguard cash or financial records in accordance with guidelines while maintaining confidentiality. **(E - Learn)**

- *Personal attributes which may link with this skill statement include: accurate, focused, decisive...*

- Ability to accurately collect, gather, code, record, monitor, verify, calculate or forecast money and/or financial/statistical information such as budgets, accounts receivables and payables, collections, invoices, bank deposits and statistics. **(I - Bring/Learn)**

Personal attributes which may link with this skill statement include: independent, accurate, attentive to detail...

- Ability to accurately collect and compile statistics, calculate grants, fees, entitlements and interest payments and perform accounting functions in a timely manner. **(S - Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, consistent...



- Ability to accurately calculate, collect, deposit, reconcile, verify, and/or audit money, payroll, fees, assets, receivable or payables in accordance with established policies and guidelines. **(S - Learn)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, consistent...

Electronic records management, electronic support and evaluation of software:

- Ability to design, establish, update or archive hard copy or electronic records management systems in order to preserve, locate and retrieve information. **(I - Bring)**

Personal attributes which may link with this skill statement include: creative, innovative, accurate...

- Ability to provide support and orientation to people in office procedures and the use of office equipment such as photocopiers, fax machines, computers, printers and telephones to ensure proper and efficient usage of equipment. **(I - Bring/Learn)**

Personal attributes which may link with this skill statement include: patient, approachable, informative...

- Ability to evaluate and accurately select appropriate software programs and files. **(S - Bring)**

Personal attributes which may link with this skill statement include: decisive, analytical...

The operation and maintenance of electronic equipment:

- Ability to operate, troubleshoot, maintain and/or arrange for the repair of a variety of office equipment according to procedures in order to minimize delays in service and ensure efficient usage. **(E – Learn, I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: resourceful, adaptable, independent, patient, tolerant...



Systems job type occupations only:

- Ability to design, establish, update, archive and maintain electronic or manual filing systems to preserve, locate and retrieve easily accessible and up-to-date information. **(E – Bring/Learn, I & S – Bring)**

Personal attributes which may link with this skill statement include: accurate, organized, focused, creative, innovative, resourceful...

- Ability to diagnose or troubleshoot hardware and/or software and network problems to determine and perform necessary repairs, provide direction and training to users and consult appropriate resources to maintain and/or improve technical and operational requirements. **(S – Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, approachable...

- Ability to accurately develop programs, formats and systems, to prepare and monitor and/or provide input for statistical and/or financial reports in a timely manner. **(S – Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, creative...

- Ability to analyze, administer, monitor and enhance the performance of computerized data and/or systems by the design, development, testing and implementation of necessary changes to ensure the information and functional needs are met. **(S - Learn)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, creative...

- Ability to independently analyze, diagnose and correct network problems by investigating, evaluating and implementing corrective measures to maintain or restore computer operation. **(S - Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, decisive...



- Ability to administer and maintain a Local Area Network or Wide Area Network to ensure that the security and integrity of the network is not jeopardized. **(S - Bring)**

Personal attributes which may link with this skill statement include: independent, attentive to detail, decisive...

- Ability to install, configure and support operating systems, hardware and software applications and programs for stand alone or network users to ensure systems are operating in a controlled and efficient manner. **(S – Bring)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, focused...

Safety/Stress/Security

- Ability to recognize symptoms of stress in self and others AND take steps to minimize its impact and ensure good health and well being. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: patient, adaptable, sensitive...

- Ability to quickly and accurately assess and respond to potentially volatile and dangerous situations in order to ensure the safety of self and/or others. **(I & S –Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, assertive, calm...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Program Support group include:

To Be...

- accurate
- approachable
- assertive
- attentive to detail
- calm
- compassionate/
understanding/ sensitive
- confident
- cooperative
- creative/ innovative
- decisive
- respectful
- equitable
- supportive
- diplomatic
- fair/ open-minded/
objective
- flexible/ adaptable
- focused
- patient
- perceptive
- persistent
- positive
- self-motivated
- trustworthy
- welcoming
- accommodate individual
differences
- empathetic

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Fire Control Coordinator, Fire Fighter

Occupational Family/Code – General Operations - GFC, GFF

Profile created: 2003 02

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The **Forest Protection Officer** is responsible for forest protection and fire management activities within an assigned district. You are responsible for planning fire suppression activities (i.e. equipment maintenance, evacuation, and fire risks), overall fire suppression efforts in the district, and providing training on fire suppression techniques. This includes performing administrative functions related to fire suppression such as preparing fire reports and schedules, purchasing goods, and contracting for equipment to be used in fire fighting. Other activities include supervision of fire suppression staff.

The **Duty Officer** collects and interprets weather and indices, analyzes SFMS outputs and assesses resource needs and fire information on a regional basis. You will develop regional alerts, detection requirements and position personnel, aircraft and equipment to ensure preparedness objectives are met. You will provide support for sustained action fires. The Duty Officer ensures contracts, reports and information are complete, accurate and distributed to appropriate parties in a timely manner. Other duties include the supervision of support staff, ensuring records are maintained and archived. You must be able to prioritize resource deployment in multiple fire situations. The Duty Officer is responsible for analyzing regional fire data, identifying trends, preparing reports that include their recommendations. You will develop and delivery training modules, public presentations and communications related to prevention, education, and current fire conditions.

The **Fire Base Supervisor** is responsible for operational delivery of the forest protection area preparedness plan and to coordinate suppression activities. You will develop the area fire plan and provide advice and work closely with local governments, First Nations and industry regarding risk assessment/management and protection. You will provide leadership and direction to ministry fire staff, contractors, FSIN and Northern Works crews and emergency fire fighting personnel. The Fire Base Supervisor is responsible to authorize, issue and monitor burning permits ensuring permit holders are in compliance with legislation and will issues notices of violation where applicable. You will develop and deliver training modules to fireline personnel and develop and deliver public presentations to promote fire education and prevention. You will be responsible for over winter fires, review of forest harvesting plans to mitigate fire hazard and to develop prescribed fire plans. You will promote, develop and supervise wildland urban interface projects and conduct annual inspections of heavy equipment contracted to Saskatchewan Environment.



The **Fire Technician** provides leadership, direction and work performance feedback to emergency fire fighters, First Nations and Northern Works personnel and will supervise initial attack leaders, members and observer staff when required. You will be responsible for pre-suppression and fire suppression activities and will train and deliver fire programs including prevention and education and fire suppression tactics/techniques to emergency fire fighters, the public, FSIN/Northern Works and industry. You will be responsible for the administration and inspection of burning permits within the Forest Protection Area and to develop burning permit programs on First Nations reserves. Fire Technicians conduct field inspections to assess fire hazard and manage/mitigate risk. You must complete field inspections to assess the extent of forest disease and monitor salvage logging operations. Additional duties include inspection of heavy equipment, assigning contracts and negotiating equipment rental rates. You will prepare fire reports, identify and record monthly accomplishments, fire mapping and complete and maintain equipment inventories. Responsibilities will also include over winter fires, check scaling, forest operation compliance inspections, reviewing forest harvesting plans to mitigate fire hazard and the develop prescribed fire plans. This position is responsible for the promotion, development and supervision of wildland urban interface projects.

Chief Air Attack Officer

The Chief Air Attack Officer manages and coordinates provincial air attack sections and supervises all Air Attack Officers and Loader positions. Typical work associated with supervision includes recruitment and selection of staff, employee orientation and training, establishing work schedules and resolve disputes. You will develop and administer training and evaluation program, develop performance-testing criteria, perform evaluation flights and determine competence. You will manage procurement activities for fire retardants and foam concentrates used in aerial suppression by determining tender specifications, preparing tender documents, reviewing bid submissions and making recommendation concerning the successful bid. Using analytical and planning skills, you will manage operation and maintenance of all tanker bases and develop guidelines and procedures. You will liaise with national agencies; prepare documents to address government concerns and respond to complaints made to the Minister's office. You will respond to public requests for information and prepare technical reports.

Air Attack Officer

The Air Attack Officer directs fire bombing aircraft in aerial fire suppression activities by determining attack strategies, attack priorities and relaying bombing instructions to pilots. Using your expertise in fire management you will assess fire behavior and spread potential and relay this information to fire managers and ground crews. You will ensure proper airspace safety is maintained through use of correct procedures in the fire control zone and conduct post-mission debriefing sessions to analyze each operation for areas of improvement, or to identify problems. You will also instruct Initial Attack Crews on tanker activity as well as work on maintenance and construction projects. You will be required to perform administrative functions such as completing air tanker evaluation reports, attendance forms, expense claims and other routine forms. You will also write reports associated with tanker activities including incident reports, equipment evaluations and retardant/foam evaluation reports.



Fire Base Support

The Fire Base Support maintains and updates the inventory of base and satellite fire cache equipment and fuels. You will perform equipment inventory checks, analysis, and reconciliation and write offs and instruct staff on the proper use and handling of equipment and fuels. The Fire Base Support will record the movement of equipment, fuels, food, etc. You will perform periodic testing of equipment and maintain and distribute base commissary. Performing as a radio operator you will relay clear and concise information to Emergency Fire Fighters on sustained fire situations and assist in scanning fires using infrared scanners. You will also be required to clean and maintain facilities.

Smokey

This position assists in the delivery of the Forest Fire Pre-Suppression Program, acting as “Smokey Bear” for television, schools, public and other functions. This position will compile reports, and provide other administrative assistance. Extensive travel is required. When time permits, other assigned duties will be as relayed in the Initial Attack Member description.

Fire Coordinator

The Fire Coordinator manages a fixed and variable fire budget, verifying and approving expenditures to ensure program needs for technical, communication and safety equipment are met. This position will ensure the worksite is fully operational by the start of fire season, the Fire Base and Industry Fire plans are completed and distributed and compliance with guidelines and policies. The Fire Coordinator gathers information and prepares responses for briefing notes. Other duties include the coordination of the First Nations/Northern Works contract fire fighter program and management of the Escaped Fire Program. You will conduct briefings, activate and coordinate escaped fire teams, maintain contact with teams, and ensure proper training is provided, maintaining certification on fire behavior. You will perform on-site inspections of fire camps, manage a fireproofing, fuels management, forest protection program, coordinate the community protection program and manage fire equipment program and safety program.

In this position you will also perform typical work associated with the supervision of staff such as: staffing actions and job specifications, interviewing, hiring, orientation, establishment of work schedules, resolve disputes, training, etc.

Initial Attack Crew Leader

The Initial Attack Crew Leader plans, coordinates and implements pre-suppression activities. The position will be required to research, develop and update wildland fire management plans, prioritizing pre-suppression and suppression needs. Other duties include administrative functions related to fire suppression, First Nations Agreements and Northern Works Agreements as well as the coordination of public presentations. You will provide advice and work with local governments, municipalities, industry and First Nations groups on fire prevention policy and procedures, authorize, issue and monitor burning permits, check on compliance in regards to conditions of burning permits and investigate and issue Notice of Violations.

As the Crew Leader you will also perform typical duties associated with the supervision of staff such as: determining staffing actions and job specifications, competitions, interviews, hiring, orientation, establish work schedules, resolve disputes, training, etc.



Initial Attack Crew Member

The Initial Attack Crew Member performs initial attack functions and fire suppression activities such as trenching, controlling burns, felling trees, pumping water and extinguishing fires. This position repairs and maintains firefighting equipment, provides fire-fighting instruction for Emergency Fire Fighters, First Nation crews and Northern Works crews, Emergency Fire Fighters, camp managers, etc. This position also cleans and maintains fire management facilities and works on sustained action fires assuming various roles such as looking after commissary, groceries, scanning,. The Initial Attack Crew member will participate in scheduled physical fitness and wellness programs.

Working conditions can include working undefined hours and working in remote locations in inclement conditions. While responding to fires, you are often exposed to extreme heat and smoke. You may be required to be on call for extended periods and temporarily assigned to other locations in the province. In addition, a class 4 driver's license is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable federal and provincial legislation, regulations, policies, guidelines, agreements and programs. **(Bring/Learn)**
 - Knowledge of administrative and personnel related acts, policies, procedures, guidelines and collective agreements. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of multi-cultural beliefs, values and perspectives with particular emphasis on Aboriginal culture. **(Bring/Learn)**
 - Knowledge of terminology, theories, principles of forestry, fire management, environment, ecological protection, sustainable development and the interrelationship between them. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring – Supervisors only/Learn)**
-

Technical

- Knowledge of wild land fire prevention, prescribed fire pre-suppression and suppression techniques, fire behaviour and its effect on the ecosystem. **(Bring/Learn)**
 - Knowledge of human resource, administrative and financial management principles and practices. **(Bring/Learn)**
 - Knowledge of aircraft types, capabilities and limitations. **(Bring/Learn)**
 - Knowledge of the Incident Command System. **(Bring/Learn)**
 - Knowledge of search and rescue, outdoor survival, First Aid and CPR techniques. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to develop and facilitate presentations and training programs to inform the public, staff, stakeholders at a level appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, organized, adaptable...

- Ability to verbally and in writing provide accurate information and compose clear, concise proposals and reports, accurately fill in forms and develop plans at a level appropriate to the recipient within tight deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: organized, focused, diplomatic...

- Ability to independently plan, facilitate and lead public consultation processes in conjunction with other ministries, agencies, stakeholders and Aboriginal groups in the development and implementation of agreed upon strategies. **(Bring/Learn)**

Personal attributes which may link with this skill include: confident, persuasive, adaptable...

Leadership

- Ability to lead, coach, evaluate, and provide performance feedback to assigned staff and/or others according to the standards, objectives and mandate of the ministry. **(Bring)**

Personal attributes which may link with this skill statement include: firm, persuasive, approachable...



- Ability to recruit, assess and select qualified candidates, provide constructive feedback according to the Collective Agreement(s) and ministry and government policies and procedures. **(Learn)**

Personal attributes which may link with this skill statement include: open-minded, flexible, realistic...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: flexible, open-minded, and courteous...

Problem Solving

- Ability to anticipate, recognize, assess, mediate and resolve conflict and take timely actions to de-escalate crises/stressful situations. **(Bring)**

Personal attributes which may link with this skill statement include: open-minded, persuasive, and courteous...

- Ability to accurately identify issues, concerns or problems, consider various options and determine and implement an appropriate course of action. **(Bring)**

Personal attributes which may link with this skill statement include: focused, open-minded, decisive...

Interpersonal

- Ability to recognize, understand and accommodate cultural and gender differences in a sensitive and respectful manner. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: cross-culturally aware, adaptable, open-minded...



- Ability to use tact and diplomacy when mediating and facilitating discussions with co-workers, stakeholders, media and the public and private sectors. **(Bring/Learn)**

Personal attributes, which may link with this skill statement, include: open-minded, organized, consistent, decisive...

- Ability to establish and maintain positive and professional work relationship with clients, communities and co-workers. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

Team/Independence

- Ability to work independently and as a team member with colleagues, agencies and others to meet program and client needs. **(Bring)**

Personal attributes which may link with this statement include: organized, self-motivated, focused, creative...

Organizational

- Ability to establish, assess, assign and adjust priorities in response to objectives and deadlines in both emergency situations and normal operations. **(Bring)**

Personal attributes, which may link with this skill statement, include: adaptable, focused, organized...

Analytical

- Ability to accurately assess and prioritize fire and emergency situations in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, independent...



- Ability to promptly develop, implement and update safe, effective and cost efficient preparedness and/or suppression plans based on fire hazard, applicable fire management and forest protection policies and guidelines, and available resources. **(Bring)**

Personal attributes which may link with this skill statement include: independent, proactive, innovative...

- Ability to collect evidence, compile, identify, document and analyze information to accurately determine the cause of a fire, or track of government assets, equipment and funds and/or equipment under contract. **(Bring)**

Personal attributes which may link with this skill statement include: focused, organized, creative...

- Ability to anticipate, evaluate, plan and implement strategies to protect and preserve the values at risk. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, proactive, firm...

- Ability to accurately estimate, forecast, authorize, verify and manage budget expenditures within allocations to meet program requirements. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: organized, adaptable...

- Ability to accurately reference, interpret and appropriately apply (federal, provincial, municipal and local) legislation, policies, programs and agreements. **(Bring/learn)**

Personal attributes which may link with this skill statement include: firm, independent, accountable...

- Ability to correctly evaluate policies, guidelines and agreements to make recommendations and/or develop and suggest revised forest protection program delivery options. **(Learn)**

Personal attributes which may link with this skill statement include: focused, innovative, persuasive...



Technical

- Ability to safely and proficiently operate, maintain and make minor emergency repairs to various equipment. **(Bring)**

Personal attributes which may link with this skill statement include: independent, practical...

- Ability to responsibly and safely use, store and maintain firearms for nuisance wildlife control in accordance with policy. **(Learn)**

Personal attributes which may link with this skill statement include: accountable, organized...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing databases, spreadsheets accurately and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: organized, independent, creative...

- Ability to accurately analyze and interpret data using modeling software such as Prometheus and Spatial Fire Management Systems. **(Learn)**

Personal attributes which may link with this skill statement include: accurate, independent, organized...

Safety/Stress/Security

- Ability to independently, accurately and quickly recognize, evaluate and respond to multiple and extreme crisis/stressful/dangerous situations to ensure safety of self, others and protection of the values at risk, while maintaining composure. **(Bring)**

Personal attributes which may link with this skill statement include: firm, proactive, focused...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the GFF and GFC positions include:

To Be...

- a team player
- organized
- calm/ level-headed
- accountable
- self-motivated/
independent
- sensitive/ aware cross-
cultural
- approachable
- innovative
- diplomatic
- focused
- a self-starter/ creative/
initiative
- polite
- a leader
- adaptable/flexible
- persuasive/facilitative
- intuitive/ proactive
- firm/ decisive
- open-minded
- realistic/ practical
- courteous
- non-judgmental

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Education Training and Awareness Consultant; Community Program Consultant

Occupational Family/Code – Program Consultation: CAE, CCP

Profile created: 2001 12

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Career Services Information Officer (CSIO)

CSIOs actively engage learners, job seekers and employers when they contact (via the phone or in person) the Career and Employment Services office. They provide information, answer questions about programs and services, and assist in the identification of needs. They help people learn to help themselves in accessing print materials and internet information, writing resumes, looking for work, applying for jobs, posting jobs and finding workers.

CSIOs also provide workshops and information sessions and make referrals to community agencies and partners.

Career and Employment Consultants (CEC)

CECs counsel individuals one on one and in group settings who are looking for work, changing careers, or starting their own business. They interview clients to obtain employment history and educational level; they assist the individual in identifying interests and values; and, assess the skill level of the individual against the opportunities and demand of the labour market. CECs also provide information and facilitate group sessions on programs and services that assist individuals in developing and following a plan to achieve their career goals.

CECs work with employers and agencies in the community to facilitate training and employment opportunities for clients. This can involve the negotiation of contracts and the development of service arrangements that are then monitored and evaluated.

Manager, Career and Employment Services

Senior level positions provide leadership and management in the delivery of career and employment programs and services. This includes responsibility for human resource management, maintaining effective liaison and communications with a diverse group of stakeholders, and developing integrated approaches to service delivery with a variety of partners and organizations.

Managers are actively involved in resolving issues, problem solving and trouble shooting with both clients and staff. Managers also oversee program budgets and administrative resources.



Senior Community Program Consultants

Provide leadership and management in the delivery of a provincial program. This includes the responsibility for developing a provincial strategy; representing the ministry/agency at Federal/Provincial/Territorial meetings; developing and/or evaluating programs; guiding the direction of education/training and research and providing support to the Provincial Advisory Bodies. Supervisors are actively involved in managing and directing their staff, overseeing program budgets and administrative resources.

Personal Care Homes Program Consultants

The personal care home consultant provides approval and co-ordination of the licensing of personal care homes within a geographical area. This includes reviewing and approving building and renovation plans and financial plans of new or existing homes. It provides consultation/advice to personal care home providers, Regional Health Boards and other stakeholders on issues such as delivery of care or occupational health. This could include identifying and developing training strategies, monitoring mechanisms and policies.

Emergency Health Services Program Consultant

The Emergency Health Services consultant provides leadership to Saskatchewan Health, Regional Health Boards and other health providers in the development and administration of Emergency Health Services programs. The position is responsible for policy and standards development; accreditation initiatives such as educational requirements for Emergency Health Care Programs and administering the Ambulance Continuing Education Program. It provides consultative services on related acts such as the Ambulance Act and Regulations. It represents the ministry on provincial committees, e.g. Provincial 9-1-1 initiative, ambulance reporting system initiative and S.I.A.S.T.-Science Educational Advisory Committee.

Problem Gambling Program Consultant

Provides leadership in the development and evaluation of effective problem gambling prevention and early intervention strategies. This is completed through the development of partnerships among government ministries, regional health authorities, the gaming industry and special interest groups. It oversees the provincial communication plan for problem gambling and intervention by designing posters, brochures, bus boards, billboards, newspaper advertisements, community directory inserts, radio advertising and public service announcements. Through consultation, the position identifies and delivers training modules for all stakeholders.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of legislation and policy relevant to the program. **(Learn)**
 - Knowledge of other government ministry mandates, programs and services related to the industry. **(Bring)**
-

Theories/Principles

- Knowledge of the basic principles of adult learning. **(Learn/Bring)**
 - Knowledge of theories and principles related to the industry. **(Learn/Bring)**
 - Knowledge of multi-cultural beliefs, values, perspectives and issues in the area of governance and jurisdiction with a particular emphasis on First Nations and Metis issues. **(Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisors only/Learn)**
-

Technical

- Knowledge of the current labor market initiatives/information. **(Bring)**
- Knowledge of methods/theories/approaches related to client assessment and/or career counseling. **(Bring)**
- Knowledge of human resource management principles and practices. **(Learn/Bring)**
- Knowledge of computer hardware and software applications. **(Learn/Bring)**
- Knowledge of community resources and services. **(Bring)**



- Knowledge of terminology and methodologies related to the industry. **(Bring)**
 - Knowledge of trends and issues related to the program. **(Bring)**
 - Knowledge of the principles of adult learning. **(Bring)**
 - Knowledge of computer hardware and software applications. **(Bring)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to verbally, and in writing, communicate information to a variety of audiences that persuades, convinces, builds support, educates and promotes understanding. **(Bring)**

Personal attributes which may link with this skill statement include: client focused, accurate, empathetic...

- Ability to plan, develop, evaluate learning materials and facilitate learning sessions at a level appropriate to the audience. **(Bring)**

Personal attributes which may link with this skill statement include: client focused, respectful, supportive...

- Ability to ask relevant questions to obtain and document pertinent information used to assess relevant circumstances. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, respectful, patient...

- Ability to listen, accurately comprehend and appropriately respond clearly and sensitively to staff and stakeholders to gain relevant information. **(Bring)**

Personal attributes which may link with this skill statement include: respectful, supportive, non-judgmental...

- Ability to mediate, negotiate and use diplomacy to investigate complaints and resolve difficulties in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: collaborative, assertive, diplomatic...



- Ability to record and organize information in a clear, concise, accurate and timely manner which allows others to understand. **(Bring)**

Personal attributes which may link with this skill statement include: client focused, tactful, accurate...

- Ability to accurately interpret and clearly articulate policy, directions and sensitivities. **(Learn)**

Personal attributes which may link with this skill statement include: focused, accurate...

- Ability to provide advice and guidance to a variety of audiences that persuades, convinces, builds support, educates and promotes understanding. **(Bring)**

Personal attributes which may link with this skill statement include: respectful, responsible, motivated...

Leadership

- Ability to fairly and objectively recruit, select, train and/or monitor personnel in accordance with governing policy, to achieve stated goals. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: client focused, respectful, motivating...

- Ability to lead, coach, guide and provide objective performance feedback to employees and/or others to develop their skills, enhance job performance, taking into consideration their priorities, workload and skill level to ensure compliance with expectations, responsibilities and standards of work performance. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: motivating, non-judgmental, understanding...

- Ability to conceptualize / develop / negotiate / implement / monitor / evaluate and adjust projects and/or services and/or programs taking into consideration changing priorities and resources to achieve project/program goals. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: understanding, proactive, outcome focused...



- Ability to establish and maintain a network of community contacts with a diverse range of individuals to obtain and exchange information and resources. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: non judgmental, empathetic, respectful...

- Ability to recognize, assess, mediate and resolve conflict involving staff to ensure continued productivity. **(Bring)**

Personal attributes which may link with this skill statement include: motivating, outcome focused, supportive...

- Ability to constructively lead, influence, encourage and advise others to negotiate a mutually acceptable solution or formal agreement. **(Bring)**

Personal attributes which may link with this skill statement include: respectful, supportive, outcome focused...

- Ability to coordinate and provide leadership and guidance to panels of experts/working groups/committees in the development and delivery of programs and services. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: collaborative, client focused, assertive...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to identify and assess relevant data, trends and opportunities, consider a variety of options, then determine and implement an appropriate course of action. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: positive, accurate, outcome focused...



- Ability to refer clients to appropriate community resources in response to their needs. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: outcome focused, client focused...

- Ability to recognize, assess and mediate conflicts involving colleagues and stakeholders to ensure continued productivity. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: respectful, positive, responsible...

- Ability to accurately identify relevant needs and issues, concerns or problems, generate various options and alternatives and determine and implement an appropriate course of action. **(Bring)**

Personal attributes which may link with this skill statement include: client focused, innovative, adaptable...

- Ability to develop and implement innovative strategies that ensure compliance. **(Learn)**

Personal attributes which may link with this skill statement include: client focused, outcome focused, assertive...

Interpersonal

- Ability to consult and collaborate with colleagues and stakeholders to establish partnerships / obtain, exchange and confirm information / establish and maintain agreements / identify solutions/develop and maintain standards. **(Bring)**

Personal attributes which may link with this skill statement include: understanding, responsible, empathetic...

- Ability to tactfully and respectfully interact with people who may be anxious or frustrated to provide information. **(Bring)**

Personal attributes which may link with this skill statement include: respectful, supportive...



- Ability to develop an open, honest collaborative working relationship with a diverse range of individuals. **(Bring)**

Personal attributes which may link with this skill statement include: honest, client focused, understanding...

- Ability to interact empathetically with people who may be angry, confused, rude, upset, difficult, hostile or dangerous to calm them, provide information and clarify concerns. **(Bring)**

Personal attributes which may link with this skill statement include: respectful, patient, courteous...

- Ability to work collaboratively with First Nations, Metis organizations and other interest groups or stakeholders. **(Bring)**

Personal attributes which may link with this skill statement include: respectful, diplomatic, non-judgmental...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently, and participate and work cooperatively with colleagues and others to meet client and ministry goals and objectives. **(Bring)**

Personal attributes which may link with this skill statement include: outcome focused, motivating...

- Ability to use tact and diplomacy, participate as a collegial and cooperative member of the team in support of the operation and goals of the office. **(Bring)**

Personal attributes which may link with this skill statement include: respectful, team player, responsible...



- Ability to work independently and as a team member with other individuals and organizations to meet client and program needs. **(Bring)**

Personal attributes which may link with this skill statement include: outcome, focused, responsible, self-motivated...

Organizational

- Ability to plan, prioritize and balance diverse and conflicting workload pressures, taking into consideration task complexity, frequent interruptions and deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: outcome focused, client focused, multi tasking...

- Ability to plan, develop and deliver information sessions and workshops to meet client and ministry needs. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: outcome focused, client focused...

Analytical

- Ability to accurately interpret, evaluate and apply appropriate program information to make recommendations on policies and agreements. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, responsible...

- Ability to synthesize information and ideas to develop projects/services/information sessions / workshops. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: client focused, accurate...

- Ability to collect, assess, interpret and thoroughly analyze complaints, identify issues and concerns and develop potential options and solutions. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, innovative, accurate...



Technical

- Ability to gather, understand, synthesize and evaluate information to develop policy and enhance programs. **(Bring)**

Personal attributes which may link with this skill statement include: proactive, self-motivated, out-come focused...

- Ability to create written, verbal and visual materials and generate queries and reports using a variety of applications and equipment. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, outcome focused...

- Ability to accurately file, retrieve and maintain hard copy/electronic files in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, outcome focused...

- Ability to accurately perform a variety of mathematical applications to calculate and balance financial information. (i.e.: audits, payroll, assessment). **(Bring)**

Personal attributes which may link with this skill statement include: accurate, outcome focused...

- Ability to read and understand structural drawings to ensure they comply with legislation. **(Learn)**

Personal attributes which may link with this skill statement include: accurate, responsible...

- Ability to identify, develop, implement and monitor budgets/financial plans to ensure the financial integrity of the project. **(Learn)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail...



- Ability to accurately enter, format and access data using computer software programs, i.e. Word, Outlook, Excel, PowerPoint, Paradox. **(Learn)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioral examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Education, Training and Awareness Consultant; Community Program Consultant include:

To Be...

- client focused
- respectful
- adaptable
- patient
- positive
- proactive
- independent
- assertive
- diplomatic
- tactful
- objective
- equitable
- supportive
- self motivated
- empathetic
- accurate
- non judgmental
- multi tasking
- courteous
- team player
- cooperative
- welcoming
- open-minded
- responsible
- honest
- understanding
- attentive to detail
- outcome focused
- innovative
- motivated
- collaborative
- flexible
- accommodating individual differences

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Engineering Assistant and Technicians

Occupational Family/Code – Science and Technology: SEA/SET

Profile created: 2004 11

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The contributions of Engineering Technicians and Assistants to the enhancement of environmental, recreational, agricultural and transportation infrastructure are enormous. The roles offer challenging employment and are accompanied by excellent retirement, dental and medical plans, as well as vacation, maternity, parental and sick leave.

There are numerous activities or specialties associated with the Engineering Assistant's/Technician's line of work, such as: material testing (asphalt products, soils, aggregates, water and associated products, gases); surveying (topographic, drainage studies, slope staking, setting line, curves, and grades), monitoring processes (effluent discharge, crushing operations); compiling test data; performing and interpreting statistical data, and communication or recommending required changes. The equipment used for testing, and collection of samples/data is maintained and repaired by these employees.

The Engineering Technician's responsibilities are very diverse. An entry-level position concentrates on the rudiments of fieldwork, ministerial procedures and recording methodology. Ideally, the technician would have a comprehensive practical and theoretical understanding of the engineering technician role before progressing to an Engineering Assistant position.

Engineering Assistant duties are somewhat similar, but greater emphasis is placed on the supervisory responsibility and accountability to project delivery. Engineering Assistants are in contact with landowners affected by project work, as well as other members of the public that may have questions or concerns. They provide assistance, direction and feedback to Technicians and contractors, and are responsible to ensure that work being performed on a daily basis adheres to contract specifications. Depending on the particular job, Engineering Assistants may be expected to prepare technical reports, purchase land/supplies/equipment, negotiate agreements, recruit and train staff, and ensure their staff follow Occupational Health & Safety regulations.

Engineering Technicians and Assistants can expect a significant amount of travel, overtime hours and working in isolated locations for extended periods of time. Regardless of the specific job title, both jobs are considered challenging and rewarding and can provide a solid practical and theoretical base for future studies or an honourable lifetime commitment to the maintenance of Saskatchewan's infrastructure.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of the tendering process, contracts, contract law and the application of specifications and standards. **(Bring/Learn)**
 - Knowledge of acts, codes, standards, regulations, agreements and procedures applicable to the occupation (e.g. road construction, parks facilities, infrastructure and buildings). **(Bring/Learn)**
 - Knowledge of workplace safety and/or traffic control procedures. **(Bring/Learn)**
 - Knowledge of agreements, policies, programs and procedures related to human resource management. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of physics and mathematical principles. **(Bring)**
- Knowledge of project management principles, practices and procedures. **(Bring/Learn)**
- Knowledge of engineering design theory and sound engineering practices/principles, such as surveying, drafting. **(Bring/Learn)**
- Knowledge of terminology, theories, principles and applied methodology applicable to the occupation. **(Bring/Learn)**
- Knowledge of geotechnical principles and standards. **(Bring/Learn)**
- Knowledge of facilities/infrastructure management principles and ministerial practices. **(Bring/Learn)**



Technical

- Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-
- Knowledge of computer hardware and software applications. **(Bring)**
 - Knowledge of surveying and materials testing methods and procedures. **(Bring/Learn)**
 - Knowledge of provincial road infrastructure including provincial highways, rural municipal and urban municipal roads. **(Bring/Learn)**
 - Knowledge of physical, chemical and biological quality parameters and their environmental significance. **(Bring/Learn)**
 - Knowledge of the critical factors that affect the significance and validity of test results. **(Bring/Learn)**
 - Knowledge of procedures and equipment used for collection, preservation and testing of surface water, groundwater, effluent, soil, aggregate, sediments and biological samples. **(Bring/Learn)**
 - Knowledge of the Torrens Land Survey System. **(Bring/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to actively listen to, acknowledge concerns and respond appropriately to stakeholders/contractors/co-workers/members of the public. **(Bring)**

Personal attributes which may link with this skill statement include: approachable, supportive, focused...

- Ability to accurately comprehend and appropriately apply concepts, principles, standards, practices; used in the design, construction and maintenance (of the provincial transportation systems) and related works. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough, attention to detail, focused...

- Ability to listen, accurately comprehend and appropriately apply instructions to work assignments. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: willing to learn, thorough, focused...

- Ability to organize, record, and present (technical) information in a clear, accurate and understandable manner. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attention to detail, resourceful...

- Ability to independently prepare and write letters, memos and technical reports using standard formats and proper grammar and spelling. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attention to detail, creative, legible...



- Ability to write technical reports using standard formats, proper grammar and spelling (i.e. such as design authorization reports, surfacing, gradeline, at-grade intersection and/or lighting design, improvement warrants, signing plans and drainage studies). **(Bring/Learn)**

Personal attributes which may link with this skill statement include: positive, attention to detail, creative, legible...

- Ability to provide clear, concise and accurate information and/or explanations to contractors/ co-workers/ public/ stakeholders. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attention to detail, organized, diligent...

- Ability to develop and deliver presentations to internal and external clients on a range of related topics at a level appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, positive, innovative...

- Ability to reference, interpret and apply appropriate acts and regulations to accurately respond to inquiries and questions on ministry related issues or refer them to the appropriate person. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attention to detail, accurate, clear...

- Ability to calmly listen, assess and clarify problems and respond with options to contractors/land owners/local levels of government/industry/consultants/staff who may be angry, upset and uncooperative to achieve understanding and reach agreement. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attention to detail, supportive, approachable...



Leadership

- Ability to successfully resolve and mediate conflicts with staff/landowners/contractors/stakeholders/clients. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: positive, professional, resourceful...

- Ability to provide clear, concise instruction on detailed tasks to individuals and/or groups of co-workers to enhance skills and improve job performance. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attention to detail, decisive, approachable...

- Ability to instruct, guide, coach and encourage others to enhance their job performance and further develop their skills. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, decisive, flexible, open-minded...

- Ability to independently provide guidance and direction to employees/colleagues/public/public members so that they are able to reach their full potential. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: open-minded, flexible, approachable, decisive...

- Ability to assign work to others taking into consideration priorities, employee's workloads, skills and the work that needs to be accomplished. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: decisive, flexible...

- Ability to promptly and objectively evaluate work performance and encourage employees to meet set work standards. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: results-oriented, supportive, confident...



- Ability to anticipate, listen, analyze and offer recommendations to enable team members/engineers to solve problems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, resourceful, positive...

- Ability to influence and persuade team members to reach a mutually acceptable or workable solution. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, resourceful, positive...

- Ability to recruit, select, train and monitor employee performance according to human resource policies, procedures and guidelines. **(Learn)**

Personal attributes which may link with this skill statement include: decisive, independent, diligent...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to collect and analyze relevant data to make accurate and timely decisions on a variety of quality/quantity control/operational issues. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: organized, results-oriented...

- Ability to accurately identify, develop, evaluate and implement sound solutions to resolve quality control issues and problems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: decisive, resourceful, focused...



- Ability to accurately detect, locate and resolve equipment problems within standards and procedures. **(Bring)**

Personal attributes which may link with this skill statement include: responsible, thorough, results-oriented...

- Ability to plan, develop, implement, monitor, evaluate and recommend project plans taking into consideration the direction of the organization and changing priorities. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough, results-oriented, organized...

- Ability to persuade, influence and convince landowners, the public, interest groups and contractors to come to an understanding and achieve a workable agreement. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough, decisive, considerate...

Interpersonal

- Ability to establish and maintain open and honest professional relationships that achieve understanding and mutually acceptable or workable solutions with a variety of people. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, approachable, service-oriented...

- Ability to actively listen, acknowledge concerns, provide explanations and/or options to diffuse or resolve difficult situations with people in a calm and courteous manner. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, attention to detail...

- Ability to maintain confidentiality while liaising with clients and stakeholders in order to meet ministry goals and objectives/staying within policies and procedures. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: service-oriented, confident...



- Ability to develop and maintain positive work relationships with contractors/co-workers. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: team player, adaptable, positive...

- Ability to positively influence, persuade or convince others to achieve understanding and reach agreement. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: decisive, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work alone and in a team environment to complete required tasks while following correct operational procedures and accomplishing work goals. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: team player, flexible, open-minded, sense of humor...

Organizational

- Ability to independently, or as a part of a team, assess, plan and adjust work priorities to meet required objectives, in consideration of deadlines and resource availability. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: organized, team player, conscientious...

- Ability to consistently plan, organize and prioritize urgent or routine work taking into consideration task complexity, conflicting deadlines, and multiple reporting relationships. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: organize, decisive, focused...



Analytical

- Ability to accurately compile data and monitor quality control and test results for statistical information purposes.

(Bring/Learn)

Personal attributes which may link with this skill statement include: attentive to environment, results-oriented...

- Ability to collect and analyze relevant data to identify trends and issues and develop options and solutions. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attention to detail, creative...

- Ability to identify areas for improvement by analyzing problems and recommending solutions that contribute to the development of new methods or approaches to improve work processes and systems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: conscientious, creative, self-motivated...

- Ability to examine, understand and appropriately apply acts, regulations, policies, contracts and procedures to issues relevant to the program. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: decisive, thorough, attention to detail...

- Ability to accurately compile, calculate, prioritize and monitor expenditures and revenues within established guidelines. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, thorough, attention to detail...

- Ability to develop, implement and/or update short and long-term projects, operational and business plans ensuring established ministerial goals and objectives are met. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attention to detail, flexible, service-oriented...



- Ability to accurately identify and assess employee development needs and identify learning opportunities. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, decisive, resourceful...

Technical

- Ability to identify, collect and record relevant information through observation, surveying, checking, sampling/scaling and/or inspections. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attention to detail, results-oriented...

- Ability to create and generate accurate queries, reports and documents using a variety of software programs as well as specialized packages, including word-processing, spreadsheet, database, internet and project management programs. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attention to detail, thorough...

- Ability to accurately record and prepare technical reports using computer graphs/graphics, word-processing, spreadsheets and statistical software. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attention to detail, thorough...

- Ability to accurately perform mathematical calculations related to engineering design calculations, specifications, and/or cost estimates, budget allocations. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attention to detail, organized...

- Ability to safely operate, and consistently maintain, accurately calibrate relevant scientific, analytical and sampling equipment with precision. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attention to detail, thorough...



- Ability to inspect and monitor road/construction or service contracts and lease agreements to ensure compliance to the integrity of the operation. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: diligent, attention to detail, thorough...

Safety/Stress/Security

- Ability to apply the principles of standard precautions and proper safety practices according to established protocols, safety guidelines and existing legislation to protect self, co-workers, the public and the environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: decisive, confident, thorough...

- Ability to responsibly receive, handle, label, document and store samples to maintain specimen/sample integrity within established guidelines. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough, attentive to environment...

- Ability to recognize, accurately assess and immediately respond to unsafe hazards and/or working conditions to ensure the safety of self, staff and others. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough, resourceful, dedicated...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Engineering Assistants and Technicians include:

To Be...

- decisive
- pro-active
- understanding
- results-oriented
- creative
- self-motivated
- approachable
- legible
- considerate
- attention to detail
- conscientious
- determined
- welcoming
- equitable
- supportive
- independent
- a team player
- innovative
- tolerant
- dedicated
- resourceful
- quick learner
- diligent
- professional
- organized
- attentive to environment
- accommodate individual differences
- confident
- service-oriented
- flexible/open minded
- thorough
- focused
- adaptable
- willing to learn
- honest
- positive
- sense of humor
- responsible
- respectful
- objective
- empathetic

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Resource Management Consultants (Environmental Project Officers)

Occupational Family/Code – Program Consultation: CRM

Profile created: 1999 02

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The Environmental Project Officer (EPO) is responsible for environmental protection program delivery in the eco-region in which he/she is located. The technical competencies of the person and the requirements of the position will determine the function within the environmental protection group for the eco-region. The focus of the duties may be industrial, commercial, or municipal environmental protection. The incumbent will travel to development sites, perform inspections, assess monitoring and meet with site personnel to discuss the environmental protection program at said development. The EPO will have demonstrated ability to communicate (verbally and written) to mediate and build consensus with a wide cross section of the general public, academia, inter and intra-ministerial colleagues, other levels of government, industry and business. The incumbent will, through the course of his work, gain a detailed knowledge of statutes, regulations, policies and guidelines that pertain to the environmental protection program for that eco-region. As a full performer, the EPO will provide lead technical review on decommissioning and reclamation plans, environmental assessments and screenings, operating and constructions approvals, and recommend them for ministerial signature.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable internal and external acts, regulations, agreements, policies, guidelines, principles and processes relevant to environmental protection. **(Learn)**
-

Theories/Principles

- Knowledge of engineering/scientific terminology's and principles and applied methodologies related to the relevant eco-region sectoral activity or specific discipline. **(Bring)**
 - Knowledge of basic industrial and workplace safety, theory and practice as it applies to the performance of the environmental protection mandate. **(Bring/Learn)**
-

Technical

- Knowledge of the relevant eco-region sectoral processes/operations as they impact environmental protection. **(Bring/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to identify, collect and record relevant information through observation, interviews, inquiries and inspections/investigations. **(Bring)**

Personal attributes which may link with this skill statement include: independent, conscientious, persuasive...

- Ability to clearly and accurately discuss and explain complex technical/scientific ecosystem issues, policies, procedures to diverse groups (e.g. general public, peers, industry, municipalities, politicians) at a level appropriate to the audience. **(Bring)**

Personal attributes which may link with this skill statement include: assertive, innovative, persuasive...

- Ability to accurately and concisely draft or compose technical reports, briefing notes, general correspondence, legal documents (e.g. licenses, inspection reports). **(Bring)**

Personal attributes which may link with this statement include: diplomatic, conscientious, assertive...

- Ability to plan, develop, deliver technical training/seminars to clients and stakeholder groups with a wide variance of education, experience and perspective/interests. **(Bring/Learn)**

Personal attributes which may link with this statement include: flexible, open-minded, cooperative...



Problem Solving

- Ability to educate, facilitate, and persuade others to achieve consensus or resolve conflict in highly polarized situations. **(Bring)**

Personal attributes which may link with this skill statement include: persuasive, innovative, logical...

- Ability to identify, develop, evaluate and implement solutions to resolve environmental protection/ecosystem issues/problems. **(Bring)**

Personal attributes which may link with this skill statement include: logical, conscientious...

Interpersonal

- Ability to independently make and implement crisis management decisions with limited time, resources and information to protect public health, safety and the environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: independent, goal-oriented, assertive...

Team/Independence

- Ability to independently, or as part of a team, research, develop and recommend or implement new technologies, techniques, concepts, policies or guidelines. **(Bring)**

Personal attributes which may link with this skill statement include: team player, independent, cooperative...

Organizational

- Ability to independently organize duties, determine and adjust priorities to complete tasks and meet objectives in a multi-tasking environment. **(Bring)**

Personal attributes which may link with this skill statement include: goal-oriented, flexible, logical...



Analytical

- Ability to assess, evaluate and interpret complex ecosystem/ environmental issues by applying scientific/engineering principles. **(Bring)**

Personal attributes which may link with this skill statement include: conscientious, logical...

- Ability to interpret and apply the intent of legislation and regulations to situations with limited or no precedents, no policies or disputed facts. **(Bring)**

Personal attributes which may link with this skill statement include: logical, conscientious...

Technical

- Ability to accurately input, edit, retrieve information and data, using various databases, spreadsheets, and word processing packages. **(Bring)**

Personal attributes which may link with this skill statement include: conscientious...

- Ability to operate, maintain and calibrate relevant scientific, analytical and sampling equipment with accuracy and precision. **(Bring)**

Personal attributes which may link with this skill statement include: logical, independent...

- Ability to collect routine or legal representative samples (air, water, biota, soil) by applying standard sampling techniques and protocols. **(Bring)**

Personal attributes which may link to this skill statement include: logical, goal-oriented, conscientious...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Environmental Project Officers include:

To Be...

- understanding
- diplomatic
- goal-oriented
- independent
- flexible
- innovative
- conscientious
- assertive
- persuasive
- logical
- open-minded
- co-operative
- ethical

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Equipment Operators and Supervisors of Operations

Occupational Family/Code – General Operations: GHM

Profile created: 2002 04

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Equipment operators are key to the maintenance and enhancement of transportation and park infrastructure and have important supervisory and operations roles in the construction and maintenance of provincial highways and associated right-of-ways. Some may work in specialty areas supporting the maintenance of bridges, airports or providing traffic guidance services and may also support ministerial programs in data collection, testing and materials location. These employees operate, service and do basic repair to the equipment related to a designated area.

The Supervisor of Operations (SO) is often a natural progression from the Equipment Operation role. These staff have similar responsibilities and tasks as the more junior levels but are in charge of a work crew and have more supervisory and accountability responsibilities around program delivery for a specified area. SO's are in contact with the public, landowners, contractors, municipalities and towns regarding questions or concerns. The SO's provide informational reports for effective road systems management and ensure their staff follows OH&S regulations and ministry roadwork policies.

Employees in this classification are required to obtain and maintain the appropriate valid driver's license and operate various types of road maintenance or heavy duty equipment such as trucks, brooms, packers, oil distributors, loaders, graders, stripers, cranes, snowmobile trail groomer, i.e., ski dozer and jackhammers. The positions may require operating road equipment and/or directing traffic in adverse roadway and severe weather conditions and there could be extensive travel involved. As well, they work in physically demanding conditions such as high elevations, confining spaces, worksites with obstructions or limited access and egress, deep snow, mud and oil and are expected to do physical labour, heavy lifting and climbing.

Benefits include flexible/modified hours, work with new and advanced technologies and equipment, opportunities to travel the province and the ability to be innovative. If you are interested in outdoor, active work and would like to be a part of team who ensure public safety, consider this as a career.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of acts, codes, standards, regulations, agreements and procedures applicable to the relevant discipline (e.g. road, airport, sign, or bridge maintenance). **(Bring/Learn)**
 - Knowledge of workplace safety and traffic control procedures. **(Bring/Learn)**
 - Knowledge of occupational health, workplace hazardous materials and dangerous goods policies and practices. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of ministerial organizational structure, policies, procedures, standards and applicable administrative processes. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of procedures and equipment operation related to their particular assignment (e.g. roads, airports, gravel location, bridges, traffic guidance, park maintenance, winter recreation trails). **(Bring/Learn)**
- Knowledge of provincial road infrastructure and authorities. **(Bring/Learn)**
- Knowledge of routine equipment maintenance. **(Bring/Learn)**
- Knowledge of the Torrens Land Registration System. **(Bring/Learn)**
- Knowledge of basic mechanical, pneumatic, hydraulic, electrical, fuel and lubrication systems of heavy equipment. **(Bring/Learn)**



- Knowledge of the applied rate of various types of material in order to operate controls such as clutches, hydrodrums and levers. **(Bring/Learn)**
 - Knowledge of the appropriate and safe use of hand and power tools. **(Bring/Learn)**
 - Knowledge of pesticide and herbicide application. **(Learn)**
 - Knowledge of the effects that equipment/machinery can have on ecosystems and how to limit those effects. **(Bring/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to listen to, accurately comprehend and orally respond to enquiries from co-workers, contractors, municipal officials, and the public and/or relay information in an accurate, clear, concise and courteous manner. **(Bring)**

Personal attributes which may link with this skill statement include: calm, confident, even tempered...

- Ability to provide clear, concise information and/or explanations to contractors, the public, landowners, municipal officials and other government entities. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, service oriented, approachable...

- Ability to record and organize instructions, minutes or information in a clear, accurate and understandable manner. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: independent, focused...

- Ability to verbally provide clear, concise and accurate explanations of policies, procedures, standards, entitlements and other information. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail...

- Ability to accurately comprehend information and instructions from written material. **(Bring)**

Personal attributes which may link with this skill statement include: focused, attentive to detail...



Leadership

- Ability to identify, collect and record relevant information through observation and enquiries. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, attentive to detail...

- Ability to objectively evaluate work performance while encouraging employees to meet set work goals and standards. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: decisive, supportive...

- Ability to instruct, guide, coach and encourage others to enhance their job performance and further develop their skills. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: leader, supportive...

- Ability to assign work to others taking into consideration priorities, employees' workloads and skills and the work that needs to be accomplished. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: accountable, flexible...

- Ability to provide concise instruction to individuals or groups of employees to enhance skills and improve job performance. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, confident...

- Ability to implement decisions with limited time and information to protect public safety. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, service oriented, initiative...



- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.
(Bring - Supervisor only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to collect and analyze relevant data to make accurate and timely decisions on a variety of quality control issues.
(Bring/Learn)

Personal attributes which may link with this skill statement include: focused, attentive to detail...

- Ability to accurately identify, develop, evaluate and implement sound solutions to resolve quality control issues and problems.
(Bring/Learn)

Personal attributes which may link with this skill statement include: decisive, adaptable, confident...

- Ability to identify problems, explore options and implement appropriate solutions. **(Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, proactive...

- Ability to identify, design and contribute to the development of new ideas and approaches that will improve work processes and systems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: innovative, service oriented...

Interpersonal

- Ability to calmly listen, assess and clarify problems and respond with options to the public, co-workers and contractors who may be upset, confused or angry. **(Bring)**

Personal attributes which may link with this skill statement include: calm, independent, confident...



- Ability to develop and maintain positive work relationships with co-workers, managers, consultants, contractors, cottage owners, the public and other government stakeholders. **(Bring)**

Personal attributes which may link with this skill statement include: approachable, even tempered, open minded...

- Ability to interact diplomatically to determine or mediate a solution when encountering difficult or confrontational situations. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: leader, empathetic...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to independently, or as part of a team, assess, plan and adjust urgent or routine work priorities to meet required objectives in consideration of deadlines, resource availability and weather conditions. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: team player, flexible...

Organizational

- Ability to independently organize duties, determine and adjust priorities to complete tasks and meet work objectives. **(Bring)**

Personal attributes which may link with this skill statement include: service oriented, independent...

- Ability to identify, prioritize and maintain inventory levels to ensure timely service delivery. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: pro-active, accountable...



- Ability to plan, organize and prioritize a high volume workload taking into consideration, task complexity, weather conditions, conflicting deadlines or frequent interruptions. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: decisive, adaptable, accountable...

- Ability to maintain paper and/or electronic records in order to quickly locate information or to support organizational data systems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail...

Analytical

- Ability to identify areas for improvement and recommend or contribute to the development of new methods to improve work processes. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, service oriented...

- Ability to examine, understand and appropriately apply instructions, policies, standards and procedures to issues relevant to transportation infrastructure preservation, construction, or to materials location or traffic guidance. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, decisive...

- Ability to accurately compile, calculate and summarize data to make adjusting entries related to data systems or the budget. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, focused...



- Ability to inspect and assess level of road or bridge damage or signing concerns, the extent of threats to the safety or well being of others and take effective, corrective action. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: decisive...

Technical

- Ability to accurately and in a timely manner, input, access, retrieve and print data using computer hardware/software and utilize other technological equipment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: accountable, attentive to detail...

- Ability to accurately adjust rates of material application for quality control. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, focused...

- Ability to inspect equipment for efficiency and safety and to make minor repairs to equipment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, conscientious...

- Ability to read and interpret engineering or workzone plans (traffic, sign, bridge, right of way, cross section, drainage) or legal survey plans in order to follow related workinstructions. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, focused...

Safety/Stress/Security

- Ability to drive or operate equipment under stressful or adverse road and weather conditions. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: calm, confident, adaptable...



- Ability to apply the principles of standard precautions and proper safety practices according to established protocols, safety guidelines and existing legislation to protect self, co-workers, the public and the environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: decisive, pro-active...

- Ability to receive, handle and properly label and store materials that may be hazardous or have environmental impact. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, attentive to detail...

- Ability to recognize potential risks to self, co-workers and the public and respond in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: pro-active, decisive...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Equipment Operators and Supervisors of Operations include:

To Be...

- decisive
- pro-active
- understanding
- conscientious
- courteous
- leader
- reliable
- supportive
- respectful
- welcoming
- objective
- independent
- a team player
- calm
- persistent
- innovative
- accountable
- confident
- service oriented
- flexible/open minded
- accommodate individual differences
- focused
- adaptable
- take initiative
- positive
- approachable
- attentive to detail
- even tempered
- self motivated
- empathetic
- equitable

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Equipment Standards Consultant

Occupational Family/Code – Program Consultation: CES

Profile created: 2001 10

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Equipment Standards Consultants provide overall fleet management expertise for the Ministry. While an understanding of general fleet management is required for all positions, each position requires a different field of expertise such as specifications and procurement of equipment; analysis of fleet trends including equipment repair, operating costs and inventory levels and monitoring rental rates for ministry owned equipment; or principles and practices related to preventative maintenance programs.

Senior level consultants occasionally facilitate discussions and meetings and deliver information sessions on topics such as equipment repair, maintenance and workplace safety. The consultant will introduce and demonstrate the use of new tools and maintenance of equipment and will analyze equipment efficiencies and deficiencies and make recommendations to improve upon deficiencies.

They will have a Class 5 driver's license with the ability to upgrade to 1A license.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of relevant legislation, regulations, acts, agreements, policies and procedures. **(Learn/Bring)**
-

Theories/Principles

- Knowledge of relevant ministry programs, operations and services, working conditions, client needs and expectations. **(Learn/Bring)**
 - Knowledge of theories, principles and safe practices related to equipment operation performance, limitations, servicing, maintenance and adjustments. **(Bring)**
-

Technical

- Knowledge of mechanical repairs associated with highway construction and maintenance equipment. **(Bring)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to facilitate training sessions, discussions and meetings, deliver presentations and promote programs and share information. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: professionalism, creative, informative...

- Ability to verbally and in writing provide clear, concise and accurate information in a manner appropriate to the audience. **(Bring)**

Personal attributes which may link with this skill statement include: assertive, service oriented, courteous...

- Ability to actively listen to, acknowledge concerns, provide explanations and/or options to diffuse or resolve difficult situations with people in a calm and courteous manner. **(Bring)**

Personal attributes which may link with this skill statement include: service oriented, open minded, personable...

Leadership

- Ability to guide and coach clients and colleagues to build a mutually trusting work relationship. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic, sensitive...

Problem Solving

- Ability to accurately apply and reinforce relevant and applicable acts, regulations, policies and procedures. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, fair...



- Ability to collect and analyze relevant data for training purposes and presentations. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful...

- Ability to interact diplomatically to determine or mediate a solution when encountering difficult or confrontational clients. **(Bring)**

Personal attributes which may link with this skill statement include: sensitive, innovative, calm...

Interpersonal

- Ability to actively listen to clients who may be hostile, angry, rude, confused or frustrated to diffuse potentially dangerous or threatening situations. **(Bring)**

Personal attributes which may link with this skill statement include: calm, sincere, polite...

- Ability to develop and maintain open and honest working relationships with clients and colleagues to accomplish objectives. **(Bring)**

Personal attributes which may link with this skill statement include: tactful, professional, discrete...

- Ability to influence and promote positive behavior to meet the goals and objectives of the organization. **(Bring)**

Personal attributes which may link with this skill statement include: open minded, approachable, patient...

Organizational

- Ability to independently establish and adjust you own (or others workload) taking into consideration changing priorities, tight deadlines, multiple reporting relationships and constant interruptions. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, accountable, creative...



- Ability to gather resources and information to develop presentations. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, innovative...

- Ability to accurately record and maintain records and dates to complete work objectives. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, attention to detail...

Analytical

- Ability to analyze relevant trends and issues, identify options and solutions to meet ministry goals and address client needs in a timely manner. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: objective, resourceful, open-minded...

- Ability to accurately assess the condition of equipment, components and systems to maintain working order or achieve optimum efficiency. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: reliable, creative, attention to detail...

Technical

- Ability to accurately input, edit, update, retrieve, format and transmit data, create queries, reports and documents using word processing databases, spreadsheets, communications, and other software packages in timely manner. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: service oriented, attention to detail...

- Ability to accurately perform mathematical calculations. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: attention to detail...



- Ability to accurately file, retrieve and maintain hard copy and electronic files in a timely manner. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: attention to detail...

Safety/Stress/Security

- Ability to accurately access and respond immediately to potentially threatening situations to ensure safety of self and clients. **(Bring)**

Personal attributes which may link with this skill statement include: calm, discreet, professional...

- Ability to recognize symptoms of stress in self and others and take steps to minimize its impact to help ensure good health and well being. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: calm, discreet, professional...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioral examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Equipment Standards Consultant include:

To Be...

- acceptable of change
- innovative
- co-operative
- service oriented
- calm
- professional
- flexible
- sincere
- open-minded
- tactful
- discreet
- resourceful
- creative
- reliable
- personable
- fair
- objective
- understanding
- informative
- patient
- accountable
- approachable
- polite
- courteous
- attention to detail
- diplomatic
- sensitive

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Family Law Social Workers

Occupational Family/Code – Human Services: HFL

Profile created: 1997 03

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Family Law Division workers are part of an inter-disciplinary team of social workers, registrars and the judiciary responsible for assessing families experiencing separation and divorce in order to recommend child custody and access. They prepare written recommendations which focus on "the best interests of the child" in response to court orders and present these recommendations in pre-trial conferences or at trial. Family Law Division workers develop and deliver public education seminars and provide information to the legal profession, the general public and community agencies about separation and divorce related issues. They organize and monitor court-ordered supervised access visits.

Family Law Division workers may be required to travel and/or drive throughout the city or in rural areas in order to conduct family assessments. They will be required to work flexible hours. They may encounter rude or angry people. A criminal record clearance is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable procedures, policies, legislation and court processes. **(Learn)**
-

Theories/Principles

- Knowledge of the dynamics of separation and divorce on adults and children. **(Bring/Learn)**
 - Knowledge of human growth and child development. **(Bring)**
 - Knowledge of social and family systems theory and contributing factors to family functioning. **(Bring)**
 - Knowledge of principles and techniques of adult and child learning. **(Bring/Learn)**
 - Knowledge of the systemic barriers that affect clients (sexism, racism, gender, poverty and socio-economic issues). **(Bring)**
 - Knowledge of cultural beliefs, values, perspectives and practices. **(Bring)**
 - Knowledge of counselling and intervention theories and practices. **(Bring)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to organize, present and record information in a clear, concise, complete, accurate and timely manner which allows others to understand the reasons for decisions/recommendations or the need for further action. **(Bring)**

Personal attributes which may link with this skill statement include: creative, thorough, attentive to detail...

- Ability to plan and conduct interviews and discussions with adults and children who may display a broad range of emotions, to gather, share and clarify information. **(Bring)**

Personal attributes which may link with this skill statement include: empathetic, patient, tactful...

- Ability to develop, deliver and facilitate clear and concise information sessions and educational modules using language appropriate to the audience. **(Learn)**

Personal attributes which may link with this skill statement include: thorough, flexible, self-confident...

Leadership

- Ability to provide leadership by encouraging, co-operating, and advising others to promote and maintain healthy and positive relationships and achieve client, team and ministerial goals. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic, flexible, tactful...



Problem Solving

- Ability to identify and recommend appropriate community resources in response to specific client needs. **(Learn)**

Personal attributes which may link with this skill statement include: open-minded, creative, flexible...

- Ability to investigate, assess and evaluate family and individual functioning within the context of separation and divorce to make custody and access recommendations considering the best interests of the child. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, thorough, empathetic...

Interpersonal

- Ability to promote healthy communities, share resources and provide quality service to individual clients and families. **(Learn)**

Personal attributes which may link with this skill statement include: diplomatic, tactful, creative...

- Ability to develop and maintain open and honest work relationships with a challenging and diverse range of individuals, interest groups and related service providers. **(Bring)**

Personal attributes which may link with this skill statement include: open-minded, non-judgmental, flexible...

- Ability to recognize and accommodate cultural and socio-economic differences when considering client needs. **(Bring)**

Personal attributes which may link with this skill statement include: open-minded, non-judgmental...

Team/Independence

- Ability to work independently, interdependently and participate as a contributing member of a variety of work teams within the workplace, community and other ministries/agencies. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, adaptable, tactful...



Organizational

- Ability to independently and interdependently plan, establish and adjust for high volume, diversity and conflicts related to case specific and/or program/ministerial development. **(Bring)**

Personal attributes which may link with this skill statement include: creative, adaptable, thorough...

Analytical

- Ability to interpret and apply the intent of legislation and regulations to complex, controversial and/or ambiguous situations with disputed or limited facts. **(Learn)**

Personal attributes which may link with this skill statement include: thorough, attentive to detail...

- Ability to gather, analyze and integrate conflicting and incomplete information from numerous sources into an understandable and objective description of events. **(Bring)**

Personal attributes which may link with this skill statement include: thorough, attentive to detail, creative...

Technical

- Ability to access, retrieve, input and process information using various electronic systems in an accurate and timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: thorough, attentive to detail...

Safety/Stress/Security

- Ability to recognize indicators of stress and take steps to minimize its impact on job performance, well being and safety of yourself and others. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, flexible, self-confident...



- Ability to recognize potential risks to the safety and well being of clients, staff and community and take timely and appropriate action to respond to crisis situations. (Bring)

Personal attributes which may link with this skill statement include: self-confident, attentive to detail...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Justice Family Law Social Workers include:

To Be...

- child focused
- ethical/ honest
- thorough/ attentive to detail
- aware of own biases, emotions and beliefs/ self-confident
- open-minded/ non-judgmental
- empathetic/ sensitive
- accepting/ respectful of differences in people
- accommodating
- inquisitive
- diplomatic, tactful
- creative/ adaptable/ flexible
- caring/ supportive of co-worker
- energetic
- patient

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Farm Stress Line Workers

Occupational Family/Code – Human Services: HSL

Profile created: 1996 04

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The Farm Stress Line is a provincial telephone information and referral service. Workers provide crisis intervention and information on a wide range of programs and services available in rural communities. They access the computer database which contains information regarding agricultural, financial, family and community issues, programs and services. Farm stress line workers must also have knowledge of current affairs affecting farmers and rural communities in order to understand the issues and concerns of callers.

Farm stress line workers' hours of work are non-traditional. They must be comfortable providing counselling and support within the limitations created by the use of the telephone. They are often required to listen to callers and talk with them for long periods of time. Farm stress line workers are expected to research new programs and services available to update their reference resources.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable acts, regulations, policies and procedures. **(Learn)**
 - Knowledge of farm debt review process. **(Bring)**
-

Theories/Principles

- Knowledge of applicable counselling principles and interventions. **(Learn)**
 - Knowledge of personal and relationship issues such as abuse, addictions and intergenerational conflict and their impact on the operation of the farm. **(Learn)**
-

Technical

- Knowledge of the unique culture of agriculture and rural communities. **(Bring)**
 - Knowledge of issues affecting farm and rural life. **(Bring)**
 - Knowledge of farm operations and finance. **(Bring)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to document pertinent information from phone counselling sessions and prepare reports and correspondence in a clear, concise and accurate manner. **(Bring)**

Personal attributes which may link with this skill statement include: objective, impartial...

- Ability to paraphrase and clarify caller concerns and circumstances to identify the underlying issues or needs. **(Learn)**

Personal attributes which may link with this skill statement include: non-judgmental, supportive, patient...

- Ability to clearly explain thoughts and ideas to co-workers and to clients on the telephone and in an organized manner. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, assertive...

Leadership

- Ability to plan, co-ordinate monitor and deliver various program initiatives and training to new staff. **(Learn)**

Personal attributes which may link with this skill statement include: assertive, resourceful...

Interpersonal

- Ability to actively listen, calm and contract with clients in crisis, over the telephone, to reduce the risk of them harming themselves and others. **(Learn)**

Personal attributes which may link with this skill statement include: positive, approachable, non-judgmental...



- Ability to establish rapport with callers through discussion, appreciation and acknowledgement of the agricultural and rural issues they face. **(Bring)**

Personal attributes which may link with this skill statement include: non-threatening, personable, impartial...

- Ability to recognize and accommodate people from all cultures, religions, gender, sexual orientation, age groups and socio-economic backgrounds in a sensitive and respectful manner. **(Bring)**

Personal attributes which may link with this skill statement include: sensitive, impartial, objective...

Team/Independence

- Ability to work independently and/or as a team member with co-workers, agencies and others to consistently meet program and client needs. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, resourceful, personable...

Organizational

- Ability to independently organize duties and determine and adjust priorities to complete tasks and meet deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, resourceful...

Analytical

- Ability to accurately assess and evaluate client circumstances to determine needs and generate appropriate options. **(Learn)**

Personal attributes which may link with this skill statement include: objective, resourceful...

- Ability to gather relevant information to establish appropriate procedures and resources to access in identifying and addressing client's concerns. **(Learn)**

Personal attributes which may link with this skill statement include: resourceful, assertive...



Technical

- Ability to identify appropriate available services, programs and agencies in response to client needs. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, resourceful, encouraging...

- Ability to access, retrieve, input and process information using various electronic systems in an accurate and timely manner. **(Learn)**

Personal attributes which may link with this skill statement include: resourceful, flexible...

Safety/Stress/Security

- Ability to recognize stress in self and others and the steps to take to minimize its impact on health and well being. **(Bring)**

Personal attributes which may link with this skill statement include: understanding, sensitive, encouraging...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Farm Stress Line Workers include:

To Be...

- confident/positive in order to empower, support, motivate and encourage others to make positive choices (self-confident/assertive, flexible, honest, positive, resourceful)
- open-minded/non-judgmental in order to respond without prejudices or pre-conceived opinions, and to establish and maintain communication and build rapport (objective/fair/impartial, approachable/non-threatening/personable)
- empathetic in order to build a trusting relationship and provide quality service (understanding/sensitive, kind/compassionate/caring, patient/supportive/encouraging)
- respectful of differences in order to be effective when interacting with people from all cultures, religions, sexual orientation, age groups, gender and socio-economic backgrounds (sensitive/aware/fair/impartial)

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Fire Control Coordinator, Fire Fighter

Occupational Family/Code – General Operations - GFC, GFF

Profile created: 2003 02

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The **Forest Protection Officer** is responsible for forest protection and fire management activities within an assigned district. You are responsible for planning fire suppression activities (i.e. equipment maintenance, evacuation, and fire risks), overall fire suppression efforts in the district, and providing training on fire suppression techniques. This includes performing administrative functions related to fire suppression such as preparing fire reports and schedules, purchasing goods, and contracting for equipment to be used in fire fighting. Other activities include supervision of fire suppression staff.

The **Duty Officer** collects and interprets weather and indices, analyzes SFMS outputs and assesses resource needs and fire information on a regional basis. You will develop regional alerts, detection requirements and position personnel, aircraft and equipment to ensure preparedness objectives are met. You will provide support for sustained action fires. The Duty Officer ensures contracts, reports and information are complete, accurate and distributed to appropriate parties in a timely manner. Other duties include the supervision of support staff, ensuring records are maintained and archived. You must be able to prioritize resource deployment in multiple fire situations. The Duty Officer is responsible for analyzing regional fire data, identifying trends, preparing reports that include their recommendations. You will develop and delivery training modules, public presentations and communications related to prevention, education, and current fire conditions.

The **Fire Base Supervisor** is responsible for operational delivery of the forest protection area preparedness plan and to coordinate suppression activities. You will develop the area fire plan and provide advice and work closely with local governments, First Nations and industry regarding risk assessment/management and protection. You will provide leadership and direction to ministry fire staff, contractors, FSIN and Northern Works crews and emergency fire fighting personnel. The Fire Base Supervisor is responsible to authorize, issue and monitor burning permits ensuring permit holders are in compliance with legislation and will issues notices of violation where applicable. You will develop and deliver training modules to fireline personnel and develop and deliver public presentations to promote fire education and prevention. You will be responsible for over winter fires, review of forest harvesting plans to mitigate fire hazard and to develop prescribed fire plans. You will promote, develop and supervise wildland urban interface projects and conduct annual inspections of heavy equipment contracted to Saskatchewan Environment.



The **Fire Technician** provides leadership, direction and work performance feedback to emergency fire fighters, First Nations and Northern Works personnel and will supervise initial attack leaders, members and observer staff when required. You will be responsible for pre-suppression and fire suppression activities and will train and deliver fire programs including prevention and education and fire suppression tactics/techniques to emergency fire fighters, the public, FSIN/Northern Works and industry. You will be responsible for the administration and inspection of burning permits within the Forest Protection Area and to develop burning permit programs on First Nations reserves. Fire Technicians conduct field inspections to assess fire hazard and manage/mitigate risk. You must complete field inspections to assess the extent of forest disease and monitor salvage logging operations. Additional duties include inspection of heavy equipment, assigning contracts and negotiating equipment rental rates. You will prepare fire reports, identify and record monthly accomplishments, fire mapping and complete and maintain equipment inventories. Responsibilities will also include over winter fires, check scaling, forest operation compliance inspections, reviewing forest harvesting plans to mitigate fire hazard and the develop prescribed fire plans. This position is responsible for the promotion, development and supervision of wildland urban interface projects.

Chief Air Attack Officer

The Chief Air Attack Officer manages and coordinates provincial air attack sections and supervises all Air Attack Officers and Loader positions. Typical work associated with supervision includes recruitment and selection of staff, employee orientation and training, establishing work schedules and resolve disputes. You will develop and administer training and evaluation program, develop performance-testing criteria, perform evaluation flights and determine competence. You will manage procurement activities for fire retardants and foam concentrates used in aerial suppression by determining tender specifications, preparing tender documents, reviewing bid submissions and making recommendation concerning the successful bid. Using analytical and planning skills, you will manage operation and maintenance of all tanker bases and develop guidelines and procedures. You will liaise with national agencies; prepare documents to address government concerns and respond to complaints made to the Minister's office. You will respond to public requests for information and prepare technical reports.

Air Attack Officer

The Air Attack Officer directs fire bombing aircraft in aerial fire suppression activities by determining attack strategies, attack priorities and relaying bombing instructions to pilots. Using your expertise in fire management you will assess fire behavior and spread potential and relay this information to fire managers and ground crews. You will ensure proper airspace safety is maintained through use of correct procedures in the fire control zone and conduct post-mission debriefing sessions to analyze each operation for areas of improvement, or to identify problems. You will also instruct Initial Attack Crews on tanker activity as well as work on maintenance and construction projects. You will be required to perform administrative functions such as completing air tanker evaluation reports, attendance forms, expense claims and other routine forms. You will also write reports associated with tanker activities including incident reports, equipment evaluations and retardant/foam evaluation reports.



Fire Base Support

The Fire Base Support maintains and updates the inventory of base and satellite fire cache equipment and fuels. You will perform equipment inventory checks, analysis, and reconciliation and write offs and instruct staff on the proper use and handling of equipment and fuels. The Fire Base Support will record the movement of equipment, fuels, food, etc. You will perform periodic testing of equipment and maintain and distribute base commissary. Performing as a radio operator you will relay clear and concise information to Emergency Fire Fighters on sustained fire situations and assist in scanning fires using infrared scanners. You will also be required to clean and maintain facilities.

Smokey

This position assists in the delivery of the Forest Fire Pre-Suppression Program, acting as “Smokey Bear” for television, schools, public and other functions. This position will compile reports, and provide other administrative assistance. Extensive travel is required. When time permits, other assigned duties will be as relayed in the Initial Attack Member description.

Fire Coordinator

The Fire Coordinator manages a fixed and variable fire budget, verifying and approving expenditures to ensure program needs for technical, communication and safety equipment are met. This position will ensure the worksite is fully operational by the start of fire season, the Fire Base and Industry Fire plans are completed and distributed and compliance with guidelines and policies. The Fire Coordinator gathers information and prepares responses for briefing notes. Other duties include the coordination of the First Nations/Northern Works contract fire fighter program and management of the Escaped Fire Program. You will conduct briefings, activate and coordinate escaped fire teams, maintain contact with teams, and ensure proper training is provided, maintaining certification on fire behavior. You will perform on-site inspections of fire camps, manage a fireproofing, fuels management, forest protection program, coordinate the community protection program and manage fire equipment program and safety program.

In this position you will also perform typical work associated with the supervision of staff such as: staffing actions and job specifications, interviewing, hiring, orientation, establishment of work schedules, resolve disputes, training, etc.

Initial Attack Crew Leader

The Initial Attack Crew Leader plans, coordinates and implements pre-suppression activities. The position will be required to research, develop and update wildland fire management plans, prioritizing pre-suppression and suppression needs. Other duties include administrative functions related to fire suppression, First Nations Agreements and Northern Works Agreements as well as the coordination of public presentations. You will provide advice and work with local governments, municipalities, industry and First Nations groups on fire prevention policy and procedures, authorize, issue and monitor burning permits, check on compliance in regards to conditions of burning permits and investigate and issue Notice of Violations.

As the Crew Leader you will also perform typical duties associated with the supervision of staff such as: determining staffing actions and job specifications, competitions, interviews, hiring, orientation, establish work schedules, resolve disputes, training, etc.



Initial Attack Crew Member

The Initial Attack Crew Member performs initial attack functions and fire suppression activities such as trenching, controlling burns, felling trees, pumping water and extinguishing fires. This position repairs and maintains firefighting equipment, provides fire-fighting instruction for Emergency Fire Fighters, First Nation crews and Northern Works crews, Emergency Fire Fighters, camp managers, etc. This position also cleans and maintains fire management facilities and works on sustained action fires assuming various roles such as looking after commissary, groceries, scanning,. The Initial Attack Crew member will participate in scheduled physical fitness and wellness programs.

Working conditions can include working undefined hours and working in remote locations in inclement conditions. While responding to fires, you are often exposed to extreme heat and smoke. You may be required to be on call for extended periods and temporarily assigned to other locations in the province. In addition, a class 4 driver's license is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable federal and provincial legislation, regulations, policies, guidelines, agreements and programs. **(Bring/Learn)**
 - Knowledge of administrative and personnel related acts, policies, procedures, guidelines and collective agreements. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of multi-cultural beliefs, values and perspectives with particular emphasis on Aboriginal culture. **(Bring/Learn)**
 - Knowledge of terminology, theories, principles of forestry, fire management, environment, ecological protection, sustainable development and the interrelationship between them. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring – Supervisors only/Learn)**
-

Technical

- Knowledge of wild land fire prevention, prescribed fire pre-suppression and suppression techniques, fire behaviour and its effect on the ecosystem. **(Bring/Learn)**
 - Knowledge of human resource, administrative and financial management principles and practices. **(Bring/Learn)**
 - Knowledge of aircraft types, capabilities and limitations. **(Bring/Learn)**
 - Knowledge of the Incident Command System. **(Bring/Learn)**
 - Knowledge of search and rescue, outdoor survival, First Aid and CPR techniques. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to develop and facilitate presentations and training programs to inform the public, staff, stakeholders at a level appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, organized, adaptable...

- Ability to verbally and in writing provide accurate information and compose clear, concise proposals and reports, accurately fill in forms and develop plans at a level appropriate to the recipient within tight deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: organized, focused, diplomatic...

- Ability to independently plan, facilitate and lead public consultation processes in conjunction with other ministries, agencies, stakeholders and Aboriginal groups in the development and implementation of agreed upon strategies. **(Bring/Learn)**

Personal attributes which may link with this skill include: confident, persuasive, adaptable...

Leadership

- Ability to lead, coach, evaluate, and provide performance feedback to assigned staff and/or others according to the standards, objectives and mandate of the ministry. **(Bring)**

Personal attributes which may link with this skill statement include: firm, persuasive, approachable...



- Ability to recruit, assess and select qualified candidates, provide constructive feedback according to the Collective Agreement(s) and ministry and government policies and procedures. **(Learn)**

Personal attributes which may link with this skill statement include: open-minded, flexible, realistic...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: flexible, open-minded, and courteous...

Problem Solving

- Ability to anticipate, recognize, assess, mediate and resolve conflict and take timely actions to de-escalate crises/stressful situations. **(Bring)**

Personal attributes which may link with this skill statement include: open-minded, persuasive, and courteous...

- Ability to accurately identify issues, concerns or problems, consider various options and determine and implement an appropriate course of action. **(Bring)**

Personal attributes which may link with this skill statement include: focused, open-minded, decisive...

Interpersonal

- Ability to recognize, understand and accommodate cultural and gender differences in a sensitive and respectful manner. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: cross-culturally aware, adaptable, open-minded...



- Ability to use tact and diplomacy when mediating and facilitating discussions with co-workers, stakeholders, media and the public and private sectors. **(Bring/Learn)**

Personal attributes, which may link with this skill statement, include: open-minded, organized, consistent, decisive...

- Ability to establish and maintain positive and professional work relationship with clients, communities and co-workers. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

Team/Independence

- Ability to work independently and as a team member with colleagues, agencies and others to meet program and client needs. **(Bring)**

Personal attributes which may link with this statement include: organized, self-motivated, focused, creative...

Organizational

- Ability to establish, assess, assign and adjust priorities in response to objectives and deadlines in both emergency situations and normal operations. **(Bring)**

Personal attributes, which may link with this skill statement, include: adaptable, focused, organized...

Analytical

- Ability to accurately assess and prioritize fire and emergency situations in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, independent...



- Ability to promptly develop, implement and update safe, effective and cost efficient preparedness and/or suppression plans based on fire hazard, applicable fire management and forest protection policies and guidelines, and available resources. **(Bring)**

Personal attributes which may link with this skill statement include: independent, proactive, innovative...

- Ability to collect evidence, compile, identify, document and analyze information to accurately determine the cause of a fire, or track of government assets, equipment and funds and/or equipment under contract. **(Bring)**

Personal attributes which may link with this skill statement include: focused, organized, creative...

- Ability to anticipate, evaluate, plan and implement strategies to protect and preserve the values at risk. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, proactive, firm...

- Ability to accurately estimate, forecast, authorize, verify and manage budget expenditures within allocations to meet program requirements. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: organized, adaptable...

- Ability to accurately reference, interpret and appropriately apply (federal, provincial, municipal and local) legislation, policies, programs and agreements. **(Bring/learn)**

Personal attributes which may link with this skill statement include: firm, independent, accountable...

- Ability to correctly evaluate policies, guidelines and agreements to make recommendations and/or develop and suggest revised forest protection program delivery options. **(Learn)**

Personal attributes which may link with this skill statement include: focused, innovative, persuasive...



Technical

- Ability to safely and proficiently operate, maintain and make minor emergency repairs to various equipment. **(Bring)**

Personal attributes which may link with this skill statement include: independent, practical...

- Ability to responsibly and safely use, store and maintain firearms for nuisance wildlife control in accordance with policy. **(Learn)**

Personal attributes which may link with this skill statement include: accountable, organized...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing databases, spreadsheets accurately and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: organized, independent, creative...

- Ability to accurately analyze and interpret data using modeling software such as Prometheus and Spatial Fire Management Systems. **(Learn)**

Personal attributes which may link with this skill statement include: accurate, independent, organized...

Safety/Stress/Security

- Ability to independently, accurately and quickly recognize, evaluate and respond to multiple and extreme crisis/stressful/dangerous situations to ensure safety of self, others and protection of the values at risk, while maintaining composure. **(Bring)**

Personal attributes which may link with this skill statement include: firm, proactive, focused...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the GFF and GFC positions include:

To Be...

- a team player
- organized
- calm/ level-headed
- accountable
- self-motivated/
independent
- sensitive/ aware cross-
cultural
- approachable
- innovative
- diplomatic
- focused
- a self-starter/ creative/
initiative
- polite
- a leader
- adaptable/flexible
- persuasive/facilitative
- intuitive/ proactive
- firm/ decisive
- open-minded
- realistic/ practical
- courteous
- non-judgmental

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Fire Control Coordinator, Fire Fighter

Occupational Family/Code – General Operations - GFC, GFF

Profile created: 2003 02

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The **Duty Officer** collects and interprets weather and indices, analyzes SFMS outputs and assesses resource needs and fire information on a regional basis. You will develop regional alerts, detection requirements and position personnel, aircraft and equipment to ensure preparedness objectives are met. You will provide support for sustained action fires. The Duty Officer ensures contracts, reports and information are complete, accurate and distributed to appropriate parties in a timely manner. Other duties include the supervision of support staff, ensuring records are maintained and archived. You must be able to prioritize resource deployment in multiple fire situations. The Duty Officer is responsible for analyzing regional fire data, identifying trends, preparing reports that include their recommendations. You will develop and delivery training modules, public presentations and communications related to prevention, education, and current fire conditions.

The **Fire Base Supervisor** is responsible for operational delivery of the forest protection area preparedness plan and to coordinate suppression activities. You will develop the area fire plan and provide advice and work closely with local governments, First Nations and industry regarding risk assessment/management and protection. You will provide leadership and direction to ministry fire staff, contractors, FSIN and Northern Works crews and emergency fire fighting personnel. The Fire Base Supervisor is responsible to authorize, issue and monitor burning permits ensuring permit holders are in compliance with legislation and will issues notices of violation where applicable. You will develop and deliver training modules to fireline personnel and develop and deliver public presentations to promote fire education and prevention. You will be responsible for over winter fires, review of forest harvesting plans to mitigate fire hazard and to develop prescribed fire plans. You will promote, develop and supervise wildland urban interface projects and conduct annual inspections of heavy equipment contracted to Saskatchewan Environment.



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Chief Air Attack Officer

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Air Attack Officer

The Air Attack Officer directs fire bombing aircraft in aerial fire suppression activities by determining attack strategies, attack priorities and relaying bombing instructions to pilots. Using your expertise in fire management you will assess fire behavior and spread potential and relay this information to fire managers and ground crews. You will ensure proper airspace safety is maintained through use of correct procedures in the fire control zone and conduct post-mission debriefing sessions to analyze each operation for areas of improvement, or to identify problems. You will also instruct Initial Attack Crews on tanker activity as well as work on maintenance and construction projects. You will be required to perform administrative functions such as completing air tanker evaluation reports, attendance forms, expense claims and other routine forms. You will also write reports associated with tanker activities including incident reports, equipment evaluations and retardant/foam evaluation reports.



Fire Base Support

The Fire Base Support maintains and updates the inventory of base and satellite fire cache equipment and fuels. You will perform equipment inventory checks, analysis, and reconciliation and write offs and instruct staff on the proper use and handling of equipment and fuels. The Fire Base Support will record the movement of equipment, fuels, food, etc. You will perform periodic testing of equipment and maintain and distribute base commissary. Performing as a radio operator you will relay clear and concise information to Emergency Fire Fighters on sustained fire situations and assist in scanning fires using infrared scanners. You will also be required to clean and maintain facilities.

Smokey

This position assists in the delivery of the Forest Fire Pre-Suppression Program, acting as “Smokey Bear” for television, schools, public and other functions. This position will compile reports, and provide other administrative assistance. Extensive travel is required. When time permits, other assigned duties will be as relayed in the Initial Attack Member description.

Fire Coordinator

The Fire Coordinator manages a fixed and variable fire budget, verifying and approving expenditures to ensure program needs for technical, communication and safety equipment are met. This position will ensure the worksite is fully operational by the start of fire season, the Fire Base and Industry Fire plans are completed and distributed and compliance with guidelines and policies. The Fire Coordinator gathers information and prepares responses for briefing notes. Other duties include the coordination of the First Nations/Northern Works contract fire fighter program and management of the Escaped Fire Program. You will conduct briefings, activate and coordinate escaped fire teams, maintain contact with teams, and ensure proper training is provided, maintaining certification on fire behavior. You will perform on-site inspections of fire camps, manage a fireproofing, fuels management, forest protection program, coordinate the community protection program and manage fire equipment program and safety program.

In this position you will also perform typical work associated with the supervision of staff such as: staffing actions and job specifications, interviewing, hiring, orientation, establishment of work schedules, resolve disputes, training, etc.

Initial Attack Crew Leader

The Initial Attack Crew Leader plans, coordinates and implements pre-suppression activities. The position will be required to research, develop and update wildland fire management plans, prioritizing pre-suppression and suppression needs. Other duties include administrative functions related to fire suppression, First Nations Agreements and Northern Works Agreements as well as the coordination of public presentations. You will provide advice and work with local governments, municipalities, industry and First Nations groups on fire prevention policy and procedures, authorize, issue and monitor burning permits, check on compliance in regards to conditions of burning permits and investigate and issue Notice of Violations.

As the Crew Leader you will also perform typical duties associated with the supervision of staff such as: determining staffing actions and job specifications, competitions, interviews, hiring, orientation, establish work schedules, resolve disputes, training, etc.



Initial Attack Crew Member

The Initial Attack Crew Member performs initial attack functions and fire suppression activities such as trenching, controlling burns, felling trees, pumping water and extinguishing fires. This position repairs and maintains firefighting equipment, provides fire-fighting instruction for Emergency Fire Fighters, First Nation crews and Northern Works crews, Emergency Fire Fighters, camp managers, etc. This position also cleans and maintains fire management facilities and works on sustained action fires assuming various roles such as looking after commissary, groceries, scanning,. The Initial Attack Crew member will participate in scheduled physical fitness and wellness programs.

Working conditions can include working undefined hours and working in remote locations in inclement conditions. While responding to fires, you are often exposed to extreme heat and smoke. You may be required to be on call for extended periods and temporarily assigned to other locations in the province. In addition, a class 4 driver's license is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable federal and provincial legislation, regulations, policies, guidelines, agreements and programs. **(Bring/Learn)**
 - Knowledge of administrative and personnel related acts, policies, procedures, guidelines and collective agreements. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of multi-cultural beliefs, values and perspectives with particular emphasis on Aboriginal culture. **(Bring/Learn)**
 - Knowledge of terminology, theories, principles of forestry, fire management, environment, ecological protection, sustainable development and the interrelationship between them. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring – Supervisors only/Learn)**
-

Technical

- Knowledge of wild land fire prevention, prescribed fire pre-suppression and suppression techniques, fire behaviour and its effect on the ecosystem. **(Bring/Learn)**
 - Knowledge of human resource, administrative and financial management principles and practices. **(Bring/Learn)**
 - Knowledge of aircraft types, capabilities and limitations. **(Bring/Learn)**
 - Knowledge of the Incident Command System. **(Bring/Learn)**
 - Knowledge of search and rescue, outdoor survival, First Aid and CPR techniques. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to develop and facilitate presentations and training programs to inform the public, staff, stakeholders at a level appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, organized, adaptable...

- Ability to verbally and in writing provide accurate information and compose clear, concise proposals and reports, accurately fill in forms and develop plans at a level appropriate to the recipient within tight deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: organized, focused, diplomatic...

- Ability to independently plan, facilitate and lead public consultation processes in conjunction with other ministries, agencies, stakeholders and Aboriginal groups in the development and implementation of agreed upon strategies. **(Bring/Learn)**

Personal attributes which may link with this skill include: confident, persuasive, adaptable...

Leadership

- Ability to lead, coach, evaluate, and provide performance feedback to assigned staff and/or others according to the standards, objectives and mandate of the ministry. **(Bring)**

Personal attributes which may link with this skill statement include: firm, persuasive, approachable...



- Ability to recruit, assess and select qualified candidates, provide constructive feedback according to the Collective Agreement(s) and ministry and government policies and procedures. **(Learn)**

Personal attributes which may link with this skill statement include: open-minded, flexible, realistic...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: flexible, open-minded, and courteous...

Problem Solving

- Ability to anticipate, recognize, assess, mediate and resolve conflict and take timely actions to de-escalate crises/stressful situations. **(Bring)**

Personal attributes which may link with this skill statement include: open-minded, persuasive, and courteous...

- Ability to accurately identify issues, concerns or problems, consider various options and determine and implement an appropriate course of action. **(Bring)**

Personal attributes which may link with this skill statement include: focused, open-minded, decisive...

Interpersonal

- Ability to recognize, understand and accommodate cultural and gender differences in a sensitive and respectful manner. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: cross-culturally aware, adaptable, open-minded...



- Ability to use tact and diplomacy when mediating and facilitating discussions with co-workers, stakeholders, media and the public and private sectors. **(Bring/Learn)**

Personal attributes, which may link with this skill statement, include: open-minded, organized, consistent, decisive...

- Ability to establish and maintain positive and professional work relationship with clients, communities and co-workers. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

Team/Independence

- Ability to work independently and as a team member with colleagues, agencies and others to meet program and client needs. **(Bring)**

Personal attributes which may link with this statement include: organized, self-motivated, focused, creative...

Organizational

- Ability to establish, assess, assign and adjust priorities in response to objectives and deadlines in both emergency situations and normal operations. **(Bring)**

Personal attributes, which may link with this skill statement, include: adaptable, focused, organized...

Analytical

- Ability to accurately assess and prioritize fire and emergency situations in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, independent...



- Ability to promptly develop, implement and update safe, effective and cost efficient preparedness and/or suppression plans based on fire hazard, applicable fire management and forest protection policies and guidelines, and available resources. **(Bring)**

Personal attributes which may link with this skill statement include: independent, proactive, innovative...

- Ability to collect evidence, compile, identify, document and analyze information to accurately determine the cause of a fire, or track of government assets, equipment and funds and/or equipment under contract. **(Bring)**

Personal attributes which may link with this skill statement include: focused, organized, creative...

- Ability to anticipate, evaluate, plan and implement strategies to protect and preserve the values at risk. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, proactive, firm...

- Ability to accurately estimate, forecast, authorize, verify and manage budget expenditures within allocations to meet program requirements. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: organized, adaptable...

- Ability to accurately reference, interpret and appropriately apply (federal, provincial, municipal and local) legislation, policies, programs and agreements. **(Bring/learn)**

Personal attributes which may link with this skill statement include: firm, independent, accountable...

- Ability to correctly evaluate policies, guidelines and agreements to make recommendations and/or develop and suggest revised forest protection program delivery options. **(Learn)**

Personal attributes which may link with this skill statement include: focused, innovative, persuasive...



Technical

- Ability to safely and proficiently operate, maintain and make minor emergency repairs to various equipment. **(Bring)**

Personal attributes which may link with this skill statement include: independent, practical...

- Ability to responsibly and safely use, store and maintain firearms for nuisance wildlife control in accordance with policy. **(Learn)**

Personal attributes which may link with this skill statement include: accountable, organized...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing databases, spreadsheets accurately and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: organized, independent, creative...

- Ability to accurately analyze and interpret data using modeling software such as Prometheus and Spatial Fire Management Systems. **(Learn)**

Personal attributes which may link with this skill statement include: accurate, independent, organized...

Safety/Stress/Security

- Ability to independently, accurately and quickly recognize, evaluate and respond to multiple and extreme crisis/stressful/dangerous situations to ensure safety of self, others and protection of the values at risk, while maintaining composure. **(Bring)**

Personal attributes which may link with this skill statement include: firm, proactive, focused...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the GFF and GFC positions include:

To Be...

- a team player
- organized
- calm/ level-headed
- accountable
- self-motivated/
independent
- sensitive/ aware cross-
cultural
- approachable
- innovative
- diplomatic
- focused
- a self-starter/ creative/
initiative
- polite
- a leader
- adaptable/flexible
- persuasive/facilitative
- intuitive/ proactive
- firm/ decisive
- open-minded
- realistic/ practical
- courteous
- non-judgmental

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Fire Control Coordinator, Fire Fighter

Occupational Family/Code – General Operations - GFC, GFF

Profile created: 2003 02

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The **Forest Protection Officer** is responsible for forest protection and fire management activities within an assigned district. You are responsible for planning fire suppression activities (i.e. equipment maintenance, evacuation, and fire risks), overall fire suppression efforts in the district, and providing training on fire suppression techniques. This includes performing administrative functions related to fire suppression such as preparing fire reports and schedules, purchasing goods, and contracting for equipment to be used in fire fighting. Other activities include supervision of fire suppression staff.

The **Duty Officer** collects and interprets weather and indices, analyzes SFMS outputs and assesses resource needs and fire information on a regional basis. You will develop regional alerts, detection requirements and position personnel, aircraft and equipment to ensure preparedness objectives are met. You will provide support for sustained action fires. The Duty Officer ensures contracts, reports and information are complete, accurate and distributed to appropriate parties in a timely manner. Other duties include the supervision of support staff, ensuring records are maintained and archived. You must be able to prioritize resource deployment in multiple fire situations. The Duty Officer is responsible for analyzing regional fire data, identifying trends, preparing reports that include their recommendations. You will develop and delivery training modules, public presentations and communications related to prevention, education, and current fire conditions.

The **Fire Base Supervisor** is responsible for operational delivery of the forest protection area preparedness plan and to coordinate suppression activities. You will develop the area fire plan and provide advice and work closely with local governments, First Nations and industry regarding risk assessment/management and protection. You will provide leadership and direction to ministry fire staff, contractors, FSIN and Northern Works crews and emergency fire fighting personnel. The Fire Base Supervisor is responsible to authorize, issue and monitor burning permits ensuring permit holders are in compliance with legislation and will issues notices of violation where applicable. You will develop and deliver training modules to fireline personnel and develop and deliver public presentations to promote fire education and prevention. You will be responsible for over winter fires, review of forest harvesting plans to mitigate fire hazard and to develop prescribed fire plans. You will promote, develop and supervise wildland urban interface projects and conduct annual inspections of heavy equipment contracted to Saskatchewan Environment.



The **Fire Technician** provides leadership, direction and work performance feedback to emergency fire fighters, First Nations and Northern Works personnel and will supervise initial attack leaders, members and observer staff when required. You will be responsible for pre-suppression and fire suppression activities and will train and deliver fire programs including prevention and education and fire suppression tactics/techniques to emergency fire fighters, the public, FSIN/Northern Works and industry. You will be responsible for the administration and inspection of burning permits within the Forest Protection Area and to develop burning permit programs on First Nations reserves. Fire Technicians conduct field inspections to assess fire hazard and manage/mitigate risk. You must complete field inspections to assess the extent of forest disease and monitor salvage logging operations. Additional duties include inspection of heavy equipment, assigning contracts and negotiating equipment rental rates. You will prepare fire reports, identify and record monthly accomplishments, fire mapping and complete and maintain equipment inventories. Responsibilities will also include over winter fires, check scaling, forest operation compliance inspections, reviewing forest harvesting plans to mitigate fire hazard and the develop prescribed fire plans. This position is responsible for the promotion, development and supervision of wildland urban interface projects.

Chief Air Attack Officer

The Chief Air Attack Officer manages and coordinates provincial air attack sections and supervises all Air Attack Officers and Loader positions. Typical work associated with supervision includes recruitment and selection of staff, employee orientation and training, establishing work schedules and resolve disputes. You will develop and administer training and evaluation program, develop performance-testing criteria, perform evaluation flights and determine competence. You will manage procurement activities for fire retardants and foam concentrates used in aerial suppression by determining tender specifications, preparing tender documents, reviewing bid submissions and making recommendation concerning the successful bid. Using analytical and planning skills, you will manage operation and maintenance of all tanker bases and develop guidelines and procedures. You will liaise with national agencies; prepare documents to address government concerns and respond to complaints made to the Minister's office. You will respond to public requests for information and prepare technical reports.

Air Attack Officer

The Air Attack Officer directs fire bombing aircraft in aerial fire suppression activities by determining attack strategies, attack priorities and relaying bombing instructions to pilots. Using your expertise in fire management you will assess fire behavior and spread potential and relay this information to fire managers and ground crews. You will ensure proper airspace safety is maintained through use of correct procedures in the fire control zone and conduct post-mission debriefing sessions to analyze each operation for areas of improvement, or to identify problems. You will also instruct Initial Attack Crews on tanker activity as well as work on maintenance and construction projects. You will be required to perform administrative functions such as completing air tanker evaluation reports, attendance forms, expense claims and other routine forms. You will also write reports associated with tanker activities including incident reports, equipment evaluations and retardant/foam evaluation reports.



Fire Base Support

The Fire Base Support maintains and updates the inventory of base and satellite fire cache equipment and fuels. You will perform equipment inventory checks, analysis, and reconciliation and write offs and instruct staff on the proper use and handling of equipment and fuels. The Fire Base Support will record the movement of equipment, fuels, food, etc. You will perform periodic testing of equipment and maintain and distribute base commissary. Performing as a radio operator you will relay clear and concise information to Emergency Fire Fighters on sustained fire situations and assist in scanning fires using infrared scanners. You will also be required to clean and maintain facilities.

Smokey

This position assists in the delivery of the Forest Fire Pre-Suppression Program, acting as “Smokey Bear” for television, schools, public and other functions. This position will compile reports, and provide other administrative assistance. Extensive travel is required. When time permits, other assigned duties will be as relayed in the Initial Attack Member description.

Fire Coordinator

The Fire Coordinator manages a fixed and variable fire budget, verifying and approving expenditures to ensure program needs for technical, communication and safety equipment are met. This position will ensure the worksite is fully operational by the start of fire season, the Fire Base and Industry Fire plans are completed and distributed and compliance with guidelines and policies. The Fire Coordinator gathers information and prepares responses for briefing notes. Other duties include the coordination of the First Nations/Northern Works contract fire fighter program and management of the Escaped Fire Program. You will conduct briefings, activate and coordinate escaped fire teams, maintain contact with teams, and ensure proper training is provided, maintaining certification on fire behavior. You will perform on-site inspections of fire camps, manage a fireproofing, fuels management, forest protection program, coordinate the community protection program and manage fire equipment program and safety program.

In this position you will also perform typical work associated with the supervision of staff such as: staffing actions and job specifications, interviewing, hiring, orientation, establishment of work schedules, resolve disputes, training, etc.

Initial Attack Crew Leader

The Initial Attack Crew Leader plans, coordinates and implements pre-suppression activities. The position will be required to research, develop and update wildland fire management plans, prioritizing pre-suppression and suppression needs. Other duties include administrative functions related to fire suppression, First Nations Agreements and Northern Works Agreements as well as the coordination of public presentations. You will provide advice and work with local governments, municipalities, industry and First Nations groups on fire prevention policy and procedures, authorize, issue and monitor burning permits, check on compliance in regards to conditions of burning permits and investigate and issue Notice of Violations.

As the Crew Leader you will also perform typical duties associated with the supervision of staff such as: determining staffing actions and job specifications, competitions, interviews, hiring, orientation, establish work schedules, resolve disputes, training, etc.



Initial Attack Crew Member

The Initial Attack Crew Member performs initial attack functions and fire suppression activities such as trenching, controlling burns, felling trees, pumping water and extinguishing fires. This position repairs and maintains firefighting equipment, provides fire-fighting instruction for Emergency Fire Fighters, First Nation crews and Northern Works crews, Emergency Fire Fighters, camp managers, etc. This position also cleans and maintains fire management facilities and works on sustained action fires assuming various roles such as looking after commissary, groceries, scanning,. The Initial Attack Crew member will participate in scheduled physical fitness and wellness programs.

Working conditions can include working undefined hours and working in remote locations in inclement conditions. While responding to fires, you are often exposed to extreme heat and smoke. You may be required to be on call for extended periods and temporarily assigned to other locations in the province. In addition, a class 4 driver's license is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable federal and provincial legislation, regulations, policies, guidelines, agreements and programs. **(Bring/Learn)**
 - Knowledge of administrative and personnel related acts, policies, procedures, guidelines and collective agreements. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of multi-cultural beliefs, values and perspectives with particular emphasis on Aboriginal culture. **(Bring/Learn)**
 - Knowledge of terminology, theories, principles of forestry, fire management, environment, ecological protection, sustainable development and the interrelationship between them. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring – Supervisors only/Learn)**
-

Technical

- Knowledge of wild land fire prevention, prescribed fire pre-suppression and suppression techniques, fire behaviour and its effect on the ecosystem. **(Bring/Learn)**
 - Knowledge of human resource, administrative and financial management principles and practices. **(Bring/Learn)**
 - Knowledge of aircraft types, capabilities and limitations. **(Bring/Learn)**
 - Knowledge of the Incident Command System. **(Bring/Learn)**
 - Knowledge of search and rescue, outdoor survival, First Aid and CPR techniques. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to develop and facilitate presentations and training programs to inform the public, staff, stakeholders at a level appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, organized, adaptable...

- Ability to verbally and in writing provide accurate information and compose clear, concise proposals and reports, accurately fill in forms and develop plans at a level appropriate to the recipient within tight deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: organized, focused, diplomatic...

- Ability to independently plan, facilitate and lead public consultation processes in conjunction with other ministries, agencies, stakeholders and Aboriginal groups in the development and implementation of agreed upon strategies. **(Bring/Learn)**

Personal attributes which may link with this skill include: confident, persuasive, adaptable...

Leadership

- Ability to lead, coach, evaluate, and provide performance feedback to assigned staff and/or others according to the standards, objectives and mandate of the ministry. **(Bring)**

Personal attributes which may link with this skill statement include: firm, persuasive, approachable...



- Ability to recruit, assess and select qualified candidates, provide constructive feedback according to the Collective Agreement(s) and ministry and government policies and procedures. **(Learn)**

Personal attributes which may link with this skill statement include: open-minded, flexible, realistic...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: flexible, open-minded, and courteous...

Problem Solving

- Ability to anticipate, recognize, assess, mediate and resolve conflict and take timely actions to de-escalate crises/stressful situations. **(Bring)**

Personal attributes which may link with this skill statement include: open-minded, persuasive, and courteous...

- Ability to accurately identify issues, concerns or problems, consider various options and determine and implement an appropriate course of action. **(Bring)**

Personal attributes which may link with this skill statement include: focused, open-minded, decisive...

Interpersonal

- Ability to recognize, understand and accommodate cultural and gender differences in a sensitive and respectful manner. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: cross-culturally aware, adaptable, open-minded...



- Ability to use tact and diplomacy when mediating and facilitating discussions with co-workers, stakeholders, media and the public and private sectors. **(Bring/Learn)**

Personal attributes, which may link with this skill statement, include: open-minded, organized, consistent, decisive...

- Ability to establish and maintain positive and professional work relationship with clients, communities and co-workers. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

Team/Independence

- Ability to work independently and as a team member with colleagues, agencies and others to meet program and client needs. **(Bring)**

Personal attributes which may link with this statement include: organized, self-motivated, focused, creative...

Organizational

- Ability to establish, assess, assign and adjust priorities in response to objectives and deadlines in both emergency situations and normal operations. **(Bring)**

Personal attributes, which may link with this skill statement, include: adaptable, focused, organized...

Analytical

- Ability to accurately assess and prioritize fire and emergency situations in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, independent...



- Ability to promptly develop, implement and update safe, effective and cost efficient preparedness and/or suppression plans based on fire hazard, applicable fire management and forest protection policies and guidelines, and available resources. **(Bring)**

Personal attributes which may link with this skill statement include: independent, proactive, innovative...

- Ability to collect evidence, compile, identify, document and analyze information to accurately determine the cause of a fire, or track of government assets, equipment and funds and/or equipment under contract. **(Bring)**

Personal attributes which may link with this skill statement include: focused, organized, creative...

- Ability to anticipate, evaluate, plan and implement strategies to protect and preserve the values at risk. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, proactive, firm...

- Ability to accurately estimate, forecast, authorize, verify and manage budget expenditures within allocations to meet program requirements. **(Bring/Learn)**

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Personal attributes which may link with this skill statement include: firm, independent, accountable...

- Ability to correctly evaluate policies, guidelines and agreements to make recommendations and/or develop and suggest revised forest protection program delivery options. **(Learn)**

Personal attributes which may link with this skill statement include: focused, innovative, persuasive...



Technical

- Ability to safely and proficiently operate, maintain and make minor emergency repairs to various equipment. **(Bring)**

Personal attributes which may link with this skill statement include: independent, practical...

- Ability to responsibly and safely use, store and maintain firearms for nuisance wildlife control in accordance with policy. **(Learn)**

Personal attributes which may link with this skill statement include: accountable, organized...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing databases, spreadsheets accurately and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: organized, independent, creative...

- Ability to accurately analyze and interpret data using modeling software such as Prometheus and Spatial Fire Management Systems. **(Learn)**

Personal attributes which may link with this skill statement include: accurate, independent, organized...

Safety/Stress/Security

- Ability to independently, accurately and quickly recognize, evaluate and respond to multiple and extreme crisis/stressful/dangerous situations to ensure safety of self, others and protection of the values at risk, while maintaining composure. **(Bring)**

Personal attributes which may link with this skill statement include: firm, proactive, focused...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the GFF and GFC positions include:

To Be...

- a team player
- organized
- calm/ level-headed
- accountable
- self-motivated/
independent
- sensitive/ aware cross-
cultural
- approachable
- innovative
- diplomatic
- focused
- a self-starter/ creative/
initiative
- polite
- a leader
- adaptable/flexible
- persuasive/facilitative
- intuitive/ proactive
- firm/ decisive
- open-minded
- realistic/ practical
- courteous
- non-judgmental

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Fire Control Coordinator, Fire Fighter

Occupational Family/Code – General Operations - GFC, GFF

Profile created: 2003 02

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The **Forest Protection Officer** is responsible for forest protection and fire management activities within an assigned district. You are responsible for planning fire suppression activities (i.e. equipment maintenance, evacuation, and fire risks), overall fire suppression efforts in the district, and providing training on fire suppression techniques. This includes performing administrative functions related to fire suppression such as preparing fire reports and schedules, purchasing goods, and contracting for equipment to be used in fire fighting. Other activities include supervision of fire suppression staff.

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Chief Air Attack Officer

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Air Attack Officer

The Air Attack Officer directs fire bombing aircraft in aerial fire suppression activities by determining attack strategies, attack priorities and relaying bombing instructions to pilots. Using your expertise in fire management you will assess fire behavior and spread potential and relay this information to fire managers and ground crews. You will ensure proper airspace safety is maintained through use of correct procedures in the fire control zone and conduct post-mission debriefing sessions to analyze each operation for areas of improvement, or to identify problems. You will also instruct Initial Attack Crews on tanker activity as well as work on maintenance and construction projects. You will be required to perform administrative functions such as completing air tanker evaluation reports, attendance forms, expense claims and other routine forms. You will also write reports associated with tanker activities including incident reports, equipment evaluations and retardant/foam evaluation reports.



Fire Base Support

The Fire Base Support maintains and updates the inventory of base and satellite fire cache equipment and fuels. You will perform equipment inventory checks, analysis, and reconciliation and write offs and instruct staff on the proper use and handling of equipment and fuels. The Fire Base Support will record the movement of equipment, fuels, food, etc. You will perform periodic testing of equipment and maintain and distribute base commissary. Performing as a radio operator you will relay clear and concise information to Emergency Fire Fighters on sustained fire situations and assist in scanning fires using infrared scanners. You will also be required to clean and maintain facilities.

Smokey

This position assists in the delivery of the Forest Fire Pre-Suppression Program, acting as “Smokey Bear” for television, schools, public and other functions. This position will compile reports, and provide other administrative assistance. Extensive travel is required. When time permits, other assigned duties will be as relayed in the Initial Attack Member description.

Fire Coordinator

The Fire Coordinator manages a fixed and variable fire budget, verifying and approving expenditures to ensure program needs for technical, communication and safety equipment are met. This position will ensure the worksite is fully operational by the start of fire season, the Fire Base and Industry Fire plans are completed and distributed and compliance with guidelines and policies. The Fire Coordinator gathers information and prepares responses for briefing notes. Other duties include the coordination of the First Nations/Northern Works contract fire fighter program and management of the Escaped Fire Program. You will conduct briefings, activate and coordinate escaped fire teams, maintain contact with teams, and ensure proper training is provided, maintaining certification on fire behavior. You will perform on-site inspections of fire camps, manage a fireproofing, fuels management, forest protection program, coordinate the community protection program and manage fire equipment program and safety program.

In this position you will also perform typical work associated with the supervision of staff such as: staffing actions and job specifications, interviewing, hiring, orientation, establishment of work schedules, resolve disputes, training, etc.

Initial Attack Crew Leader

The Initial Attack Crew Leader plans, coordinates and implements pre-suppression activities. The position will be required to research, develop and update wildland fire management plans, prioritizing pre-suppression and suppression needs. Other duties include administrative functions related to fire suppression, First Nations Agreements and Northern Works Agreements as well as the coordination of public presentations. You will provide advice and work with local governments, municipalities, industry and First Nations groups on fire prevention policy and procedures, authorize, issue and monitor burning permits, check on compliance in regards to conditions of burning permits and investigate and issue Notice of Violations.

As the Crew Leader you will also perform typical duties associated with the supervision of staff such as: determining staffing actions and job specifications, competitions, interviews, hiring, orientation, establish work schedules, resolve disputes, training, etc.



Initial Attack Crew Member

The Initial Attack Crew Member performs initial attack functions and fire suppression activities such as trenching, controlling burns, felling trees, pumping water and extinguishing fires. This position repairs and maintains firefighting equipment, provides fire-fighting instruction for Emergency Fire Fighters, First Nation crews and Northern Works crews, Emergency Fire Fighters, camp managers, etc. This position also cleans and maintains fire management facilities and works on sustained action fires assuming various roles such as looking after commissary, groceries, scanning,. The Initial Attack Crew member will participate in scheduled physical fitness and wellness programs.

Working conditions can include working undefined hours and working in remote locations in inclement conditions. While responding to fires, you are often exposed to extreme heat and smoke. You may be required to be on call for extended periods and temporarily assigned to other locations in the province. In addition, a class 4 driver's license is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable federal and provincial legislation, regulations, policies, guidelines, agreements and programs. **(Bring/Learn)**
 - Knowledge of administrative and personnel related acts, policies, procedures, guidelines and collective agreements. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of multi-cultural beliefs, values and perspectives with particular emphasis on Aboriginal culture. **(Bring/Learn)**
 - Knowledge of terminology, theories, principles of forestry, fire management, environment, ecological protection, sustainable development and the interrelationship between them. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring – Supervisors only/Learn)**
-

Technical

- Knowledge of wild land fire prevention, prescribed fire pre-suppression and suppression techniques, fire behaviour and its effect on the ecosystem. **(Bring/Learn)**
 - Knowledge of human resource, administrative and financial management principles and practices. **(Bring/Learn)**
 - Knowledge of aircraft types, capabilities and limitations. **(Bring/Learn)**
 - Knowledge of the Incident Command System. **(Bring/Learn)**
 - Knowledge of search and rescue, outdoor survival, First Aid and CPR techniques. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to develop and facilitate presentations and training programs to inform the public, staff, stakeholders at a level appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, organized, adaptable...

- Ability to verbally and in writing provide accurate information and compose clear, concise proposals and reports, accurately fill in forms and develop plans at a level appropriate to the recipient within tight deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: organized, focused, diplomatic...

- Ability to independently plan, facilitate and lead public consultation processes in conjunction with other ministries, agencies, stakeholders and Aboriginal groups in the development and implementation of agreed upon strategies. **(Bring/Learn)**

Personal attributes which may link with this skill include: confident, persuasive, adaptable...

Leadership

- Ability to lead, coach, evaluate, and provide performance feedback to assigned staff and/or others according to the standards, objectives and mandate of the ministry. **(Bring)**

Personal attributes which may link with this skill statement include: firm, persuasive, approachable...



- Ability to recruit, assess and select qualified candidates, provide constructive feedback according to the Collective Agreement(s) and ministry and government policies and procedures. **(Learn)**

Personal attributes which may link with this skill statement include: open-minded, flexible, realistic...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: flexible, open-minded, and courteous...

Problem Solving

- Ability to anticipate, recognize, assess, mediate and resolve conflict and take timely actions to de-escalate crises/stressful situations. **(Bring)**

Personal attributes which may link with this skill statement include: open-minded, persuasive, and courteous...

- Ability to accurately identify issues, concerns or problems, consider various options and determine and implement an appropriate course of action. **(Bring)**

Personal attributes which may link with this skill statement include: focused, open-minded, decisive...

Interpersonal

- Ability to recognize, understand and accommodate cultural and gender differences in a sensitive and respectful manner. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: cross-culturally aware, adaptable, open-minded...



- Ability to use tact and diplomacy when mediating and facilitating discussions with co-workers, stakeholders, media and the public and private sectors. **(Bring/Learn)**

Personal attributes, which may link with this skill statement, include: open-minded, organized, consistent, decisive...

- Ability to establish and maintain positive and professional work relationship with clients, communities and co-workers. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

Team/Independence

- Ability to work independently and as a team member with colleagues, agencies and others to meet program and client needs. **(Bring)**

Personal attributes which may link with this statement include: organized, self-motivated, focused, creative...

Organizational

- Ability to establish, assess, assign and adjust priorities in response to objectives and deadlines in both emergency situations and normal operations. **(Bring)**

Personal attributes, which may link with this skill statement, include: adaptable, focused, organized...

Analytical

- Ability to accurately assess and prioritize fire and emergency situations in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, independent...



- Ability to promptly develop, implement and update safe, effective and cost efficient preparedness and/or suppression plans based on fire hazard, applicable fire management and forest protection policies and guidelines, and available resources. **(Bring)**

Personal attributes which may link with this skill statement include: independent, proactive, innovative...

- Ability to collect evidence, compile, identify, document and analyze information to accurately determine the cause of a fire, or track of government assets, equipment and funds and/or equipment under contract. **(Bring)**

Personal attributes which may link with this skill statement include: focused, organized, creative...

- Ability to anticipate, evaluate, plan and implement strategies to protect and preserve the values at risk. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, proactive, firm...

- Ability to accurately estimate, forecast, authorize, verify and manage budget expenditures within allocations to meet program requirements. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: organized, adaptable...

- Ability to accurately reference, interpret and appropriately apply (federal, provincial, municipal and local) legislation, policies, programs and agreements. **(Bring/learn)**

Personal attributes which may link with this skill statement include: firm, independent, accountable...

- Ability to correctly evaluate policies, guidelines and agreements to make recommendations and/or develop and suggest revised forest protection program delivery options. **(Learn)**

Personal attributes which may link with this skill statement include: focused, innovative, persuasive...



Technical

- Ability to safely and proficiently operate, maintain and make minor emergency repairs to various equipment. **(Bring)**

Personal attributes which may link with this skill statement include: independent, practical...

- Ability to responsibly and safely use, store and maintain firearms for nuisance wildlife control in accordance with policy. **(Learn)**

Personal attributes which may link with this skill statement include: accountable, organized...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing databases, spreadsheets accurately and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: organized, independent, creative...

- Ability to accurately analyze and interpret data using modeling software such as Prometheus and Spatial Fire Management Systems. **(Learn)**

Personal attributes which may link with this skill statement include: accurate, independent, organized...

Safety/Stress/Security

- Ability to independently, accurately and quickly recognize, evaluate and respond to multiple and extreme crisis/stressful/dangerous situations to ensure safety of self, others and protection of the values at risk, while maintaining composure. **(Bring)**

Personal attributes which may link with this skill statement include: firm, proactive, focused...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the GFF and GFC positions include:

To Be...

- a team player
- organized
- calm/ level-headed
- accountable
- self-motivated/
independent
- sensitive/ aware cross-
cultural
- approachable
- innovative
- diplomatic
- focused
- a self-starter/ creative/
initiative
- polite
- a leader
- adaptable/flexible
- persuasive/facilitative
- intuitive/ proactive
- firm/ decisive
- open-minded
- realistic/ practical
- courteous
- non-judgmental

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Forest Photo Interpreters

Occupational Family/Code – Science and Technology: SPI

Profile created: 1997 04

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The forest photo interpreter interprets aerial photographs in order to provide a database defining forested lands for use in multiple resource applications. They also collect, verify and analyze field survey data as part of a survey team.

They participate in the development of classification systems and specifications to meet special and ongoing programs through discussions with individuals, groups and committees. They organize and participate in the collection of field information using ground and aerial methods. They also organize and collect field data using structured surveys to provide data for use in volume estimates, stand analysis and permanent sample plot survey.

Forest photo interpreters respond to client inquiries or concerns and deliver information sessions for students and other interest groups explaining all aspects of interpretive photogrammetry and the Forest Inventory Mapping section's role.

They need to be able to see stereoscopically to conduct photo interpretations, requiring exactness and extended concentration to details. They are required to travel, sometimes in low level flying aircraft, and often work in isolation in field conditions.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of relevant acts, regulations, policies, procedures and programs. **(Learn)**
-

Theories/Principles

- Knowledge of ecological and successional relationships on forest lands. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of remote sensing technology for vegetation and ecological classification. **(Bring)**
 - Knowledge of specification and classification standards for forest ecosystems.
(Learn - trainee/level 1 Bring - 2 or 3 level)
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to document and/or develop technical, production, research reports and correspondence in a timely, clear, concise and complete manner. **(Bring)**

Personal attributes which may link with this skill statement include: conscientious, independent...

- Ability to verbally relay technical and/or forestry related information to client groups and the public clearly, accurately and at a level appropriate to the audience. **(Bring)**

Personal attributes which may link with this skill statement include: leader, conscientious, team player, confident...

- Ability to develop and/or deliver accurate presentations on ecosystem related information to promote understanding and educate a wide and varied audience including schools, coworkers, ministry and industry personnel.
(Learn - trainee/level 1 Bring - 2 or 3 level)

Personal attributes which may link with this skill statement include: leader, conscientious, confident, independent...

Leadership

- Ability to independently or in consultation with others train, coach, delegate work, set standards and monitor performance of employees to meet ministerial goals.
(Learn - trainee/level 1 Bring - 2 or 3 level)

Personal attributes which may link with this skill statement include: confident, conscientious...



Interpersonal

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: team player, leader, confident...

- Ability to co-operate, negotiate, and collaborate with co-workers, government agencies, public or private sector and non-government organizations. **(Bring)**

Personal attributes which may link with this skill statement include: team player, receptive, flexible...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: team player, receptive, flexible, confident...

Organizational

- Ability to independently and/or in collaboration with others plan, prioritize and schedule work assignments to meet unit, branch and ministry objectives. **(Bring)**

Personal attributes which may link with this skill statement include: independent, flexible, diligent...

Analytical

- Ability to identify, delineate and classify on a stereoscopic view of aerial photographs, various themes including vegetation, ecological sites, land forms and land use according to established classification systems, standards and specifications. **(Bring)**

Personal attributes which may link with this skill statement include: confident, independent, diligent, attentive to detail...



Technical

- Ability to accurately input, edit, update and retrieve information utilizing databases, spreadsheets or word processing software. **(Learn - trainee/level 1 Bring - 2 or 3 level)**

Personal attributes which may link with this skill statement include: attentive to detail, independent, conscientious ...

- Ability to accurately collect field data within photo interpretation, vegetation mapping and ecological inventory programs. **(Learn - trainee/level 1 Bring - 2 or 3 level)**

Personal attributes which may link with this skill statement include: conscientious, independent...

- Ability to operate, maintain and/or utilize a variety of types of field and office equipment such as ATV, vehicles, watercraft, chainsaws, increment borers, suunto, transfer scope, and stereo scopes according to applied safety and operational standards. **(Learn - trainee/level 1 Bring - 2 or 3 level)**

Personal attributes which may link with this skill statement include: conscientious, independent, diligent...

- Ability to develop and implement classification systems for specific themes (i.e. vegetation, ecosites, land forms) in a collaborative and/or consultative forum to meet the requirements of resource inventory and management programs. **(Learn)**

Personal attributes which may link with this skill statement include: confident, independent, flexible...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Forest Photo Interpreters include:

To Be...

- a leader
- a team player
- conscientious
- receptive
- accommodate individual differences
- understanding
- self-motivated
- personable
- diligent
- flexible
- objective
- open-minded
- flexible
- confident
- independent
- respectful
- welcoming
- equitable
- supportive
- empathetic

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Fire Control Coordinator, Fire Fighter

Occupational Family/Code – General Operations - GFC, GFF

Profile created: 2003 02

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The **Forest Protection Officer** is responsible for forest protection and fire management activities within an assigned district. You are responsible for planning fire suppression activities (i.e. equipment maintenance, evacuation, and fire risks), overall fire suppression efforts in the district, and providing training on fire suppression techniques. This includes performing administrative functions related to fire suppression such as preparing fire reports and schedules, purchasing goods, and contracting for equipment to be used in fire fighting. Other activities include supervision of fire suppression staff.

The **Duty Officer** collects and interprets weather and indices, analyzes SFMS outputs and assesses resource needs and fire information on a regional basis. You will develop regional alerts, detection requirements and position personnel, aircraft and equipment to ensure preparedness objectives are met. You will provide support for sustained action fires. The Duty Officer ensures contracts, reports and information are complete, accurate and distributed to appropriate parties in a timely manner. Other duties include the supervision of support staff, ensuring records are maintained and archived. You must be able to prioritize resource deployment in multiple fire situations. The Duty Officer is responsible for analyzing regional fire data, identifying trends, preparing reports that include their recommendations. You will develop and delivery training modules, public presentations and communications related to prevention, education, and current fire conditions.

The **Fire Base Supervisor** is responsible for operational delivery of the forest protection area preparedness plan and to coordinate suppression activities. You will develop the area fire plan and provide advice and work closely with local governments, First Nations and industry regarding risk assessment/management and protection. You will provide leadership and direction to ministry fire staff, contractors, FSIN and Northern Works crews and emergency fire fighting personnel. The Fire Base Supervisor is responsible to authorize, issue and monitor burning permits ensuring permit holders are in compliance with legislation and will issues notices of violation where applicable. You will develop and deliver training modules to fireline personnel and develop and deliver public presentations to promote fire education and prevention. You will be responsible for over winter fires, review of forest harvesting plans to mitigate fire hazard and to develop prescribed fire plans. You will promote, develop and supervise wildland urban interface projects and conduct annual inspections of heavy equipment contracted to Saskatchewan Environment.



The **Fire Technician** provides leadership, direction and work performance feedback to emergency fire fighters, First Nations and Northern Works personnel and will supervise initial attack leaders, members and observer staff when required. You will be responsible for pre-suppression and fire suppression activities and will train and deliver fire programs including prevention and education and fire suppression tactics/techniques to emergency fire fighters, the public, FSIN/Northern Works and industry. You will be responsible for the administration and inspection of burning permits within the Forest Protection Area and to develop burning permit programs on First Nations reserves. Fire Technicians conduct field inspections to assess fire hazard and manage/mitigate risk. You must complete field inspections to assess the extent of forest disease and monitor salvage logging operations. Additional duties include inspection of heavy equipment, assigning contracts and negotiating equipment rental rates. You will prepare fire reports, identify and record monthly accomplishments, fire mapping and complete and maintain equipment inventories. Responsibilities will also include over winter fires, check scaling, forest operation compliance inspections, reviewing forest harvesting plans to mitigate fire hazard and the develop prescribed fire plans. This position is responsible for the promotion, development and supervision of wildland urban interface projects.

Chief Air Attack Officer

The Chief Air Attack Officer manages and coordinates provincial air attack sections and supervises all Air Attack Officers and Loader positions. Typical work associated with supervision includes recruitment and selection of staff, employee orientation and training, establishing work schedules and resolve disputes. You will develop and administer training and evaluation program, develop performance-testing criteria, perform evaluation flights and determine competence. You will manage procurement activities for fire retardants and foam concentrates used in aerial suppression by determining tender specifications, preparing tender documents, reviewing bid submissions and making recommendation concerning the successful bid. Using analytical and planning skills, you will manage operation and maintenance of all tanker bases and develop guidelines and procedures. You will liaise with national agencies; prepare documents to address government concerns and respond to complaints made to the Minister's office. You will respond to public requests for information and prepare technical reports.

Air Attack Officer

The Air Attack Officer directs fire bombing aircraft in aerial fire suppression activities by determining attack strategies, attack priorities and relaying bombing instructions to pilots. Using your expertise in fire management you will assess fire behavior and spread potential and relay this information to fire managers and ground crews. You will ensure proper airspace safety is maintained through use of correct procedures in the fire control zone and conduct post-mission debriefing sessions to analyze each operation for areas of improvement, or to identify problems. You will also instruct Initial Attack Crews on tanker activity as well as work on maintenance and construction projects. You will be required to perform administrative functions such as completing air tanker evaluation reports, attendance forms, expense claims and other routine forms. You will also write reports associated with tanker activities including incident reports, equipment evaluations and retardant/foam evaluation reports.



Fire Base Support

The Fire Base Support maintains and updates the inventory of base and satellite fire cache equipment and fuels. You will perform equipment inventory checks, analysis, and reconciliation and write offs and instruct staff on the proper use and handling of equipment and fuels. The Fire Base Support will record the movement of equipment, fuels, food, etc. You will perform periodic testing of equipment and maintain and distribute base commissary. Performing as a radio operator you will relay clear and concise information to Emergency Fire Fighters on sustained fire situations and assist in scanning fires using infrared scanners. You will also be required to clean and maintain facilities.

Smokey

This position assists in the delivery of the Forest Fire Pre-Suppression Program, acting as “Smokey Bear” for television, schools, public and other functions. This position will compile reports, and provide other administrative assistance. Extensive travel is required. When time permits, other assigned duties will be as relayed in the Initial Attack Member description.

Fire Coordinator

The Fire Coordinator manages a fixed and variable fire budget, verifying and approving expenditures to ensure program needs for technical, communication and safety equipment are met. This position will ensure the worksite is fully operational by the start of fire season, the Fire Base and Industry Fire plans are completed and distributed and compliance with guidelines and policies. The Fire Coordinator gathers information and prepares responses for briefing notes. Other duties include the coordination of the First Nations/Northern Works contract fire fighter program and management of the Escaped Fire Program. You will conduct briefings, activate and coordinate escaped fire teams, maintain contact with teams, and ensure proper training is provided, maintaining certification on fire behavior. You will perform on-site inspections of fire camps, manage a fireproofing, fuels management, forest protection program, coordinate the community protection program and manage fire equipment program and safety program.

In this position you will also perform typical work associated with the supervision of staff such as: staffing actions and job specifications, interviewing, hiring, orientation, establishment of work schedules, resolve disputes, training, etc.

Initial Attack Crew Leader

The Initial Attack Crew Leader plans, coordinates and implements pre-suppression activities. The position will be required to research, develop and update wildland fire management plans, prioritizing pre-suppression and suppression needs. Other duties include administrative functions related to fire suppression, First Nations Agreements and Northern Works Agreements as well as the coordination of public presentations. You will provide advice and work with local governments, municipalities, industry and First Nations groups on fire prevention policy and procedures, authorize, issue and monitor burning permits, check on compliance in regards to conditions of burning permits and investigate and issue Notice of Violations.

As the Crew Leader you will also perform typical duties associated with the supervision of staff such as: determining staffing actions and job specifications, competitions, interviews, hiring, orientation, establish work schedules, resolve disputes, training, etc.



Initial Attack Crew Member

The Initial Attack Crew Member performs initial attack functions and fire suppression activities such as trenching, controlling burns, felling trees, pumping water and extinguishing fires. This position repairs and maintains firefighting equipment, provides fire-fighting instruction for Emergency Fire Fighters, First Nation crews and Northern Works crews, Emergency Fire Fighters, camp managers, etc. This position also cleans and maintains fire management facilities and works on sustained action fires assuming various roles such as looking after commissary, groceries, scanning,. The Initial Attack Crew member will participate in scheduled physical fitness and wellness programs.

Working conditions can include working undefined hours and working in remote locations in inclement conditions. While responding to fires, you are often exposed to extreme heat and smoke. You may be required to be on call for extended periods and temporarily assigned to other locations in the province. In addition, a class 4 driver's license is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable federal and provincial legislation, regulations, policies, guidelines, agreements and programs. **(Bring/Learn)**
 - Knowledge of administrative and personnel related acts, policies, procedures, guidelines and collective agreements. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of multi-cultural beliefs, values and perspectives with particular emphasis on Aboriginal culture. **(Bring/Learn)**
 - Knowledge of terminology, theories, principles of forestry, fire management, environment, ecological protection, sustainable development and the interrelationship between them. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring – Supervisors only/Learn)**
-

Technical

- Knowledge of wild land fire prevention, prescribed fire pre-suppression and suppression techniques, fire behaviour and its effect on the ecosystem. **(Bring/Learn)**
 - Knowledge of human resource, administrative and financial management principles and practices. **(Bring/Learn)**
 - Knowledge of aircraft types, capabilities and limitations. **(Bring/Learn)**
 - Knowledge of the Incident Command System. **(Bring/Learn)**
 - Knowledge of search and rescue, outdoor survival, First Aid and CPR techniques. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to develop and facilitate presentations and training programs to inform the public, staff, stakeholders at a level appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, organized, adaptable...

- Ability to verbally and in writing provide accurate information and compose clear, concise proposals and reports, accurately fill in forms and develop plans at a level appropriate to the recipient within tight deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: organized, focused, diplomatic...

- Ability to independently plan, facilitate and lead public consultation processes in conjunction with other ministries, agencies, stakeholders and Aboriginal groups in the development and implementation of agreed upon strategies. **(Bring/Learn)**

Personal attributes which may link with this skill include: confident, persuasive, adaptable...

Leadership

- Ability to lead, coach, evaluate, and provide performance feedback to assigned staff and/or others according to the standards, objectives and mandate of the ministry. **(Bring)**

Personal attributes which may link with this skill statement include: firm, persuasive, approachable...



- Ability to recruit, assess and select qualified candidates, provide constructive feedback according to the Collective Agreement(s) and ministry and government policies and procedures. **(Learn)**

Personal attributes which may link with this skill statement include: open-minded, flexible, realistic...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: flexible, open-minded, and courteous...

Problem Solving

- Ability to anticipate, recognize, assess, mediate and resolve conflict and take timely actions to de-escalate crises/stressful situations. **(Bring)**

Personal attributes which may link with this skill statement include: open-minded, persuasive, and courteous...

- Ability to accurately identify issues, concerns or problems, consider various options and determine and implement an appropriate course of action. **(Bring)**

Personal attributes which may link with this skill statement include: focused, open-minded, decisive...

Interpersonal

- Ability to recognize, understand and accommodate cultural and gender differences in a sensitive and respectful manner. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: cross-culturally aware, adaptable, open-minded...



- Ability to use tact and diplomacy when mediating and facilitating discussions with co-workers, stakeholders, media and the public and private sectors. **(Bring/Learn)**

Personal attributes, which may link with this skill statement, include: open-minded, organized, consistent, decisive...

- Ability to establish and maintain positive and professional work relationship with clients, communities and co-workers. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

Team/Independence

- Ability to work independently and as a team member with colleagues, agencies and others to meet program and client needs. **(Bring)**

Personal attributes which may link with this statement include: organized, self-motivated, focused, creative...

Organizational

- Ability to establish, assess, assign and adjust priorities in response to objectives and deadlines in both emergency situations and normal operations. **(Bring)**

Personal attributes, which may link with this skill statement, include: adaptable, focused, organized...

Analytical

- Ability to accurately assess and prioritize fire and emergency situations in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, independent...



- Ability to promptly develop, implement and update safe, effective and cost efficient preparedness and/or suppression plans based on fire hazard, applicable fire management and forest protection policies and guidelines, and available resources. **(Bring)**

Personal attributes which may link with this skill statement include: independent, proactive, innovative...

- Ability to collect evidence, compile, identify, document and analyze information to accurately determine the cause of a fire, or track of government assets, equipment and funds and/or equipment under contract. **(Bring)**

Personal attributes which may link with this skill statement include: focused, organized, creative...

- Ability to anticipate, evaluate, plan and implement strategies to protect and preserve the values at risk. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, proactive, firm...

- Ability to accurately estimate, forecast, authorize, verify and manage budget expenditures within allocations to meet program requirements. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: organized, adaptable...

- Ability to accurately reference, interpret and appropriately apply (federal, provincial, municipal and local) legislation, policies, programs and agreements. **(Bring/learn)**

Personal attributes which may link with this skill statement include: firm, independent, accountable...

- Ability to correctly evaluate policies, guidelines and agreements to make recommendations and/or develop and suggest revised forest protection program delivery options. **(Learn)**

Personal attributes which may link with this skill statement include: focused, innovative, persuasive...



Technical

- Ability to safely and proficiently operate, maintain and make minor emergency repairs to various equipment. **(Bring)**

Personal attributes which may link with this skill statement include: independent, practical...

- Ability to responsibly and safely use, store and maintain firearms for nuisance wildlife control in accordance with policy. **(Learn)**

Personal attributes which may link with this skill statement include: accountable, organized...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing databases, spreadsheets accurately and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: organized, independent, creative...

- Ability to accurately analyze and interpret data using modeling software such as Prometheus and Spatial Fire Management Systems. **(Learn)**

Personal attributes which may link with this skill statement include: accurate, independent, organized...

Safety/Stress/Security

- Ability to independently, accurately and quickly recognize, evaluate and respond to multiple and extreme crisis/stressful/dangerous situations to ensure safety of self, others and protection of the values at risk, while maintaining composure. **(Bring)**

Personal attributes which may link with this skill statement include: firm, proactive, focused...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the GFF and GFC positions include:

To Be...

- a team player
- organized
- calm/ level-headed
- accountable
- self-motivated/
independent
- sensitive/ aware cross-
cultural
- approachable
- innovative
- diplomatic
- focused
- a self-starter/ creative/
initiative
- polite
- a leader
- adaptable/flexible
- persuasive/facilitative
- intuitive/ proactive
- firm/ decisive
- open-minded
- realistic/ practical
- courteous
- non-judgmental

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Highway Traffic Officers and Investigators

Occupational Family/Code – Inspection and Regulatory: RHT, RIN

Profile created: 1996 05

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The highway traffic officer works as part of a team involved in the delivery of highway enforcement and commercial carrier compliance programs at a permanent scale or on patrol within a region in various locations throughout Saskatchewan.

The highway traffic officer enforces transportation legislation, policies and agreements for vehicles using Saskatchewan roads. They are responsible for checking vehicle operators for licensing, certification and insurance and inspects vehicles for vehicle safety, weight and dimensions, permits and registrations. The duties of a highway traffic officer includes laying charges, appearing in court, conducting investigations, preparing reports and engaging in public relations.

In this position you will be required to work shift work, travel with overnights stays away from your home base, and be appointed a peace officer under The Police Act. In addition, you will require a Class 4 License in order to operate a police vehicle. Working conditions and physical requirements includes the ability to work in confined and limited spaces (18 inches high) to inspect the undercarriage of vehicles (up to 100 feet long), and climb on top of vehicles (up to approximately 16 feet high) in all weather conditions to accurately and thoroughly conduct inspections on vehicles.

The investigators within the Transport Compliance Branch of the Ministry of Highways and Transportation perform similar duties to that of the highway traffic officers. They use investigative and audit techniques related to the road transportation industry and are in contact primarily with vehicle owners and transportation industry personnel.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable federal and provincial statutes/regulations, municipal bylaws and policies, programs and agreements relating to road transportation and the operation of vehicles.
(Learn - Highway Traffic Officers - Bring - Investigators)
 - Knowledge of enforcement, investigative and legal/court processes, procedures and documentation related to road transportation. **(Bring)**
-

Technical

- Knowledge of ministerial organizational structure, policies, procedures and applicable administrative processes.
(Learn - Highway Traffic Officers - Bring - Investigators)
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to organize, record and present verbal and written information in a clear, concise, complete, accurate and timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: objective, assertive, confidential...

- Ability to conduct interviews, self-initiated or in response to complaints/inquiries, to gather applicable information for potential enforcement action. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, fair, assertive...

Interpersonal

- Ability to identify, assess and/or resolve issues/conflicts with people such as violators, complainants, and stakeholders. **(Bring)**

Personal attributes which may link with this skill statement include: assertive, objective, resourceful...

Team/Independence

- Ability to work independently and as a team member within the workplace, community, other government ministries and enforcement agencies. **(Bring)**

Personal attributes which may link with this skill statement include: dependable, self-starter, dedicated...



Organizational

- Ability to plan, organize and prioritize work activities to meet program mandate independently and in consideration of deadlines and resource availability. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, dependable, self-starter...

Analytical

- Ability to interpret and apply applicable federal, provincial statutes/regulations, municipal bylaws and policies, programs and agreements relating to road transportation and the operation of vehicles. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, resourceful, fair...

- FOR INVESTIGATORS: Ability to collect, compile, identify, analyze and verify records/information to conduct audits and/or investigations related to the transport carrier industry. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, fair, objective...

Technical

- Ability to operate a police vehicle, as well as office and specialized equipment in a responsible and safe manner. **(Learn)**

Personal attributes which may link with this skill statement include: confident, assertive...

Safety/Stress/Security

- Ability to recognize and evaluate potential risks to personal/public safety and take steps to minimize and/or resolve these. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, assertive, resourceful...



- Ability to reduce and/or manage (the effects of) stress in a non-threatening environment and potentially dangerous/threatening work environment. **(Bring)**

Personal attributes which may link with this skill statement include: confident, optimistic, objective...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Highway Traffic Officers and Investigators include:

To Be...

- fair/objective in order to develop good relations with clients/stakeholders and achieve co-operation and promote compliance uniformly within the province
- confident/assertive/decisive in order to create a favourable impression, command attention and respect and demonstrate an air of confidence (self-starter/motivator, optimistic)
- a team player in order to promote a co-operative work environment to achieve effective results and reach common goals (accountable/dependable, dedicated, motivator/leader)
- honest/ethical in order to build trust and respect, be consistent and maintain integrity to perform effectively (professional image, humble, confidential)
- approachable/resourceful in order to provide information to stakeholders relating to all aspects of the road transportation industry
- observant/problem solver in order to thrive in a lifestyle which provides public safety and protects the integrity of Saskatchewan highways (law enforcement attitude/mind set, observant, problem solver)

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Highway Traffic Officers and Investigators

Occupational Family/Code – Inspection and Regulatory: RHT, RIN

Profile created: 1996 05

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The highway traffic officer works as part of a team involved in the delivery of highway enforcement and commercial carrier compliance programs at a permanent scale or on patrol within a region in various locations throughout Saskatchewan.

The highway traffic officer enforces transportation legislation, policies and agreements for vehicles using Saskatchewan roads. They are responsible for checking vehicle operators for licensing, certification and insurance and inspects vehicles for vehicle safety, weight and dimensions, permits and registrations. The duties of a highway traffic officer includes laying charges, appearing in court, conducting investigations, preparing reports and engaging in public relations.

In this position you will be required to work shift work, travel with overnights stays away from your home base, and be appointed a peace officer under The Police Act. In addition, you will require a Class 4 License in order to operate a police vehicle. Working conditions and physical requirements includes the ability to work in confined and limited spaces (18 inches high) to inspect the undercarriage of vehicles (up to 100 feet long), and climb on top of vehicles (up to approximately 16 feet high) in all weather conditions to accurately and thoroughly conduct inspections on vehicles.

The investigators within the Transport Compliance Branch of the Ministry of Highways and Transportation perform similar duties to that of the highway traffic officers. They use investigative and audit techniques related to the road transportation industry and are in contact primarily with vehicle owners and transportation industry personnel.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable federal and provincial statutes/regulations, municipal bylaws and policies, programs and agreements relating to road transportation and the operation of vehicles.
(Learn - Highway Traffic Officers - Bring - Investigators)
 - Knowledge of enforcement, investigative and legal/court processes, procedures and documentation related to road transportation. **(Bring)**
-

Technical

- Knowledge of ministerial organizational structure, policies, procedures and applicable administrative processes.
(Learn - Highway Traffic Officers - Bring - Investigators)
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to organize, record and present verbal and written information in a clear, concise, complete, accurate and timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: objective, assertive, confidential...

- Ability to conduct interviews, self-initiated or in response to complaints/inquiries, to gather applicable information for potential enforcement action. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, fair, assertive...

Interpersonal

- Ability to identify, assess and/or resolve issues/conflicts with people such as violators, complainants, and stakeholders. **(Bring)**

Personal attributes which may link with this skill statement include: assertive, objective, resourceful...

Team/Independence

- Ability to work independently and as a team member within the workplace, community, other government ministries and enforcement agencies. **(Bring)**

Personal attributes which may link with this skill statement include: dependable, self-starter, dedicated...



Organizational

- Ability to plan, organize and prioritize work activities to meet program mandate independently and in consideration of deadlines and resource availability. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, dependable, self-starter...

Analytical

- Ability to interpret and apply applicable federal, provincial statutes/regulations, municipal bylaws and policies, programs and agreements relating to road transportation and the operation of vehicles. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, resourceful, fair...

- FOR INVESTIGATORS: Ability to collect, compile, identify, analyze and verify records/information to conduct audits and/or investigations related to the transport carrier industry. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, fair, objective...

Technical

- Ability to operate a police vehicle, as well as office and specialized equipment in a responsible and safe manner. **(Learn)**

Personal attributes which may link with this skill statement include: confident, assertive...

Safety/Stress/Security

- Ability to recognize and evaluate potential risks to personal/public safety and take steps to minimize and/or resolve these. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, assertive, resourceful...



- Ability to reduce and/or manage (the effects of) stress in a non-threatening environment and potentially dangerous/threatening work environment. **(Bring)**

Personal attributes which may link with this skill statement include: confident, optimistic, objective...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Highway Traffic Officers and Investigators include:

To Be...

- fair/objective in order to develop good relations with clients/stakeholders and achieve co-operation and promote compliance uniformly within the province
- confident/assertive/decisive in order to create a favourable impression, command attention and respect and demonstrate an air of confidence (self-starter/motivator, optimistic)
- a team player in order to promote a co-operative work environment to achieve effective results and reach common goals (accountable/dependable, dedicated, motivator/leader)
- honest/ethical in order to build trust and respect, be consistent and maintain integrity to perform effectively (professional image, humble, confidential)
- approachable/resourceful in order to provide information to stakeholders relating to all aspects of the road transportation industry
- observant/problem solver in order to thrive in a lifestyle which provides public safety and protects the integrity of Saskatchewan highways (law enforcement attitude/mind set, observant, problem solver)

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Child & Family Services/Income Security/Integrated Workers

Occupational Family/Code – Human Services: HCP, HYC, HCS, HFS, HIS, HIU

Profile created: 1996 08

Profile updated: 2023 04

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The duties for program workers within human services will vary depending on the position, the program being delivered and the location of the position. Some positions provide specialized functions within a program area and others perform integrated cross-program roles. For certain positions candidates are required to have a BSW, BSW, or an alternative bachelor level social work degree from an accredited university, as approved by the CASW/CASSW or an applicable Human Service degree plus relevant experience, or a Social Work certificate plus relevant related experience. For further clarification, refer to Ministry of Social Services.

Within the Child and Family Services Division, you will work with various individuals and agencies. Your primary client may be families, children, youth, teen parents, foster parents and/or adoptive parents. You may investigate referrals, assess family functioning and determine risk of safety to children. When safety risks are too great, children may be removed from their home and placed in foster care. You may provide counseling to families at risk to develop plans to better deal with the problems they are experiencing and work with them in establishing the supports they require. You may work with children in care and their foster parents and caregivers to plan and prepare the child's return home. Children may be placed in care on a permanent basis and will require long-term care and planning. You may work with young parents to provide pregnancy counseling/planning, adoption planning, facilitate parenting support and information groups for young parents. You may conduct intensive home studies for prospective adoptive parents, facilitate adoption placements and provide post-placement support and adoption finalization.

Within the Income Security Division, you will be required to provide income support services for families and individuals to lessen, remove, or prevent the causes and effects of poverty, hunger and dependency. Income Security Programs encourage and support employment and other measures to assist client and community independence. The Division partners with other ministries, organizations, and community agencies, both regionally and provincially to develop services which contribute to the social and economic well-being of low-income children, families and individuals. As an Income Security Worker, you will use systems-centered, strength-based, and solution-focused approach to assess the client's strengths, interests, personal, family, and social stresses, resources and support systems to assist them to meet their needs. You may be required to apply crisis and/or risk management techniques in some situations. Using information gathered through the assessment process, you will determine the eligibility for social assistance, the benefit level and other services to which the client may be entitled, and work with clients and communities to develop plans for personal growth and/or enhanced independence of the individual client and people on social assistance.



You may be required to travel and/or operate a vehicle throughout cities or rural areas. You may have to transport families and carry children, or work within a youth custody facility or group home where crisis intervention is required. You will be required to work flexible hours and/or shift work. A criminal record clearance is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable procedures, policies, regulations and legislation. **(Learn)**
 - Knowledge of the inter-relationships between various policies/programs. **(Learn)**
-

Theories/Principles

- Knowledge of child abuse and neglect indicators and affects. **(Bring)**
- Knowledge of community services and resources and the extent to which these resources and services support the citizens of the community. **(Learn)**
- Knowledge of the indicators and dynamics of domestic violence, poverty, disabilities, family relationships, abuse and neglect and their impact on the client's ability to effect necessary change when executing a case plan. **(Learn)**
- Knowledge of poverty and other socio-economic issues and how they impact on people. **(Bring)**
- Knowledge of human growth and development and the impact of influencing factors. **(Bring)**
- Knowledge of the systemic barriers that affect clients and communities. **(Bring)**
- Knowledge of multi-cultural beliefs, values and perspectives with particular emphasis on First Nations and Metis. **(Bring)**
- Knowledge of community approaches to working with clients. **(Learn)**
- Knowledge of a range of theories and intervention strategies. **(Bring)**



- Knowledge of the principles and techniques of adult and child learning. **(Learn)**
 - Knowledge of interviewing skills and techniques. **(Bring)**
 - Knowledge of therapeutic and treatment principles, modalities and interventions (e.g. family-centered, strength-based, solution-focused). **(Learn)**
 - Knowledge of principles, practices and ethics of social work. **(Bring/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to plan and conduct interviews with individuals who may display a broad range of emotions to gather and evaluate relevant information, assess risk factors/capacities/family dynamics and the need for services. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, empathetic, patient, focused, respectful...

- Ability to verbally and in writing communicate information to a variety of audiences that persuades, convinces, builds support, educates and promotes understanding. **(Bring)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...

- Ability to develop and deliver presentations about ministry programs and client needs to agencies, community, and/or groups using language appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...

- Ability to organize, present and record information in a clear, concise, complete, accurate, appropriate and timely manner which allows others to understand the reasons for a decision/recommendations or the need for further action. **(Bring)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...



- Ability to develop, deliver and facilitate clear and concise information sessions and educational modules using language appropriate to the audience. **(Learn)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...

- Ability to advocate on behalf of clients to ensure access to services and resources, remove barriers to independence and promote client well-being. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, supportive of others, honest...

Leadership

- Ability to lead, encourage, advise and cooperate with people to promote and maintain healthy, positive relationships while achieving client, team and ministry goals. **(Learn)**

Personal attributes which may link with this skill statement include: empathetic, respectful, confident, team player, supportive of others...

- Ability to establish and maintain a network of community contacts with a diverse range of individuals. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, empathetic, respectful...

Problem Solving

- Ability to apply a case management model when assessing, developing, implementing, evaluating and adjusting case plans in collaboration with the client and others to establish goals and meet diverse client and family needs. **(Bring)**

Personal attributes which may link with this skill statement include: confident, client service oriented, flexible...



- Ability to apply the family-centered, strength-based, solution-focused case management model when assessing, developing, implementing, evaluating and adjusting case plans in collaboration with the client and others to establish goals and meet diverse client and family needs. **(Learn)**

Personal attributes which may link with this skill statement include: confident, focused, client service oriented, flexible...

- Ability to access appropriate community resources in response to specific client needs. **(Learn)**

Personal attributes which may link with this skill statement include: innovative, creative, client service oriented...

- Ability to assess the current and historical environment of the client, family and/or community and consider all factors when developing case plans. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, client service oriented...

- Ability to assess, develop, implement, evaluate and adjust case plans in order to reduce risk and enhance individual/family functioning. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, client service oriented...

- Ability to develop, maintain, implement and adjust case plans in collaboration with the client and others to establish goals and meet diverse client and family needs. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, client service oriented...

- Ability to evaluate client interview data regarding life situations, employability and other circumstances to determine the extent to which available programs and services can address applicant needs and integrate this into a case plan. **(Learn)**

Personal attributes which may link with this skill statement include: client service oriented, flexible, focused...



Interpersonal

- Ability to develop and maintain open and honest work relationships with a challenging and diverse range of individuals, interest groups and related service providers. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, objective, supportive of others...

- Ability to develop partnerships with communities, share resources and provide quality service to individual clients and families. **(Learn)**

Personal attributes which may link with this skill statement include: goal oriented, creative, flexible...

- Ability to recognize and value cultural and socio-economic differences in developing case plans with the client. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, impartial, fair, sensitive...

- Ability to develop and maintain positive relationships with a diverse range of clients and team members within the workplace, or community and/or other government ministries and agencies. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, objective, supportive of others...

Team/Independence

- Ability to work independently, interdependently, and participate as a contributing member of a variety of teams within the workplace, community and other government ministries/agencies to meet client and ministry goals and objectives. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, goal-oriented, team player...



Organizational

- Ability to independently plan and balance diverse and conflicting workload pressures, in a timely manner accomplishing program goals while meeting client needs. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, goal oriented, client service oriented...

Analytical

- Ability to interpret and apply the intent of legislation and social policies to complex controversial and/or ambiguous situations with disputed or limited facts. **(Learn)**

Personal attributes which may link with this skill statement include: confident, creative, focused...

- Ability to understand and use legal authority in a fair and sensitive manner and provide the rationale for decisions and actions. **(Learn)**

Personal attributes which may link with this skill statement include: focused, flexible, client service oriented...

- Ability to examine, understand and appropriately apply mathematical concepts when calculating and explaining complex budget calculations from income information. **(Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail...

Technical

- Ability to access, retrieve, input and process information using various electronic systems in an accurate and timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: focused, goal oriented...



- Ability to input, update, edit, retrieve, maintain, merge, format and transmit information/data using a variety of hardware/software and/or electronic systems accurately and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: consistent, focused, conscientious...

Safety/Stress/Security

- Ability to recognize symptoms of stress and take steps to minimize their impact on job performance, well being and safety of self and others. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, positive, empathetic...

- Ability to recognize potential risks to the safety and well being of self, clients, staff and community and take timely actions to respond to or de-escalate crisis situations including recognizing when to extricate yourself from the situation. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: self-confident, positive, empathetic...

- Ability to develop, assess and consider options for addressing urgent client situations and implement solutions which reduce client risks. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, positive, empathetic...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioral examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Child and Family Services/Integrated Workers include:

To Be...

- client-service-oriented
- diligent
- honest/ trustworthy
- self-confident
- flexible/ resilient
- insightful/ intuitive
- realistic
- positive/ hopeful/ confident
- task-oriented/ goal-oriented/
- focused
- decisive
- accurate/ precise/ concise
- reliable/ responsible
- empowering
- creative/ innovative
- compassionate/ supportive/ empathetic/ sensitive/ understanding/ respectful
- a team player
- proactive/ motivated
- accountable
- fair/ impartial/ objective/
- open-minded/ non-judgmental
- patient
- tolerant
- calm/ level-headed
- approachable/ personable
- a role model

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Industry & Resources/ Investment Managers (Business Consultants)

Occupational Family/Code – Program Consultation: CBC

Profile created: 1999 06

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Industry and Resources Managers conducts research and provides advice to private sector business in strategic planning, market analysis, marketing plans, feasibility analysis, business planning and project financial to existing manufacturers, processors, exporters and industries to promote economic development and job creation in the province. The Investment Manager may investigate viability issue and authorize loans; provides support to local communities and stakeholders in the creation of cooperatives; conducts operational reviews and recommends actions required to improve operational effectiveness.

Investment Managers housed in Saskatchewan Agriculture and Food are responsible for conducting research and analysis and in-depth studies to identify opportunities and constraints to the development of Agriculture and Food programs. Employees in these positions influence the development of government policies as they relate to agricultural issues and provide advice and guidance related to the industry. It is important to initiate and maintain positive working relationships to gain knowledge and learn about the development of initiatives in other regions that may be applicable for Saskatchewan.

Extensive travel may be required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of business development programs and services. **(Bring)**
-

Theories/Principles

- Knowledge of the Saskatchewan agri-business industry including current and emerging trends. **(Bring)**
 - Knowledge of the process of agri-business financing and the various steps used to mitigate risks. **(Bring)**
 - Knowledge of marketing research methodologies. **(Bring)**
-

Technical

- Knowledge of computer software and hardware process applications in MSOffice, the leading financial software packages and complex internet on-line searches. **(Bring/Learn)**
 - Knowledge of financial business analysis of financial indicators. **(Bring)**
 - Knowledge of negotiation, facilitation and interview techniques. **(Bring)**
 - Knowledge of business management procedures, turnaround methodology, mergers and acquisition procedures and operational practices, other procedures, responsibilities, information systems. **(Bring)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to prepare clear presentations and speak in public with small businesses, associations, community and regional groups. **(Bring)**

Personal attributes which may link with this skill statement include: critical thinker, organized, persuasive...

- Ability to verbally and in writing, provide clear, concise and accurate information in response to complex inquiries to suit the target audience. **(Bring)**

Personal attributes which may link with this skill statement include: sensitive, focused, persuasive...

- Ability to apply appropriate methodologies to assess market opportunities and the viability of a business. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, confident...

Leadership

- Ability to facilitate processes that enable individuals, groups and/or organizations to establish viable agri-food businesses. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, sensitive, persuasive...



Problem Solving

- Ability to analyse and interpret complex business/financial statements in order to arrive at a viable solution. **(Bring)**

Personal attributes which may link with this skill statement include: patient, focused, credible...

Interpersonal

- Ability to develop and maintain open and honest working relationships with the financial and agri-business industry. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: sensitive, personable, confident, good listener...

Team/Independence

- Ability to work independently and as a team member with colleagues and clients to meet program goals. **(Bring)**

Personal attributes which may link with this skill statement include: good listener, responsible, adaptable...

Organizational

- Ability to prioritize tasks to meet deadlines and make investment decisions within the timelines required by clients. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, patient...

Analytical

- Ability to gather, accurately analyse, interpret and summarize quantitative data. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, critical thinker, decisive...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Investment Managers include:

To Be...

- flexible
- adaptable
- innovative
- creative
- critical thinker
- conciliator
- personable
- sensitive
- patient
- comprehensive
- focused
- organized
- confidential
- credible
- responsible
- a good listener
- decisive
- assertive
- confident
- persuasive

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Information Services Officers - Communications Officer

Occupational Family/Code – Program Consultation: CPR

Profile created: 2000 01

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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As a Communications and/or Information Services Officer, working independently or as part of a team, you will be responsible for the full range of internal/external communications and public information services such as providing strategic, proactive advice; and planning, developing and managing short and long-term communications plans and strategies. Duties include: co-ordinating and implementing communications and information activities in collaboration with program areas; issues management; and writing, editing and providing research and analysis of issues.

You may be required to travel and to work long hours. As well, there may be a requirement to perform heavy lifting of print materials / equipment.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable acts, regulations, legislation, programs and policies. **(Learn)**
 - Knowledge of government structure, responsibilities and operations. **(Learn)**
-

Theories/Principles

- Knowledge of qualitative and quantitative research methodologies. **(Bring/Learn)**
 - Knowledge of journalism theories and principles. **(Bring/Learn)**
 - Knowledge of communication theories and principles. **(Bring)**
 - Knowledge of graphic design theories and principles. **(Bring)**
 - Knowledge of marketing theories and principles. **(Bring/Learn)**
 - Knowledge of adult education theories and principles. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of communication techniques, methods, standards, mediums, equipment and software. **(Bring/Learn)**
- Knowledge of management and administrative processes. **(Bring - Supervisory; Learn –non Supervisory)**
- Knowledge of the use of appropriate grammar, syntax, spelling and vocabulary. **(Bring)**



- Knowledge of human resource management.
(Bring - Supervisory; Learn - Nonsupervisory)
 - Knowledge of applicable programs/stakeholders/issues.
(Bring/Learn)
 - Knowledge of organizational behaviour and group dynamics.
(Bring/Learn)
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to interpret and articulate the strategic direction of the ministry to link current operations to the direction of government. **(Learn)**

Personal attributes which may link with this skill statement include: articulate, proactive, diplomatic...

- Ability to design, implement, manage and evaluate strategic communication plans. **(Bring)**

Personal attributes which may link with this skill statement include: persistent, proactive, assertive, intuitive...

- Ability to clearly and concisely compose and edit a variety of documents which provide information and explanations to others. **(Bring)**

Personal attributes which may link with this skill statement include: articulate, quick learner...

- Ability to verbally/visually/in writing, communicate information to a variety of audiences that persuades, convinces, builds support, educates, changes behaviour, promotes understanding with others. **(Bring)**

Personal attributes which may link with this skill statement include: persistent, diplomatic, assertive...

- Ability to organize and present and communicate information in a timely manner, which allows others to understand the reasons for a decision/recommendations or the need for further action. **(Bring)**

Personal attributes which may link with this skill statement include: persistent, diplomatic, assertive...



Leadership

- Ability to recruit, select, train and/or monitor personnel in accordance with governing policy, to achieve stated goals. **(Bring - Supervisory; Learn - Nonsupervisory)**

Personal attributes which may link with this skill statement include: persistent, flexible, thorough, diplomatic, intuitive...

- Ability to get work done through others, taking into consideration priorities, employees' workloads and skills. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: persistent, flexible, diplomatic, intuitive, thorough...

- Ability to contract for and manage contracted suppliers, taking into account budget, priorities, standards. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: persistent, flexible, assertive, diplomatic...

- Ability to coach and guide co-workers and/or assigned staff to further develop their skills and improve job performance. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: articulate, thorough...

- Ability to coach and guide third party stakeholders to achieve desired outcomes. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: persistent, diplomatic, assertive, discreet...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...



Problem Solving

- Ability to assess the current and historical context and consider all relevant factors when conducting research and analysis and developing appropriate recommendations/responses/conclusions/options. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough, quick learner, intuitive...

- Ability to identify and assess relevant data, consider a variety of options, and develop recommendations and responses to issues. **(Bring)**

Personal attributes which may link with this skill statement include: thorough, assertive, intuitive, proactive...

- Ability to anticipate, identify and assess broad issues in the context of the impact on ministerial/governmental mandate/strategic direction. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough, assertive, intuitive...

- Ability to analyze trends and issues, identify and develop options and solutions, and make communication recommendations to meet client needs. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: intuitive, persistent...

- Ability to clearly define problems; select and apply appropriate methods to communicate response. **(Bring)**

Personal attributes which may link with this skill statement include: intuitive...

Interpersonal

- Ability to facilitate a discussion of relevant issues with a wide variety of people, i.e. stakeholders, media, industry and colleagues. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: diplomatic...



- Ability to develop and maintain relations with a diverse range of people in order to exchange information. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic...

- Ability to listen and clarify concerns and respond appropriately to clients and stakeholders. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic, discreet, intuitive...

- Ability to persuade/convince others to gain support for your recommendations/suggested options. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently and participate as a leader/contributing member of a team(s) to ensure goals and objectives are met. **(Bring – Supervisory; Learn - Nonsupervisory)**

Personal attributes which may link with this skill statement include: flexible, persistent, thorough...

- Ability to assess team dynamics and adjust role, as required. **(Learn)**

Personal attributes which may link with this skill statement include: intuitive, flexible, diplomatic...



Organizational

- Ability to plan and balance diverse and conflicting workload pressures, accomplishing assigned tasks within established timeframes and budget. **(Bring)**

Personal attributes which may link with this skill statement include: resilient, flexible, diplomatic...

- Ability to organize and prioritize a high volume workload taking into consideration task complexity, frequent interruptions and deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, thorough, quick learner...

- Ability to plan and execute public events. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough, flexible...

Analytical

- Ability to identify and frame key issues and messages by gathering, analyzing and integrating conflicting and sometimes incomplete information from numerous sources. **(Bring)**

Personal attributes which may link with this skill statement include: intuitive, thorough, quick learner...

- Ability to gather, understand, synthesize and evaluate information to be used in communicating legislation, positions, programs and policies. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough, persistent, discreet...

- Ability to develop, administer and manage a budget. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough, flexible...



Technical

- Ability to create written, verbal and visual communication materials using a variety of hardware and software applications such as word processing, databases, desktop publishing, graphics, web page and browsers/presentation programs. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: persistent, quick learner...

- Ability to design/develop/select research methodologies (including surveys, focus groups, interviews, literature reviews) and apply appropriate statistical and analytical techniques. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough...

- Ability to keyboard quickly and accurately. **(Bring)**

Personal attributes which may link with this skill statement include: thorough, quick learner, persistent...

- Ability to operate a variety of communications/audio visual equipment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: persistent, thorough, quick learner...

Safety/Stress/Security

- Ability to recognize symptoms of stress in self and others and take steps to minimize its impact in order to ensure good health and well-being. **(Learn)**

Personal attributes which may link with this skill statement include: objective, discreet, thorough...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Communications/Information Services Officers include:

To Be...

- persistent
- flexible
- discreet
- articulate
- respectful
- objective
- supportive
- proactive
- intuitive
- thorough
- quick learner
- welcoming
- open-minded
- understanding
- resilient
- diplomatic
- assertive
- accommodate individual differences
- equitable
- empathetic

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Business Analyst/ Information Technologist

Occupational Family/Code – Science and Technology: SIB, SIT

Profile created: 1997 06

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The competencies included within this job family apply to the full range of information technology positions. IT staff are involved in activities such as: technical support, network operations, software/hardware evaluation, project management, planning, information retrieval, analysis and reporting, systems analysis, software development and testing, and end user training and systems coordination and implementation. The depth and complexity of these functions vary according to the level of work and the nature of the systems environment within which the position operates.

Staff may work with a mix of software, hardware and operating systems. The size of the system and its complexity will vary, depending on the specific position. The position emphasis may be on technical support, systems planning and acquisition, network operations, information analysis, systems design or programming. Staff will often be required to consult with users to identify issues and resolve problems, and are frequently required to have a good understanding of the business functions of the user areas which they support. User requirements may be determined through dialogue, data gathering, interviewing, creating screens, prototypes and output reports and/or establishing processes for analyzing requirements and workflows. Many positions involve installation, configuration and maintenance of hardware, software or network technologies. IT staff may create test material to evaluate hardware, software, programs and/or system functions. They may inform and train users and prepare user manual documentation. These positions may also supervise other staff or contracted analysts. They may be responsible for the development and management of projects involving new hardware, software or information systems.

For some positions, analysts may need to be available after hours to perform some of the duties.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable government legislation, regulations and procedures. **(Learn)**
 - Knowledge of ministry programs, standards, policies and expectations. **(Learn)**
-

Theories/Principles

- Knowledge of strategic and project planning techniques. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisors only/Learn)**
-

Technical

NOTE: Depending on the position, a specific knowledge may be required. For example: operating system, programming language. The level of knowledge will depend on the level of the position.

- Knowledge of database concepts, theories and principles. **(Bring)**
 - Knowledge of requirements analysis and solution design techniques. **(Bring)**
 - Knowledge of networking architecture. **(Bring – developers; Learn – network admin.)**
 - Knowledge of operating systems. **(Bring)**
 - Knowledge of computer hardware and architecture. **(Bring)**
 - Knowledge of programming concepts, techniques and languages. **(Bring)**
 - Knowledge of commercial software applications. **(Bring)**
 - Knowledge of information analysis techniques. **(Bring/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to write a variety of detailed, accurate and clear (technical) material such as user, systems and requirements documentation and procedures, project plans, letters, requests for proposals, feasibility studies, recommendations and reports, at a level appropriate to the target groups. **(Bring)**

Personal attributes which may link with this skill statement include: logical, concise, creative, thorough...

- Ability to orally explain or present (technical) information to a wide variety of technical and non-technical individuals and/or groups in a clear, accurate and understandable manner. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, concise, creative...

- Ability to actively listen, paraphrase and ask precise questions in order to clarify and understand information being received. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic/tactful, patient, quick to learn...

- Ability to demonstrate and promote the use and value of new technology, programs and services in a manner that creates understanding, captures interest and enhances users' computer skills. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, concise, logical, creative...



Leadership

- Ability to constructively lead, advise and encourage others to achieve success in their work and contribute to the effectiveness of the work team. **(Learn)**

Personal attributes which may link with this skill statement include: honest/accountable/disciplined, assertive, diplomatic/tactful...

- Ability to assign work and evaluate employee performance taking into consideration priorities, workload and employees' skills. **(Learn)**

Personal attributes which may link with this skill statement include: organized, thorough, assertive, diplomatic/tactful, self-confident...

- Ability to conceptualize, develop, monitor, adjust and implement projects, taking into consideration numerous and changing priorities, and or resources to achieve project goals. **(Learn)**

Personal attributes which may link with this skill statement include: proactive, service oriented, logical, creative, adaptable/flexible, thorough...

- Ability to facilitate a group process to successfully implement technological change and business transition within the organization. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, adaptable, flexible, patient, assertive...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...



Problem Solving

- Ability to independently interpret, comprehend and apply technical instructions and concepts to successfully acquire, install, modify, configure and maintain hardware and software components and administer networks. **(Bring)**

Personal attributes which may link with this skill statement include: logical, thorough, adaptable/flexible...

- Ability to diagnose technical problems such as delays, malfunctions and errors in order to determine the true cause of the problem and provide a (workable/reasonable/optimal) solution in a reasonable timeframe. **(Bring)**

Personal attributes which may link with this skill statement include: creative, logical, thorough, organized...

- Ability to extract, recall, synthesize, conceptualize and apply ideas, processes and information to incorporate new technology and create new solutions in a constantly changing technological and business environment. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable/flexible, self-confident, quick to learn...

- Ability to identify and respond to issues and concerns of others who may be angry or frustrated to reach a mutual understanding. **(Learn)**

Personal attributes which may link with this skill statement include: diplomatic/tactful, assertive, empathetic/sensitive, conciliatory...

Interpersonal

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...



Team/Independence

- Ability to work independently and participate as a team member to meet the needs of clients and co-workers and to build productive, positive work relationships. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable/flexible, patient...

Organizational

- Ability to independently prioritize and organize one's own workload to meet tight deadlines and successfully complete projects in a changing environment. **(Bring)**

Personal attributes which may link with this skill statement include: organized, thorough...

Analytical

- Ability to gather, understand and synthesize specialized information in a way that can be applied to meet the needs of the organization and within given constraints. **(Bring)**

Personal attributes which may link with this skill statement include: organized, thorough...

- Ability to identify, explore and evaluate options on data, processes and methodologies, information technology and potential systems design to make feasible recommendations. **(Bring)**

Personal attributes which may link with this skill statement include: logical, concise...

Technical

- Ability to design new or adapt existing systems/applications taking into account design alternatives, business requirements, and cost, resource and time constraints. **(Bring)**

Personal attributes which may link with this skill statement include: creative, logical, organized, thorough...



- Ability to create and or modify a sequence of computer instructions in order to compile, link, build and test computer executables that meet design requirements within established guidelines. **(Bring)**

Personal attributes which may link with this skill statement include: logical, creative, visionary, quick to learn, methodical...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Information Technology Group include:

To Be...

- honest/accountable/
responsible/ disciplined
- logical
- organized
- methodical
- learning oriented
- objective
- open-minded
- supportive
- adaptable/ flexible
- thorough
- creative
- diplomatic/ tactful
- assertive
- welcoming
- accommodate
individual differences
- understanding
- patient
- respectful
- self-confident
- empathetic/ sensitive/
conciliatory
- visionary
- concise
- equitable
- flexible

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Fire Control Coordinator, Fire Fighter

Occupational Family/Code – General Operations - GFC, GFF

Profile created: 2003 02

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The **Forest Protection Officer** is responsible for forest protection and fire management activities within an assigned district. You are responsible for planning fire suppression activities (i.e. equipment maintenance, evacuation, and fire risks), overall fire suppression efforts in the district, and providing training on fire suppression techniques. This includes performing administrative functions related to fire suppression such as preparing fire reports and schedules, purchasing goods, and contracting for equipment to be used in fire fighting. Other activities include supervision of fire suppression staff.

The **Duty Officer** collects and interprets weather and indices, analyzes SFMS outputs and assesses resource needs and fire information on a regional basis. You will develop regional alerts, detection requirements and position personnel, aircraft and equipment to ensure preparedness objectives are met. You will provide support for sustained action fires. The Duty Officer ensures contracts, reports and information are complete, accurate and distributed to appropriate parties in a timely manner. Other duties include the supervision of support staff, ensuring records are maintained and archived. You must be able to prioritize resource deployment in multiple fire situations. The Duty Officer is responsible for analyzing regional fire data, identifying trends, preparing reports that include their recommendations. You will develop and delivery training modules, public presentations and communications related to prevention, education, and current fire conditions.

The **Fire Base Supervisor** is responsible for operational delivery of the forest protection area preparedness plan and to coordinate suppression activities. You will develop the area fire plan and provide advice and work closely with local governments, First Nations and industry regarding risk assessment/management and protection. You will provide leadership and direction to ministry fire staff, contractors, FSIN and Northern Works crews and emergency fire fighting personnel. The Fire Base Supervisor is responsible to authorize, issue and monitor burning permits ensuring permit holders are in compliance with legislation and will issues notices of violation where applicable. You will develop and deliver training modules to fireline personnel and develop and deliver public presentations to promote fire education and prevention. You will be responsible for over winter fires, review of forest harvesting plans to mitigate fire hazard and to develop prescribed fire plans. You will promote, develop and supervise wildland urban interface projects and conduct annual inspections of heavy equipment contracted to Saskatchewan Environment.



The **Fire Technician** provides leadership, direction and work performance feedback to emergency fire fighters, First Nations and Northern Works personnel and will supervise initial attack leaders, members and observer staff when required. You will be responsible for pre-suppression and fire suppression activities and will train and deliver fire programs including prevention and education and fire suppression tactics/techniques to emergency fire fighters, the public, FSIN/Northern Works and industry. You will be responsible for the administration and inspection of burning permits within the Forest Protection Area and to develop burning permit programs on First Nations reserves. Fire Technicians conduct field inspections to assess fire hazard and manage/mitigate risk. You must complete field inspections to assess the extent of forest disease and monitor salvage logging operations. Additional duties include inspection of heavy equipment, assigning contracts and negotiating equipment rental rates. You will prepare fire reports, identify and record monthly accomplishments, fire mapping and complete and maintain equipment inventories. Responsibilities will also include over winter fires, check scaling, forest operation compliance inspections, reviewing forest harvesting plans to mitigate fire hazard and the develop prescribed fire plans. This position is responsible for the promotion, development and supervision of wildland urban interface projects.

Chief Air Attack Officer

The Chief Air Attack Officer manages and coordinates provincial air attack sections and supervises all Air Attack Officers and Loader positions. Typical work associated with supervision includes recruitment and selection of staff, employee orientation and training, establishing work schedules and resolve disputes. You will develop and administer training and evaluation program, develop performance-testing criteria, perform evaluation flights and determine competence. You will manage procurement activities for fire retardants and foam concentrates used in aerial suppression by determining tender specifications, preparing tender documents, reviewing bid submissions and making recommendation concerning the successful bid. Using analytical and planning skills, you will manage operation and maintenance of all tanker bases and develop guidelines and procedures. You will liaise with national agencies; prepare documents to address government concerns and respond to complaints made to the Minister's office. You will respond to public requests for information and prepare technical reports.

Air Attack Officer

The Air Attack Officer directs fire bombing aircraft in aerial fire suppression activities by determining attack strategies, attack priorities and relaying bombing instructions to pilots. Using your expertise in fire management you will assess fire behavior and spread potential and relay this information to fire managers and ground crews. You will ensure proper airspace safety is maintained through use of correct procedures in the fire control zone and conduct post-mission debriefing sessions to analyze each operation for areas of improvement, or to identify problems. You will also instruct Initial Attack Crews on tanker activity as well as work on maintenance and construction projects. You will be required to perform administrative functions such as completing air tanker evaluation reports, attendance forms, expense claims and other routine forms. You will also write reports associated with tanker activities including incident reports, equipment evaluations and retardant/foam evaluation reports.



Fire Base Support

The Fire Base Support maintains and updates the inventory of base and satellite fire cache equipment and fuels. You will perform equipment inventory checks, analysis, and reconciliation and write offs and instruct staff on the proper use and handling of equipment and fuels. The Fire Base Support will record the movement of equipment, fuels, food, etc. You will perform periodic testing of equipment and maintain and distribute base commissary. Performing as a radio operator you will relay clear and concise information to Emergency Fire Fighters on sustained fire situations and assist in scanning fires using infrared scanners. You will also be required to clean and maintain facilities.

Smokey

This position assists in the delivery of the Forest Fire Pre-Suppression Program, acting as “Smokey Bear” for television, schools, public and other functions. This position will compile reports, and provide other administrative assistance. Extensive travel is required. When time permits, other assigned duties will be as relayed in the Initial Attack Member description.

Fire Coordinator

The Fire Coordinator manages a fixed and variable fire budget, verifying and approving expenditures to ensure program needs for technical, communication and safety equipment are met. This position will ensure the worksite is fully operational by the start of fire season, the Fire Base and Industry Fire plans are completed and distributed and compliance with guidelines and policies. The Fire Coordinator gathers information and prepares responses for briefing notes. Other duties include the coordination of the First Nations/Northern Works contract fire fighter program and management of the Escaped Fire Program. You will conduct briefings, activate and coordinate escaped fire teams, maintain contact with teams, and ensure proper training is provided, maintaining certification on fire behavior. You will perform on-site inspections of fire camps, manage a fireproofing, fuels management, forest protection program, coordinate the community protection program and manage fire equipment program and safety program.

In this position you will also perform typical work associated with the supervision of staff such as: staffing actions and job specifications, interviewing, hiring, orientation, establishment of work schedules, resolve disputes, training, etc.

Initial Attack Crew Leader

The Initial Attack Crew Leader plans, coordinates and implements pre-suppression activities. The position will be required to research, develop and update wildland fire management plans, prioritizing pre-suppression and suppression needs. Other duties include administrative functions related to fire suppression, First Nations Agreements and Northern Works Agreements as well as the coordination of public presentations. You will provide advice and work with local governments, municipalities, industry and First Nations groups on fire prevention policy and procedures, authorize, issue and monitor burning permits, check on compliance in regards to conditions of burning permits and investigate and issue Notice of Violations.

As the Crew Leader you will also perform typical duties associated with the supervision of staff such as: determining staffing actions and job specifications, competitions, interviews, hiring, orientation, establish work schedules, resolve disputes, training, etc.



Initial Attack Crew Member

The Initial Attack Crew Member performs initial attack functions and fire suppression activities such as trenching, controlling burns, felling trees, pumping water and extinguishing fires. This position repairs and maintains firefighting equipment, provides fire-fighting instruction for Emergency Fire Fighters, First Nation crews and Northern Works crews, Emergency Fire Fighters, camp managers, etc. This position also cleans and maintains fire management facilities and works on sustained action fires assuming various roles such as looking after commissary, groceries, scanning,. The Initial Attack Crew member will participate in scheduled physical fitness and wellness programs.

Working conditions can include working undefined hours and working in remote locations in inclement conditions. While responding to fires, you are often exposed to extreme heat and smoke. You may be required to be on call for extended periods and temporarily assigned to other locations in the province. In addition, a class 4 driver's license is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable federal and provincial legislation, regulations, policies, guidelines, agreements and programs. **(Bring/Learn)**
 - Knowledge of administrative and personnel related acts, policies, procedures, guidelines and collective agreements. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of multi-cultural beliefs, values and perspectives with particular emphasis on Aboriginal culture. **(Bring/Learn)**
 - Knowledge of terminology, theories, principles of forestry, fire management, environment, ecological protection, sustainable development and the interrelationship between them. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring – Supervisors only/Learn)**
-

Technical

- Knowledge of wild land fire prevention, prescribed fire pre-suppression and suppression techniques, fire behaviour and its effect on the ecosystem. **(Bring/Learn)**
 - Knowledge of human resource, administrative and financial management principles and practices. **(Bring/Learn)**
 - Knowledge of aircraft types, capabilities and limitations. **(Bring/Learn)**
 - Knowledge of the Incident Command System. **(Bring/Learn)**
 - Knowledge of search and rescue, outdoor survival, First Aid and CPR techniques. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to develop and facilitate presentations and training programs to inform the public, staff, stakeholders at a level appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, organized, adaptable...

- Ability to verbally and in writing provide accurate information and compose clear, concise proposals and reports, accurately fill in forms and develop plans at a level appropriate to the recipient within tight deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: organized, focused, diplomatic...

- Ability to independently plan, facilitate and lead public consultation processes in conjunction with other ministries, agencies, stakeholders and Aboriginal groups in the development and implementation of agreed upon strategies. **(Bring/Learn)**

Personal attributes which may link with this skill include: confident, persuasive, adaptable...

Leadership

- Ability to lead, coach, evaluate, and provide performance feedback to assigned staff and/or others according to the standards, objectives and mandate of the ministry. **(Bring)**

Personal attributes which may link with this skill statement include: firm, persuasive, approachable...



- Ability to recruit, assess and select qualified candidates, provide constructive feedback according to the Collective Agreement(s) and ministry and government policies and procedures. **(Learn)**

Personal attributes which may link with this skill statement include: open-minded, flexible, realistic...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: flexible, open-minded, and courteous...

Problem Solving

- Ability to anticipate, recognize, assess, mediate and resolve conflict and take timely actions to de-escalate crises/stressful situations. **(Bring)**

Personal attributes which may link with this skill statement include: open-minded, persuasive, and courteous...

- Ability to accurately identify issues, concerns or problems, consider various options and determine and implement an appropriate course of action. **(Bring)**

Personal attributes which may link with this skill statement include: focused, open-minded, decisive...

Interpersonal

- Ability to recognize, understand and accommodate cultural and gender differences in a sensitive and respectful manner. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: cross-culturally aware, adaptable, open-minded...



- Ability to use tact and diplomacy when mediating and facilitating discussions with co-workers, stakeholders, media and the public and private sectors. **(Bring/Learn)**

Personal attributes, which may link with this skill statement, include: open-minded, organized, consistent, decisive...

- Ability to establish and maintain positive and professional work relationship with clients, communities and co-workers. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

Team/Independence

- Ability to work independently and as a team member with colleagues, agencies and others to meet program and client needs. **(Bring)**

Personal attributes which may link with this statement include: organized, self-motivated, focused, creative...

Organizational

- Ability to establish, assess, assign and adjust priorities in response to objectives and deadlines in both emergency situations and normal operations. **(Bring)**

Personal attributes, which may link with this skill statement, include: adaptable, focused, organized...

Analytical

- Ability to accurately assess and prioritize fire and emergency situations in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, independent...



- Ability to promptly develop, implement and update safe, effective and cost efficient preparedness and/or suppression plans based on fire hazard, applicable fire management and forest protection policies and guidelines, and available resources. **(Bring)**

Personal attributes which may link with this skill statement include: independent, proactive, innovative...

- Ability to collect evidence, compile, identify, document and analyze information to accurately determine the cause of a fire, or track of government assets, equipment and funds and/or equipment under contract. **(Bring)**

Personal attributes which may link with this skill statement include: focused, organized, creative...

- Ability to anticipate, evaluate, plan and implement strategies to protect and preserve the values at risk. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, proactive, firm...

- Ability to accurately estimate, forecast, authorize, verify and manage budget expenditures within allocations to meet program requirements. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: organized, adaptable...

- Ability to accurately reference, interpret and appropriately apply (federal, provincial, municipal and local) legislation, policies, programs and agreements. **(Bring/learn)**

Personal attributes which may link with this skill statement include: firm, independent, accountable...

- Ability to correctly evaluate policies, guidelines and agreements to make recommendations and/or develop and suggest revised forest protection program delivery options. **(Learn)**

Personal attributes which may link with this skill statement include: focused, innovative, persuasive...



Technical

- Ability to safely and proficiently operate, maintain and make minor emergency repairs to various equipment. **(Bring)**

Personal attributes which may link with this skill statement include: independent, practical...

- Ability to responsibly and safely use, store and maintain firearms for nuisance wildlife control in accordance with policy. **(Learn)**

Personal attributes which may link with this skill statement include: accountable, organized...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing databases, spreadsheets accurately and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: organized, independent, creative...

- Ability to accurately analyze and interpret data using modeling software such as Prometheus and Spatial Fire Management Systems. **(Learn)**

Personal attributes which may link with this skill statement include: accurate, independent, organized...

Safety/Stress/Security

- Ability to independently, accurately and quickly recognize, evaluate and respond to multiple and extreme crisis/stressful/dangerous situations to ensure safety of self, others and protection of the values at risk, while maintaining composure. **(Bring)**

Personal attributes which may link with this skill statement include: firm, proactive, focused...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the GFF and GFC positions include:

To Be...

- a team player
- organized
- calm/ level-headed
- accountable
- self-motivated/
independent
- sensitive/ aware cross-
cultural
- approachable
- innovative
- diplomatic
- focused
- a self-starter/ creative/
initiative
- polite
- a leader
- adaptable/flexible
- persuasive/facilitative
- intuitive/ proactive
- firm/ decisive
- open-minded
- realistic/ practical
- courteous
- non-judgmental

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Fire Control Coordinator, Fire Fighter

Occupational Family/Code – General Operations - GFC, GFF

Profile created: 2003 02

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The **Forest Protection Officer** is responsible for forest protection and fire management activities within an assigned district. You are responsible for planning fire suppression activities (i.e. equipment maintenance, evacuation, and fire risks), overall fire suppression efforts in the district, and providing training on fire suppression techniques. This includes performing administrative functions related to fire suppression such as preparing fire reports and schedules, purchasing goods, and contracting for equipment to be used in fire fighting. Other activities include supervision of fire suppression staff.

The **Duty Officer** collects and interprets weather and indices, analyzes SFMS outputs and assesses resource needs and fire information on a regional basis. You will develop regional alerts, detection requirements and position personnel, aircraft and equipment to ensure preparedness objectives are met. You will provide support for sustained action fires. The Duty Officer ensures contracts, reports and information are complete, accurate and distributed to appropriate parties in a timely manner. Other duties include the supervision of support staff, ensuring records are maintained and archived. You must be able to prioritize resource deployment in multiple fire situations. The Duty Officer is responsible for analyzing regional fire data, identifying trends, preparing reports that include their recommendations. You will develop and delivery training modules, public presentations and communications related to prevention, education, and current fire conditions.

The **Fire Base Supervisor** is responsible for operational delivery of the forest protection area preparedness plan and to coordinate suppression activities. You will develop the area fire plan and provide advice and work closely with local governments, First Nations and industry regarding risk assessment/management and protection. You will provide leadership and direction to ministry fire staff, contractors, FSIN and Northern Works crews and emergency fire fighting personnel. The Fire Base Supervisor is responsible to authorize, issue and monitor burning permits ensuring permit holders are in compliance with legislation and will issues notices of violation where applicable. You will develop and deliver training modules to fireline personnel and develop and deliver public presentations to promote fire education and prevention. You will be responsible for over winter fires, review of forest harvesting plans to mitigate fire hazard and to develop prescribed fire plans. You will promote, develop and supervise wildland urban interface projects and conduct annual inspections of heavy equipment contracted to Saskatchewan Environment.



The **Fire Technician** provides leadership, direction and work performance feedback to emergency fire fighters, First Nations and Northern Works personnel and will supervise initial attack leaders, members and observer staff when required. You will be responsible for pre-suppression and fire suppression activities and will train and deliver fire programs including prevention and education and fire suppression tactics/techniques to emergency fire fighters, the public, FSIN/Northern Works and industry. You will be responsible for the administration and inspection of burning permits within the Forest Protection Area and to develop burning permit programs on First Nations reserves. Fire Technicians conduct field inspections to assess fire hazard and manage/mitigate risk. You must complete field inspections to assess the extent of forest disease and monitor salvage logging operations. Additional duties include inspection of heavy equipment, assigning contracts and negotiating equipment rental rates. You will prepare fire reports, identify and record monthly accomplishments, fire mapping and complete and maintain equipment inventories. Responsibilities will also include over winter fires, check scaling, forest operation compliance inspections, reviewing forest harvesting plans to mitigate fire hazard and the develop prescribed fire plans. This position is responsible for the promotion, development and supervision of wildland urban interface projects.

Chief Air Attack Officer

The Chief Air Attack Officer manages and coordinates provincial air attack sections and supervises all Air Attack Officers and Loader positions. Typical work associated with supervision includes recruitment and selection of staff, employee orientation and training, establishing work schedules and resolve disputes. You will develop and administer training and evaluation program, develop performance-testing criteria, perform evaluation flights and determine competence. You will manage procurement activities for fire retardants and foam concentrates used in aerial suppression by determining tender specifications, preparing tender documents, reviewing bid submissions and making recommendation concerning the successful bid. Using analytical and planning skills, you will manage operation and maintenance of all tanker bases and develop guidelines and procedures. You will liaise with national agencies; prepare documents to address government concerns and respond to complaints made to the Minister's office. You will respond to public requests for information and prepare technical reports.

Air Attack Officer

The Air Attack Officer directs fire bombing aircraft in aerial fire suppression activities by determining attack strategies, attack priorities and relaying bombing instructions to pilots. Using your expertise in fire management you will assess fire behavior and spread potential and relay this information to fire managers and ground crews. You will ensure proper airspace safety is maintained through use of correct procedures in the fire control zone and conduct post-mission debriefing sessions to analyze each operation for areas of improvement, or to identify problems. You will also instruct Initial Attack Crews on tanker activity as well as work on maintenance and construction projects. You will be required to perform administrative functions such as completing air tanker evaluation reports, attendance forms, expense claims and other routine forms. You will also write reports associated with tanker activities including incident reports, equipment evaluations and retardant/foam evaluation reports.



Fire Base Support

The Fire Base Support maintains and updates the inventory of base and satellite fire cache equipment and fuels. You will perform equipment inventory checks, analysis, and reconciliation and write offs and instruct staff on the proper use and handling of equipment and fuels. The Fire Base Support will record the movement of equipment, fuels, food, etc. You will perform periodic testing of equipment and maintain and distribute base commissary. Performing as a radio operator you will relay clear and concise information to Emergency Fire Fighters on sustained fire situations and assist in scanning fires using infrared scanners. You will also be required to clean and maintain facilities.

Smokey

This position assists in the delivery of the Forest Fire Pre-Suppression Program, acting as “Smokey Bear” for television, schools, public and other functions. This position will compile reports, and provide other administrative assistance. Extensive travel is required. When time permits, other assigned duties will be as relayed in the Initial Attack Member description.

Fire Coordinator

The Fire Coordinator manages a fixed and variable fire budget, verifying and approving expenditures to ensure program needs for technical, communication and safety equipment are met. This position will ensure the worksite is fully operational by the start of fire season, the Fire Base and Industry Fire plans are completed and distributed and compliance with guidelines and policies. The Fire Coordinator gathers information and prepares responses for briefing notes. Other duties include the coordination of the First Nations/Northern Works contract fire fighter program and management of the Escaped Fire Program. You will conduct briefings, activate and coordinate escaped fire teams, maintain contact with teams, and ensure proper training is provided, maintaining certification on fire behavior. You will perform on-site inspections of fire camps, manage a fireproofing, fuels management, forest protection program, coordinate the community protection program and manage fire equipment program and safety program.

In this position you will also perform typical work associated with the supervision of staff such as: staffing actions and job specifications, interviewing, hiring, orientation, establishment of work schedules, resolve disputes, training, etc.

Initial Attack Crew Leader

The Initial Attack Crew Leader plans, coordinates and implements pre-suppression activities. The position will be required to research, develop and update wildland fire management plans, prioritizing pre-suppression and suppression needs. Other duties include administrative functions related to fire suppression, First Nations Agreements and Northern Works Agreements as well as the coordination of public presentations. You will provide advice and work with local governments, municipalities, industry and First Nations groups on fire prevention policy and procedures, authorize, issue and monitor burning permits, check on compliance in regards to conditions of burning permits and investigate and issue Notice of Violations.

As the Crew Leader you will also perform typical duties associated with the supervision of staff such as: determining staffing actions and job specifications, competitions, interviews, hiring, orientation, establish work schedules, resolve disputes, training, etc.



Initial Attack Crew Member

The Initial Attack Crew Member performs initial attack functions and fire suppression activities such as trenching, controlling burns, felling trees, pumping water and extinguishing fires. This position repairs and maintains firefighting equipment, provides fire-fighting instruction for Emergency Fire Fighters, First Nation crews and Northern Works crews, Emergency Fire Fighters, camp managers, etc. This position also cleans and maintains fire management facilities and works on sustained action fires assuming various roles such as looking after commissary, groceries, scanning,. The Initial Attack Crew member will participate in scheduled physical fitness and wellness programs.

Working conditions can include working undefined hours and working in remote locations in inclement conditions. While responding to fires, you are often exposed to extreme heat and smoke. You may be required to be on call for extended periods and temporarily assigned to other locations in the province. In addition, a class 4 driver's license is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable federal and provincial legislation, regulations, policies, guidelines, agreements and programs. **(Bring/Learn)**
 - Knowledge of administrative and personnel related acts, policies, procedures, guidelines and collective agreements. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of multi-cultural beliefs, values and perspectives with particular emphasis on Aboriginal culture. **(Bring/Learn)**
 - Knowledge of terminology, theories, principles of forestry, fire management, environment, ecological protection, sustainable development and the interrelationship between them. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring – Supervisors only/Learn)**
-

Technical

- Knowledge of wild land fire prevention, prescribed fire pre-suppression and suppression techniques, fire behaviour and its effect on the ecosystem. **(Bring/Learn)**
 - Knowledge of human resource, administrative and financial management principles and practices. **(Bring/Learn)**
 - Knowledge of aircraft types, capabilities and limitations. **(Bring/Learn)**
 - Knowledge of the Incident Command System. **(Bring/Learn)**
 - Knowledge of search and rescue, outdoor survival, First Aid and CPR techniques. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to develop and facilitate presentations and training programs to inform the public, staff, stakeholders at a level appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, organized, adaptable...

- Ability to verbally and in writing provide accurate information and compose clear, concise proposals and reports, accurately fill in forms and develop plans at a level appropriate to the recipient within tight deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: organized, focused, diplomatic...

- Ability to independently plan, facilitate and lead public consultation processes in conjunction with other ministries, agencies, stakeholders and Aboriginal groups in the development and implementation of agreed upon strategies. **(Bring/Learn)**

Personal attributes which may link with this skill include: confident, persuasive, adaptable...

Leadership

- Ability to lead, coach, evaluate, and provide performance feedback to assigned staff and/or others according to the standards, objectives and mandate of the ministry. **(Bring)**

Personal attributes which may link with this skill statement include: firm, persuasive, approachable...



- Ability to recruit, assess and select qualified candidates, provide constructive feedback according to the Collective Agreement(s) and ministry and government policies and procedures. **(Learn)**

Personal attributes which may link with this skill statement include: open-minded, flexible, realistic...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: flexible, open-minded, and courteous...

Problem Solving

- Ability to anticipate, recognize, assess, mediate and resolve conflict and take timely actions to de-escalate crises/stressful situations. **(Bring)**

Personal attributes which may link with this skill statement include: open-minded, persuasive, and courteous...

- Ability to accurately identify issues, concerns or problems, consider various options and determine and implement an appropriate course of action. **(Bring)**

Personal attributes which may link with this skill statement include: focused, open-minded, decisive...

Interpersonal

- Ability to recognize, understand and accommodate cultural and gender differences in a sensitive and respectful manner. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: cross-culturally aware, adaptable, open-minded...



- Ability to use tact and diplomacy when mediating and facilitating discussions with co-workers, stakeholders, media and the public and private sectors. **(Bring/Learn)**

Personal attributes, which may link with this skill statement, include: open-minded, organized, consistent, decisive...

- Ability to establish and maintain positive and professional work relationship with clients, communities and co-workers. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

Team/Independence

- Ability to work independently and as a team member with colleagues, agencies and others to meet program and client needs. **(Bring)**

Personal attributes which may link with this statement include: organized, self-motivated, focused, creative...

Organizational

- Ability to establish, assess, assign and adjust priorities in response to objectives and deadlines in both emergency situations and normal operations. **(Bring)**

Personal attributes, which may link with this skill statement, include: adaptable, focused, organized...

Analytical

- Ability to accurately assess and prioritize fire and emergency situations in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, independent...



- Ability to promptly develop, implement and update safe, effective and cost efficient preparedness and/or suppression plans based on fire hazard, applicable fire management and forest protection policies and guidelines, and available resources. **(Bring)**

Personal attributes which may link with this skill statement include: independent, proactive, innovative...

- Ability to collect evidence, compile, identify, document and analyze information to accurately determine the cause of a fire, or track of government assets, equipment and funds and/or equipment under contract. **(Bring)**

Personal attributes which may link with this skill statement include: focused, organized, creative...

- Ability to anticipate, evaluate, plan and implement strategies to protect and preserve the values at risk. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, proactive, firm...

- Ability to accurately estimate, forecast, authorize, verify and manage budget expenditures within allocations to meet program requirements. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: organized, adaptable...

- Ability to accurately reference, interpret and appropriately apply (federal, provincial, municipal and local) legislation, policies, programs and agreements. **(Bring/learn)**

Personal attributes which may link with this skill statement include: firm, independent, accountable...

- Ability to correctly evaluate policies, guidelines and agreements to make recommendations and/or develop and suggest revised forest protection program delivery options. **(Learn)**

Personal attributes which may link with this skill statement include: focused, innovative, persuasive...



Technical

- Ability to safely and proficiently operate, maintain and make minor emergency repairs to various equipment. **(Bring)**

Personal attributes which may link with this skill statement include: independent, practical...

- Ability to responsibly and safely use, store and maintain firearms for nuisance wildlife control in accordance with policy. **(Learn)**

Personal attributes which may link with this skill statement include: accountable, organized...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing databases, spreadsheets accurately and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: organized, independent, creative...

- Ability to accurately analyze and interpret data using modeling software such as Prometheus and Spatial Fire Management Systems. **(Learn)**

Personal attributes which may link with this skill statement include: accurate, independent, organized...

Safety/Stress/Security

- Ability to independently, accurately and quickly recognize, evaluate and respond to multiple and extreme crisis/stressful/dangerous situations to ensure safety of self, others and protection of the values at risk, while maintaining composure. **(Bring)**

Personal attributes which may link with this skill statement include: firm, proactive, focused...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the GFF and GFC positions include:

To Be...

- a team player
- organized
- calm/ level-headed
- accountable
- self-motivated/
independent
- sensitive/ aware cross-
cultural
- approachable
- innovative
- diplomatic
- focused
- a self-starter/ creative/
initiative
- polite
- a leader
- adaptable/flexible
- persuasive/facilitative
- intuitive/ proactive
- firm/ decisive
- open-minded
- realistic/ practical
- courteous
- non-judgmental

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Corrections Workers - Institutional

Occupational Family/Code – Human Services: HCW

for Probation Officer (HPO) profile or for Community Youth Worker (HCY) profile, go to Probation Officer Profile

Profile created: 1996 09

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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There are many facets to corrections worker positions depending on whether the position is located in an institutional or community setting. A corrections worker is tasked with the responsibility of upholding the sentences handed out by the Court whether in a community or an institutional setting. The shift from traditional corrections to restorative justice is a major initiative for the Corrections Division.

In the community, a corrections worker or probation officer will prepare pre-sentence reports for the courts, develop case plans with clients, provide group and one-to-one interventions, and develop and liaise with community resources.

As a probation officer, there are also opportunities to work with specialized programs and caseloads. This includes working with clients convicted of spousal abuse and sexual offences. There are also other programs including fine option, intensive probation services, and electronic monitoring.

In a Community Training Residence, a corrections worker, working in a controlled community environment, will develop case plans with clients, provide written reports, participate in one-to-one and group interventions regarding addictions, mental health issues and crisis counseling. A balance between case work and the supervision and monitoring of offenders in a residential setting is a key aspect of a corrections worker's responsibility.

In an institutional setting, a corrections worker may be assigned to work in any area of the institution. The normal living units house lower security offenders, with higher security areas available for those who have proven a need for more control. Remand units are also available for those waiting for trial or to receive a disposition from the courts. A corrections worker provides both dynamic and static security with offenders convicted of a variety of offences.

Dynamic security involves working with offenders to develop case plans which will address their programming needs and prepare them for release. Static security involves locking doors, radio communication, searching offenders, and conducting counts. These measures are in place to ensure the safety of the offenders, the staff, the institution, and the general public.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of provincial policy and applicable federal/provincial legislation that guides job activity and provides position mandate and authority. **(Learn)**
-

Theories/Principles

- Knowledge of criminal justice processes. **(Bring)**
 - Knowledge of public health issues and risk factors. **(Bring)**
 - Knowledge of human behaviour, interpersonal communications and counselling methodologies and how they relate to an institutional environment. **(Bring)**
 - Knowledge of special needs, gender differences and various cultural and spiritual belief systems. **(Bring)**
 - Knowledge of institutional policies and procedures as they relate to static and dynamic security. **(Learn)**
 - Knowledge of resources available in centre and the community. **(Learn)**
 - Knowledge of institutional culture and how it affects both staff and clients. **(Learn)**
-

Technical

- Knowledge of C.M.I.S. and other relevant computer programs. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to obtain relevant information from clients and analyze it for the purpose of programming, release planning and internal security. **(Bring)**

Personal attributes which may link with this skill statement include: observant, adaptable, focused...

- Ability to orally present clear, concise and accurate information at a level appropriate to the audience. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, decisive, adaptable...

- Ability to write in a clear, concise, accurate and timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: consistent, focused...

- Ability to accurately read, understand and appropriately apply policies, procedures and legislation. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: consistent, decisive...

- Ability to exercise authority appropriate to the situation and within legal limits. **(Bring)**

Personal attributes which may link with this skill statement include: consistent, self-confident, decisive...



Problem Solving

- Ability to accurately and appropriately assess client needs and access institutional and community resources on the basis of program suitability. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, consistent...

- Ability to anticipate, assess and intervene in crisis situations and/or conflicts that arise between clients, staff and the community in the daily operation of the institution. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, consistent, observant...

- Ability to anticipate and use good judgment when applying interventions in a hostile, aggressive, dangerous and/or violent situations which pose a risk to self or others. **(Bring)**

Personal attributes which may link with this skill statement include: observant, self-confident, decisive...

- Ability to conduct duties and responsibilities with respect and regard for simple human decency. **(Bring)**

Personal attributes which may link with this skill statement include: positive role model, empathetic, patient...

- Ability to effectively interact with threatening, violent, manipulative, fearful clients to control behaviour and/or promote positive behavioural change. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, decisive, focused...

- Ability to anticipate and use good judgment when applying interventions in routine operations. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, consistent, adaptable...



Interpersonal

- Ability to establish and maintain workable relationships/partnerships with the community. **(Bring)**

Personal attributes which may link with this skill statement include: trustworthy, team player, self-confident...

- Ability to work with people from all cultures, age groups, religions, gender, sexual orientation and socio economic backgrounds in a sensitive manner. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, patient, consistent...

- Ability to interact, influence and promote positive behavioural change in clients exhibiting a wide variety of behavioural problems. **(Bring)**

Personal attributes which may link with this skill statement include: positive role model, trustworthy, supportive...

- Ability to direct and reinforce clients' behaviours consistent with unit/centre rules and established case plans. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, consistent, positive role model...

Team/Independence

- Ability to work independently and/or as a member of a variety of teams to achieve common goals. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, consistent, focused...

Organizational

- Ability to organize, prioritize and re-prioritize program and security responsibilities to meet daily operational requirements. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, team player, adaptable...



- Ability to plan, organize activities and provide feedback for practicum students, community service providers and peer trainees as per institutional and educational guidelines. **(Bring)**

Personal attributes which may link with this skill statement include: patient, consistent, supportive...

- Ability to plan and organize client activities to achieve organizational goals. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, consistent, adaptable...

Analytical

- Ability to work with clients to develop a realistic reintegration plan, make recommendations and outline an implementation process. **(Bring)**

Personal attributes which may link with this skill statement include: positive role model, adaptable, supportive ...

- Ability to access and enforce policies and divisional directives within the parameters of The Correction Service Act and regulations. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, consistent, adaptable...

- Ability to gather relevant information, analyze data, identify and select options to make recommendations and workable decisions within established guidelines. **(Bring)**

Personal attributes which may link with this skill statement include: focused, decisive, self-confident...

Technical

- Ability to operate, monitor and appropriately respond to electronic security systems within established policies and procedures. **(Learn)**

Personal attributes which may link with this skill statement include: focused, observant...



- Ability to accurately input, apply and retrieve data using computers in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, focused...

- Ability to input, access, organize and maintain information systems in order to accomplish program and operational goals. **(Bring)**

Personal attributes which may link with this skill statement include: focused, decisive...

Safety/Stress/Security

- Ability to conduct thorough searches of persons, property and premises. **(Learn)**

Personal attributes which may link with this skill statement include: focused, patient, observant...

- Ability to physically restrain and apply restraint equipment in accordance with the provincial use of force policy. **(Learn)**

Personal attributes which may link with this skill statement include: decisive, energetic, self-confident...

- Ability to understand, recognize, and positively cope with stress generated by a negative institutional environment. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, energetic, adaptable...

- Ability to administer first aid and C.P.R. according to recommended procedures and possess a current CPR/First Aid Certificate. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, consistent, self-confident...



- Ability to recognize and refer client's general medical and psychiatric concerns to appropriate resources. **(Bring)**

Personal attributes which may link with this skill statement include: observant, focused, decisive...

- Ability to recognize subtle differences in individual behaviour and group dynamics in order to identify potentially dangerous situations and take preventative action to ensure the safety, security and good order of the institution. **(Bring)**

Personal attributes which may link with this skill statement include: observant, focused, decisive...

- Ability to accurately perform routine security functions, using good judgment, to ensure the safety, security and good order of the institution. **(Learn)**

Personal attributes which may link with this skill statement include: focused, consistent, observant...

- Ability to recognize the stressors inherent in shift-work and develop positive coping strategies to minimize the negative impact. **(Learn)**

Personal attributes which may link with this skill statement include: adaptable, patient, self-confident...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Institutional Corrections Workers include:

To Be...

- a positive role model in order to promote positive growth in a challenging environment
- adaptable in order to perform effectively in a diverse and changing work environment
- patient in order to effectively meet a vast range of demands in an ever changing work environment
- self-confident in order to meet goals, provide direction and empower ourselves and others
- realistic/sensible in order to make appropriate recommendations, plans and exercise good judgment to meet the needs of the client, institution and community
- trustworthy in order to earn respect and establish credibility for building mutual trust
- consistent in order to enhance staff and offender relations and promote accountability and respect for rules
- supportive/empathetic in order to maintain effective relationships and encourage personal growth in others
- focused in order to provide quality service and meet goals and objectives



- observant in order to detect changes in daily routines surroundings and individual/group behaviour that may indicate potentially dangerous situations and breaches of security
- energetic/vital in order to meet the challenges of balancing personal and work lives to ensure a healthy perspective
- a team player in order to ensure the job is performed in a safe, co-operative and effective manner
- responsible/accountable/decisive in order to meet organizational goals in a challenging environment while maintaining client/staff and public trust and confidence

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Child & Family Services/Income Security/Integrated Workers

Occupational Family/Code – Human Services: HCP, HYC, HCS, HFS, HIS, HIU

Profile created: 1996 08

Profile updated: 2023 04

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The duties for program workers within human services will vary depending on the position, the program being delivered and the location of the position. Some positions provide specialized functions within a program area and others perform integrated cross-program roles. For certain positions candidates are required to have a BSW, BSW, or an alternative bachelor level social work degree from an accredited university, as approved by the CASW/CASSW or an applicable Human Service degree plus relevant experience, or a Social Work certificate plus relevant related experience. For further clarification, refer to Ministry of Social Services.

Within the Child and Family Services Division, you will work with various individuals and agencies. Your primary client may be families, children, youth, teen parents, foster parents and/or adoptive parents. You may investigate referrals, assess family functioning and determine risk of safety to children. When safety risks are too great, children may be removed from their home and placed in foster care. You may provide counseling to families at risk to develop plans to better deal with the problems they are experiencing and work with them in establishing the supports they require. You may work with children in care and their foster parents and caregivers to plan and prepare the child's return home. Children may be placed in care on a permanent basis and will require long-term care and planning. You may work with young parents to provide pregnancy counseling/planning, adoption planning, facilitate parenting support and information groups for young parents. You may conduct intensive home studies for prospective adoptive parents, facilitate adoption placements and provide post-placement support and adoption finalization.

Within the Income Security Division, you will be required to provide income support services for families and individuals to lessen, remove, or prevent the causes and effects of poverty, hunger and dependency. Income Security Programs encourage and support employment and other measures to assist client and community independence. The Division partners with other ministries, organizations, and community agencies, both regionally and provincially to develop services which contribute to the social and economic well-being of low-income children, families and individuals. As an Income Security Worker, you will use systems-centered, strength-based, and solution-focused approach to assess the client's strengths, interests, personal, family, and social stresses, resources and support systems to assist them to meet their needs. You may be required to apply crisis and/or risk management techniques in some situations. Using information gathered through the assessment process, you will determine the eligibility for social assistance, the benefit level and other services to which the client may be entitled, and work with clients and communities to develop plans for personal growth and/or enhanced independence of the individual client and people on social assistance.



You may be required to travel and/or operate a vehicle throughout cities or rural areas. You may have to transport families and carry children, or work within a youth custody facility or group home where crisis intervention is required. You will be required to work flexible hours and/or shift work. A criminal record clearance is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable procedures, policies, regulations and legislation. **(Learn)**
 - Knowledge of the inter-relationships between various policies/programs. **(Learn)**
-

Theories/Principles

- Knowledge of child abuse and neglect indicators and affects. **(Bring)**
- Knowledge of community services and resources and the extent to which these resources and services support the citizens of the community. **(Learn)**
- Knowledge of the indicators and dynamics of domestic violence, poverty, disabilities, family relationships, abuse and neglect and their impact on the client's ability to effect necessary change when executing a case plan. **(Learn)**
- Knowledge of poverty and other socio-economic issues and how they impact on people. **(Bring)**
- Knowledge of human growth and development and the impact of influencing factors. **(Bring)**
- Knowledge of the systemic barriers that affect clients and communities. **(Bring)**
- Knowledge of multi-cultural beliefs, values and perspectives with particular emphasis on First Nations and Metis. **(Bring)**
- Knowledge of community approaches to working with clients. **(Learn)**
- Knowledge of a range of theories and intervention strategies. **(Bring)**



- Knowledge of the principles and techniques of adult and child learning. **(Learn)**
 - Knowledge of interviewing skills and techniques. **(Bring)**
 - Knowledge of therapeutic and treatment principles, modalities and interventions (e.g. family-centered, strength-based, solution-focused). **(Learn)**
 - Knowledge of principles, practices and ethics of social work. **(Bring/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to plan and conduct interviews with individuals who may display a broad range of emotions to gather and evaluate relevant information, assess risk factors/capacities/family dynamics and the need for services. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, empathetic, patient, focused, respectful...

- Ability to verbally and in writing communicate information to a variety of audiences that persuades, convinces, builds support, educates and promotes understanding. **(Bring)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...

- Ability to develop and deliver presentations about ministry programs and client needs to agencies, community, and/or groups using language appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...

- Ability to organize, present and record information in a clear, concise, complete, accurate, appropriate and timely manner which allows others to understand the reasons for a decision/recommendations or the need for further action. **(Bring)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...



- Ability to develop, deliver and facilitate clear and concise information sessions and educational modules using language appropriate to the audience. **(Learn)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...

- Ability to advocate on behalf of clients to ensure access to services and resources, remove barriers to independence and promote client well-being. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, supportive of others, honest...

Leadership

- Ability to lead, encourage, advise and cooperate with people to promote and maintain healthy, positive relationships while achieving client, team and ministry goals. **(Learn)**

Personal attributes which may link with this skill statement include: empathetic, respectful, confident, team player, supportive of others...

- Ability to establish and maintain a network of community contacts with a diverse range of individuals. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, empathetic, respectful...

Problem Solving

- Ability to apply a case management model when assessing, developing, implementing, evaluating and adjusting case plans in collaboration with the client and others to establish goals and meet diverse client and family needs. **(Bring)**

Personal attributes which may link with this skill statement include: confident, client service oriented, flexible...



- Ability to apply the family-centered, strength-based, solution-focused case management model when assessing, developing, implementing, evaluating and adjusting case plans in collaboration with the client and others to establish goals and meet diverse client and family needs. **(Learn)**

Personal attributes which may link with this skill statement include: confident, focused, client service oriented, flexible...

- Ability to access appropriate community resources in response to specific client needs. **(Learn)**

Personal attributes which may link with this skill statement include: innovative, creative, client service oriented...

- Ability to assess the current and historical environment of the client, family and/or community and consider all factors when developing case plans. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, client service oriented...

- Ability to assess, develop, implement, evaluate and adjust case plans in order to reduce risk and enhance individual/family functioning. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, client service oriented...

- Ability to develop, maintain, implement and adjust case plans in collaboration with the client and others to establish goals and meet diverse client and family needs. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, client service oriented...

- Ability to evaluate client interview data regarding life situations, employability and other circumstances to determine the extent to which available programs and services can address applicant needs and integrate this into a case plan. **(Learn)**

Personal attributes which may link with this skill statement include: client service oriented, flexible, focused...



Interpersonal

- Ability to develop and maintain open and honest work relationships with a challenging and diverse range of individuals, interest groups and related service providers. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, objective, supportive of others...

- Ability to develop partnerships with communities, share resources and provide quality service to individual clients and families. **(Learn)**

Personal attributes which may link with this skill statement include: goal oriented, creative, flexible...

- Ability to recognize and value cultural and socio-economic differences in developing case plans with the client. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, impartial, fair, sensitive...

- Ability to develop and maintain positive relationships with a diverse range of clients and team members within the workplace, or community and/or other government ministries and agencies. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, objective, supportive of others...

Team/Independence

- Ability to work independently, interdependently, and participate as a contributing member of a variety of teams within the workplace, community and other government ministries/agencies to meet client and ministry goals and objectives. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, goal-oriented, team player...



Organizational

- Ability to independently plan and balance diverse and conflicting workload pressures, in a timely manner accomplishing program goals while meeting client needs. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, goal oriented, client service oriented...

Analytical

- Ability to interpret and apply the intent of legislation and social policies to complex controversial and/or ambiguous situations with disputed or limited facts. **(Learn)**

Personal attributes which may link with this skill statement include: confident, creative, focused...

- Ability to understand and use legal authority in a fair and sensitive manner and provide the rationale for decisions and actions. **(Learn)**

Personal attributes which may link with this skill statement include: focused, flexible, client service oriented...

- Ability to examine, understand and appropriately apply mathematical concepts when calculating and explaining complex budget calculations from income information. **(Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail...

Technical

- Ability to access, retrieve, input and process information using various electronic systems in an accurate and timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: focused, goal oriented...



- Ability to input, update, edit, retrieve, maintain, merge, format and transmit information/data using a variety of hardware/software and/or electronic systems accurately and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: consistent, focused, conscientious...

Safety/Stress/Security

- Ability to recognize symptoms of stress and take steps to minimize their impact on job performance, well being and safety of self and others. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, positive, empathetic...

- Ability to recognize potential risks to the safety and well being of self, clients, staff and community and take timely actions to respond to or de-escalate crisis situations including recognizing when to extricate yourself from the situation. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: self-confident, positive, empathetic...

- Ability to develop, assess and consider options for addressing urgent client situations and implement solutions which reduce client risks. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, positive, empathetic...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioral examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Child and Family Services/Integrated Workers include:

To Be...

- client-service-oriented
- diligent
- honest/ trustworthy
- self-confident
- flexible/ resilient
- insightful/ intuitive
- realistic
- positive/ hopeful/ confident
- task-oriented/ goal-oriented/
- focused
- decisive
- accurate/ precise/ concise
- reliable/ responsible
- empowering
- creative/ innovative
- compassionate/ supportive/ empathetic/ sensitive/ understanding/ respectful
- a team player
- proactive/ motivated
- accountable
- fair/ impartial/ objective/
- open-minded/ non-judgmental
- patient
- tolerant
- calm/ level-headed
- approachable/ personable
- a role model

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Investigators

Occupational Family/Code – Inspection and Regulatory: RIN, RCP, RFO, RFU, RFV, RGF, RHA, RHI, RHR, RIS, RME, RPC, RRL, RSC, RSL

Profile created: 2000 02

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The investigator works as part of a team that provides enforcement and compliance of a variety of Acts and Regulations including that related to: livestock, fuel tax, maintenance, student loans, pesticides and / or chemicals throughout the Province of Saskatchewan. The Investigator is responsible for interviewing / interrogating clients to obtain relevant information for enforcement action. As well, the Investigator is responsible for influencing and convincing others to implement and / or ensure compliance with relevant legislation, policies and ministerial standards.

Depending on the position, you may be required to obtain a class 4 driver's license, which would enable you to operate emergency vehicles. Further to this an investigator must be flexible, able to perform shift and on call work, as well as, conduct inspections under a variety of conditions.

You may be required to be on call and work shift work/flexible hours. You will also be required to travel and be away from home for extended periods of time. As well, there may be a requirement to perform moderate to heavy lifting (over 20 kgs) and work with hazardous materials.

You will be required to obtain special constable status/class 4 license and conduct road blocks in extreme weather conditions.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable federal and provincial statutes/regulations, policies, programs and agreements. **(Bring/Learn)**
 - Knowledge of applicable enforcement, investigative and legal/court processes, procedures and documentation. **(Bring)**
-

Theories/Principles

- Knowledge of enforcement/investigative theories and principles. **(Bring)**
 - Knowledge of conflict resolution theories and principles. **(Bring/Learn)**
 - Knowledge of accounting/auditing principles. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of ministerial organizational structure, policies, procedures and applicable administrative processes. **(Bring/Learn)**
 - Knowledge of law, law enforcement, court procedures, legal documents/processes and forensic auditing. **(Bring)**
 - Knowledge of industry/stakeholders/other ministries and agencies/ clients specifically related to your organization. **(Bring/Learn)**
 - Knowledge of human resource management practices. **(Bring/ Learn)**
 - Knowledge of applicable hardware and software applications. **(Bring/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to record/ provide/ draft/ present/ explain verbal/written/visual information at a level appropriate to the audience. **(Bring)**

Personal attributes which may link with this skill statement include: motivated, discreet, resourceful, thorough, empathetic...

- Ability to interview/interrogate clients to obtain relevant information for enforcement action. **(Bring)**

Personal attributes which may link with this skill statement include: perceptive, discreet, objective, confident, thorough, approachable, resourceful, empathetic...

Leadership

- Ability to lead/ guide/ coach/ train/ motivate co-workers and/or assigned staff/stakeholders to establish and maintain a cooperative and productive work environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, approachable, resourceful, motivated, discreet, flexible...

- Ability to assess and select qualified individuals according to established standards. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, thorough, resourceful, perceptive...



- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.
(Bring - Supervisor only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to accurately reference, interpret and apply relevant acts/ regulations/policies/procedures/ programs to ensure compliance. **(Bring)**

Personal attributes which may link with this skill statement include: confident, thorough...

- Ability to recognize, assess, mediate and resolve conflict and/or stress-related situations involving clients/stakeholders/public. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, perceptive, intuitive...

- Ability to analyze trends/issues, identify and develop options and solutions, and make policy/regulation recommendations to meet departmental goals and client needs. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough, resourceful, perceptive, flexible, intuitive...

Interpersonal

- Ability to mediate/ reach/ impose a solution with clients/ stakeholders/ public who may be angry/ frustrated/ confrontational/ hostile/ irate. **(Bring)**

Personal attributes which may link with this skill statement include: objective, confident, approachable, resourceful, perceptive, flexible, empathetic, intuitive...



- Ability to influence/ negotiate/ persuade/ advise/ convince others to implement and ensure compliance with relevant legislation/policies/ procedures/departmental standards. **(Bring)**

Personal attributes which may link with this skill statement include: approachable, resourceful, perceptive, motivated, intuitive, empathetic...

- Ability to liaise/interact with other individuals/agencies to obtain, exchange and/or confirm information and/or establish partnerships. **(Bring)**

Personal attributes which may link with this skill statement include: confident, approachable, resourceful, motivated, discreet, empathetic...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently, and as a contributing member of a team to establish and maintain positive working relationships and achieve common goals. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, confident, thorough, motivated, reliable...

Organizational

- Ability to independently, or as part of a team, plan, organize and prioritize work activities taking into consideration deadlines, resource availability and program mandate. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough, resourceful, motivated, flexible...



Analytical

- Ability to examine, interpret and appropriately apply applicable federal and provincial statutes/regulations, policies, programs and agreements to complex, controversial and/or ambiguous situations with disputed or limited facts. **(Bring)**

Personal attributes which may link with this skill statement include: objective, thorough, resourceful, perceptive, motivated, flexible, intuitive...

- Ability to recognize problems; collect, compile, identify, assess, analyze and verify records/ information/statements to conduct audits and/or investigations and/or respond to inquiries. **(Bring)**

Personal attributes which may link with this skill statement include: thorough, resourceful, motivated, discreet...

- Ability to systematically search and assess data/information to develop informational materials/reports and make decisions about violations pursuant to applicable legislation, policies and procedures. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, thorough, resourceful, perceptive, intuitive...

Technical

- Ability to apply/gather/manage legal documents, processes, evidence in the context of an investigation/prosecution/legal action. **(Bring)**

Personal attributes which may link with this skill statement include: thorough, resourceful, discreet, reliable...

- Ability to operate a police vehicle/equipment in enforcement/emergency situations. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: reliable...



- Ability to accurately enter/update/edit/maintain/retrieve information AND/OR create and generate queries, reports and documents using a variety of hardware, software and electronic systems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough, resourceful...

Safety/Stress/Security

- Ability to recognize symptoms of stress in self and others and take steps to minimize its impact in order to ensure good health and well-being. **(Bring)**

Personal attributes which may link with this skill statement include: empathetic, intuitive...

- Ability to recognize and evaluate potential risks to personal/public safety and take steps to minimize and/or resolve these. **(Bring)**

Personal attributes which may link with this skill statement include: objective, resourceful, intuitive...

- Ability to reduce and/or manage (the effects of) stress in a non-threatening environment and potentially dangerous/threatening work environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: thorough, objective, discreet...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for Investigators include:

To Be...

- objective
- confident
- thorough
- approachable
- respectful
- open-minded
- equitable
- resourceful
- perceptive
- motivated
- discreet
- welcoming
- accommodate individual differences
- reliable
- flexible
- empathetic
- intuitive
- supportive
- understanding

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Journey Heavy Equipment Mechanic and Journeyperson Welder, Trades Apprentice, Trades Helper, Trades Person, Supervisory Journeyperson

Occupational Family/Code – Building and Shop Trades: TAA, THE, TJM, TJW, TTH, TTP

Profile created: 2001 05

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Journeyperson Heavy Equipment Mechanic (THE)

Diagnose equipment problems and determine methods of repair, estimate materials and parts and time required. They repair and perform maintenance on heavy duty mechanical, hydraulic and pneumatic systems. They provide repair and maintenance advice to non-journey persons and equipment operators.

Journeyperson Welder (TJW)

Perform welding duties such as building or repairing metal equipment using arc and acetylene welding, silver soldering and brazing. Positions may require journeyperson status.

Trades Apprentice (TAA)

Performs work relating to a recognized trade program such as mechanics, carpentry, electrical, and welding while working towards a Journey Certificate.

Trades Helper (TTH)

Provides manual labour and semi-skills support to senior workers in the applicable trades (e.g. care and maintenance of trade related equipment, delivers materials, supplies, tools and equipment or carries out the installation/removal of machinery, materials and equipment).

Trades Person (TTP)

Performs the majority of the duties of a trade with the exception of those requiring journeyperson certification.

Supervisory Journeyperson (TJM)

Supervises journeyperson staff and performs journeyperson status duties in applicable trade.

- Travel may be required with the possibility of staying out overnight.



- Journeyperson papers in either Heavy Equipment, Truck and Transport, Agricultural Equipment Repair, Welding and Machining may be required.
- Driver's Licence Class 5 with the ability to upgrade to 1A may be required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of the existence of relevant regulations and acts related to heavy equipment mechanical repair/welding/machining. **(Bring)**
-

Theories/Principles

- Knowledge of theories, principles and practices related to mechanical repairs. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to deliver presentations, training sessions and meetings to promote programs and share information with clients and colleagues. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, service oriented...

- Ability to verbally and in writing provide clear and concise, accurate information in response to inquiries at a level appropriate to the recipient and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, service oriented...

- Ability to read, examine, comprehend and appropriately apply information and instructions from written materials. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, independent, attentive to detail...

- Ability to accurately and concisely record, compose or edit various documents such as letters, memos, reports using correct grammar, spelling and punctuation for your own or other's signature. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, positive...

- Ability to actively listen to clients and colleagues who may be hostile, angry, rude, confused or frustrated in order to diffuse potentially threatening situations. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, positive, supportive...



Leadership

- Ability to guide, coach and encourage others to enhance their job performance and further develop their skills. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, positive, understanding...

- Ability to provide clear, concise instruction on detailed tasks to individuals and/or groups of co-workers to enhance their skills and improve job performance. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, positive, decisive...

- Ability to develop, coach, encourage staff and/or people under your direction, recognizing achievements to promote a healthy, productive and safe, harmonious work environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, understanding, positive...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to collect and analyze relevant data to make accurate and timely decisions on a variety of repairs or issues. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, proactive...

- Ability to diagnose technical problems associated with repairs to determine the cause of the problem and provide a workable solution in a reasonable time frame. **(Bring)**

Personal attributes which may link with this skill statement include: independent, service oriented...



- Ability to accurately identify problems, explore options and implement solutions using applicable acts and regulations, policies, standards and guidelines. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: resourceful, attentive to detail, innovative...

- Ability to identify, propose and/or contribute to the development of new ideas and approaches to improve work processes and systems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: innovative, resourceful...

Interpersonal

- Ability to develop and maintain positive work relationships with co-workers, managers, suppliers and other stakeholders. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, tolerant, understanding...

- Ability to influence, persuade and convince others to reach mutually acceptable and workable solutions/agreements. **(Learn)**

Personal attributes which may link with this skill statement include: positive, approachable, understanding...

- Ability to interact diplomatically to determine or mediate a solution when encountering difficult or confrontational clients or colleagues. **(Learn)**

Personal attributes which may link with this skill statement include: positive, approachable, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...



Team/Independence

- Ability to work independently and as a contributing team member to complete work assignments to meet client needs and build positive work relationships. **(Bring)**

Personal attributes which may link with this skill statement include: service oriented, independent, team player...

Organizational

- Ability to plan, organize, prioritize a high volume workload taking into consideration task complexity, frequent interruptions and continuous deadlines, and multiple reporting relationships. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, independent ...

- Ability to identify, prioritize and maintain inventory to ensure adequate levels are maintained to ensure service delivery. **(Learn)**

Personal attributes which may link with this skill statement include: independent, proactive ...

Analytical

- Ability to participate as part of team, to develop short/long term strategies and operational plans using statistical, financial and technical sources. **(Learn)**

Personal attributes which may link with this skill statement include: team player, service oriented...

- Ability to organize, analyze and assess information and evaluate options to make decisions to repair, replace or rebuild. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, confident...

- Ability to analyze work processes, identify areas that need improvement and recommend and/or contribute to the development of new and improved work methods. **(Bring)**

Personal attributes which may link with this skill statement include: team player, innovative, resourceful...



- Ability to observe, assess and accurately measure the condition of equipment, components and systems to maintain working order and achieve optimum efficiency. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough...

Technical

- Ability to inspect equipment, diagnose problems, repair, trouble-shoot or arrange for repair of equipment to restore operation. **(Bring)**

Personal attributes which may link with this skill statement include: confident, independent...

- Ability to effectively operate and accurately maintain paper and/or electronic data collection records. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing databases, spreadsheets, and other software packages with accuracy. **(Learn)**

Personal attributes which may link with this skill statement include: confident, independent...

- Ability to accurately perform mathematical calculations. **(Bring)**

Personal attributes which may link with this skill statement include: confident, attentive to detail...

Safety/Stress/Security

- Ability to accurately assess and respond immediately to potentially threatening situations to ensure safety of staff and/or clients. **(Learn)**

Personal attributes which may link with this skill statement include: confident, decisive, proactive...



Technical

- Ability to recognize symptoms of stress in self and others and take steps to minimize its impact to ensure good health and well being. **(Learn)**

Personal attributes which may link with this skill statement include: proactive, supportive, understanding...

- Ability to receive, handle, safely store and appropriately label materials that may be hazardous or have environmental impact according to proper policies and procedures. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: conscientious, attentive to detail, proactive...

- Ability to accurately apply standard safety precautions and practices according to established protocols, safety guidelines and existing legislation to protect co-workers, the public and the environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: proactive, thorough...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Journey Heavy Equipment Mechanic, Journeyperson Welder, Trades Helper, Trades Person, and Supervisory Journeyperson include:

To Be...

- decisive
- pro-active
- understanding
- flexible
- willing to learn
- open-minded
- equitable
- empathetic
- objective
- supportive
- independent
- a team player
- thorough
- tolerant
- confident
- service oriented
- resourceful
- innovative
- positive
- approachable
- conscientious
- attentive to detail
- respectful
- welcoming
- accommodate individual differences

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Journey Heavy Equipment Mechanic and Journeyperson Welder, Trades Apprentice, Trades Helper, Trades Person, Supervisory Journeyperson

Occupational Family/Code – Building and Shop Trades: TAA, THE, TJM, TJW, TTH, TTP

Profile created: 2001 05

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Journeyperson Heavy Equipment Mechanic (THE)

Diagnose equipment problems and determine methods of repair, estimate materials and parts and time required. They repair and perform maintenance on heavy duty mechanical, hydraulic and pneumatic systems. They provide repair and maintenance advice to non-journey persons and equipment operators.

Journeyperson Welder (TJW)

Perform welding duties such as building or repairing metal equipment using arc and acetylene welding, silver soldering and brazing. Positions may require journeyperson status.

Trades Apprentice (TAA)

Performs work relating to a recognized trade program such as mechanics, carpentry, electrical, and welding while working towards a Journey Certificate.

Trades Helper (TTH)

Provides manual labour and semi-skills support to senior workers in the applicable trades (e.g. care and maintenance of trade related equipment, delivers materials, supplies, tools and equipment or carries out the installation/removal of machinery, materials and equipment).

Trades Person (TTP)

Performs the majority of the duties of a trade with the exception of those requiring journeyperson certification.

Supervisory Journeyperson (TJM)

Supervises journeyperson staff and performs journeyperson status duties in applicable trade.

- Travel may be required with the possibility of staying out overnight.



- Journeyperson papers in either Heavy Equipment, Truck and Transport, Agricultural Equipment Repair, Welding and Machining may be required.
- Driver's Licence Class 5 with the ability to upgrade to 1A may be required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of the existence of relevant regulations and acts related to heavy equipment mechanical repair/welding/machining. **(Bring)**
-

Theories/Principles

- Knowledge of theories, principles and practices related to mechanical repairs. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to deliver presentations, training sessions and meetings to promote programs and share information with clients and colleagues. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, service oriented...

- Ability to verbally and in writing provide clear and concise, accurate information in response to inquiries at a level appropriate to the recipient and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, service oriented...

- Ability to read, examine, comprehend and appropriately apply information and instructions from written materials. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, independent, attentive to detail...

- Ability to accurately and concisely record, compose or edit various documents such as letters, memos, reports using correct grammar, spelling and punctuation for your own or other's signature. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, positive...

- Ability to actively listen to clients and colleagues who may be hostile, angry, rude, confused or frustrated in order to diffuse potentially threatening situations. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, positive, supportive...



Leadership

- Ability to guide, coach and encourage others to enhance their job performance and further develop their skills. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, positive, understanding...

- Ability to provide clear, concise instruction on detailed tasks to individuals and/or groups of co-workers to enhance their skills and improve job performance. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, positive, decisive...

- Ability to develop, coach, encourage staff and/or people under your direction, recognizing achievements to promote a healthy, productive and safe, harmonious work environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, understanding, positive...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to collect and analyze relevant data to make accurate and timely decisions on a variety of repairs or issues. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, proactive...

- Ability to diagnose technical problems associated with repairs to determine the cause of the problem and provide a workable solution in a reasonable time frame. **(Bring)**

Personal attributes which may link with this skill statement include: independent, service oriented...



- Ability to accurately identify problems, explore options and implement solutions using applicable acts and regulations, policies, standards and guidelines. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: resourceful, attentive to detail, innovative...

- Ability to identify, propose and/or contribute to the development of new ideas and approaches to improve work processes and systems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: innovative, resourceful...

Interpersonal

- Ability to develop and maintain positive work relationships with co-workers, managers, suppliers and other stakeholders. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, tolerant, understanding...

- Ability to influence, persuade and convince others to reach mutually acceptable and workable solutions/agreements. **(Learn)**

Personal attributes which may link with this skill statement include: positive, approachable, understanding...

- Ability to interact diplomatically to determine or mediate a solution when encountering difficult or confrontational clients or colleagues. **(Learn)**

Personal attributes which may link with this skill statement include: positive, approachable, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...



Team/Independence

- Ability to work independently and as a contributing team member to complete work assignments to meet client needs and build positive work relationships. **(Bring)**

Personal attributes which may link with this skill statement include: service oriented, independent, team player...

Organizational

- Ability to plan, organize, prioritize a high volume workload taking into consideration task complexity, frequent interruptions and continuous deadlines, and multiple reporting relationships. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, independent ...

- Ability to identify, prioritize and maintain inventory to ensure adequate levels are maintained to ensure service delivery. **(Learn)**

Personal attributes which may link with this skill statement include: independent, proactive ...

Analytical

- Ability to participate as part of team, to develop short/long term strategies and operational plans using statistical, financial and technical sources. **(Learn)**

Personal attributes which may link with this skill statement include: team player, service oriented...

- Ability to organize, analyze and assess information and evaluate options to make decisions to repair, replace or rebuild. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, confident...

- Ability to analyze work processes, identify areas that need improvement and recommend and/or contribute to the development of new and improved work methods. **(Bring)**

Personal attributes which may link with this skill statement include: team player, innovative, resourceful...



- Ability to observe, assess and accurately measure the condition of equipment, components and systems to maintain working order and achieve optimum efficiency. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough...

Technical

- Ability to inspect equipment, diagnose problems, repair, trouble-shoot or arrange for repair of equipment to restore operation. **(Bring)**

Personal attributes which may link with this skill statement include: confident, independent...

- Ability to effectively operate and accurately maintain paper and/or electronic data collection records. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing databases, spreadsheets, and other software packages with accuracy. **(Learn)**

Personal attributes which may link with this skill statement include: confident, independent...

- Ability to accurately perform mathematical calculations. **(Bring)**

Personal attributes which may link with this skill statement include: confident, attentive to detail...

Safety/Stress/Security

- Ability to accurately assess and respond immediately to potentially threatening situations to ensure safety of staff and/or clients. **(Learn)**

Personal attributes which may link with this skill statement include: confident, decisive, proactive...



Technical

- Ability to recognize symptoms of stress in self and others and take steps to minimize its impact to ensure good health and well being. **(Learn)**

Personal attributes which may link with this skill statement include: proactive, supportive, understanding...

- Ability to receive, handle, safely store and appropriately label materials that may be hazardous or have environmental impact according to proper policies and procedures. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: conscientious, attentive to detail, proactive...

- Ability to accurately apply standard safety precautions and practices according to established protocols, safety guidelines and existing legislation to protect co-workers, the public and the environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: proactive, thorough...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Journey Heavy Equipment Mechanic, Journeyperson Welder, Trades Helper, Trades Person, and Supervisory Journeyperson include:

To Be...

- decisive
- pro-active
- understanding
- flexible
- willing to learn
- open-minded
- equitable
- empathetic
- objective
- supportive
- independent
- a team player
- thorough
- tolerant
- confident
- service oriented
- resourceful
- innovative
- positive
- approachable
- conscientious
- attentive to detail
- respectful
- welcoming
- accommodate individual differences

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Judicial Officers

Occupational Family/Code – Inspection and Regulatory: RJO

Profile created: 1996 06

Profile updated: 2015 02

Occupation Summary	<u>Selection of Competencies</u>	Knowledge	Skills	Personal Attributes
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There are many facets to judicial officer positions depending on office, location and job description. The judicial officer may enforce court orders, issue, register and serve legal documents and provide court clerk services for criminal and civil trials. As chief court official, the judicial officer may support the judiciary, administer procedures and implement instructions and decisions of courts. Judicial officers investigate and enforce provincial statutes, court orders and various writs issued by the courts and other legal bodies. The judicial officer may act as a jury custodian.

Judicial officers may have the following job titles: Court Clerk; Court Clerk Supervisor; Judicial Officer; Judicial Officer Supervisor; Deputy Sheriff of Court of Queen’s Bench; Deputy Sheriff/Deputy Local Registrar; Deputy Local Registrar; Deputy Sheriff of Court Security and Supervisor of Court Security. The judicial officers may be responsible for the registration of documents to initiate legal actions and review and provide recommendations on draft legislation and proposed amendments.

Some judicial officers may also be expected to travel and work extended hours, drive a motor vehicle and carry heavy equipment. Some positions may require a Justice of the Peace appointment. The successful candidate must be of demonstrated good character in order to maintain the integrity of the judicial system and the people it serves.

Note: The following applies only to Deputy Sheriff of Court Security positions.

A Deputy Sheriff of Court Security provides security services as assigned within the Courts of Saskatchewan (i.e., Court of Queen’s Bench and Provincial Court) to ensure a safe, secure and open environment for all users of court facilities. This includes prisoner transport, the operation of detention areas within court facilities, conducting perimeter screening in accordance with the *Court Security Act, 1990*, the maintenance of good order in all areas of court facilities, and the assessment and management of threats to courts and court participants.

As peace officers, Deputy Sheriffs are required to carry firearms for all duties not directly involving contact with prisoners. This includes the transporting of prisoners, conducting perimeter screening, and providing courtroom security. The ability to use a firearm is a required qualification of the position as Deputy Sheriffs have the responsibility to intervene in situations where lethal force is required to protect life.

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Conditions of employment:

Prior to being hired as a Deputy Sheriff, you will be required to:

- Produce a valid certificate in Standard First Aid/Cardio Pulmonary Resuscitation (CPR)/Automated External Defibrillator (AED) Level C;
- Produce a valid Saskatchewan Class 5 driver's license;
- Produce a driver's abstract obtained within the previous three months which demonstrates a safe and responsible driving record;
- Successfully pass the Sheriff Officer Physical Abilities Test (SOPAT) with an elapsed time of 4 minutes and 45 seconds or less;
- Have a satisfactory psychological assessment based on the Minnesota Multi-phasic Personality Interview-2 (MMPI-2);
- Produce a valid certificate in self-defense training equivalent to the standard of Pressure Point Control Tactics (PPCT);
- Be authorized under *The Police Act, 1990*, to carry a firearm as identified in the Saskatchewan Police College Firearms Training Manual; and
- Have a satisfactory criminal records check in accordance with the Government of Saskatchewan Criminal Records Check Policy.

During the probationary period, a Deputy Sheriff will be required to successfully complete the Deputy Sheriff Recruit Training.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable statutes, rules and regulations, policies and procedures, legislation and other court/legal related documents. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of basic accounting procedures. **(Bring/Learn)**
 - Knowledge of the justice system as it applies to the various levels of court, including court protocol within the court room and dealing with the Judiciary. **(Bring/Learn)**
 - Knowledge of legal procedures and documentation as it relates to criminal charges. **(Bring/Learn)**
 - Use of force model/options ranging from officer presence to the lawful use of lethal force. **(Bring/Learn)**
 - Knowledge of first aid, cardio pulmonary resuscitation (CPR) and automated external defibrillator (AED) procedures. **(Bring/Learn)**
 - Knowledge of safe handling and use of firearms including service pistols. **(Bring/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to clearly and concisely communicate information verbally and/or in writing on court related and/or legal issues to the judiciary, legal profession, co-workers, clients and the general public. **(Bring)**

Personal attributes which may link with this skill statement include: firm but fair, focused, self-confident...

- Ability to accurately comprehend and explain applicable statutes, rules and regulations, policies and procedures, legislation and other court/legal related documents. **(Bring)**

Personal attributes which may link with this skill statement include: patient, understanding, firm but fair...

- Ability to fluently speak, read and write in French or a First Nations' language. **(Bring - bilingual positions only)**

Personal attributes which may link with this skill statement include: patient/understanding, respectful...

Leadership

- Ability to lead and encourage co-operation and advise colleagues and clients on court/work related issues to accomplish work plans and ministry priorities. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: self-confident, sensible, respectful...

- Ability to assign work to others taking into consideration priorities, employees' workloads, skills and the work that needs to be accomplished. **(Bring)**

Personal attributes which may link with this skill statement include: sensible, understanding, self-confident...



- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Interpersonal

- Ability to actively listen and discuss options and consequences to resolve conflict or reach mutual agreement of parties. **(Bring)**

Personal attributes which may link with this skill statement include: patient, respectful, firm but fair...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently and as a team member in court, the office or in the field to meet the needs of clients and co-workers. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, team player, focused...

Organizational

- Ability to prioritize and organize work in order that court proceedings and related legal and office matters are conducted in a timely and accurate manner. **(Bring)**

Personal attributes which may link with this skill statement include: focused, self-disciplined...



Analytical

- Ability to thoroughly gather, examine and question various court/legal information to properly issue court documents, explain court orders and proceedings to clients and/or to satisfactorily conclude legal/court related investigations. **(Bring)**

Personal attributes which may link with this skill statement include: focused, attentive to detail...

Technical

- Ability to quickly and accurately input, edit/update and/or retrieve information using a database and/or a word processing system. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, focused, self-disciplined...

- Ability to identify and apply appropriate use of force options. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, self-disciplined....

- Ability to connect and monitor audio, video and other technical equipment to record and play back clear video and audio productions. **(Learn)**

Personal attributes which may link with this skill statement include: attentive to detail...

- Ability to accurately collect, record and disburse funds. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail...

- Ability to enforce applicable statutes, rules and regulations, policies and procedures, legislation and other court/legal related documents. **(Learn)**

Personal attributes which may link with this skill statement include: firm but fair, self-confident, respectful...



Safety/Stress/Security

- Ability to safely protect and defend clients, self, co-workers and property. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: self-confident, firm but fair...

- Ability to deliver timely and accurate client service while maintaining a heavy workload which involves time constraints and working in a potentially hostile and dangerous work environment. **(Bring)**

Personal attributes which may link with this skill statement include: focused, self-confident, flexible...

- Ability to use a firearm safely and effectively. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, self-confident, respectful...

- Ability to physically control prisoners and/or persons presenting threats. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: respectful, sensible...



Personal Attributes

(Bring)

Personal attributes identify qualities of character which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Judicial Officers include:

To Be...

- patient and understanding in order to provide quality service to clients in a challenging and changing environment (empathetic/caring, patient/understanding, firm but fair/compassionate)
- competent in order to maintain the integrity of the judicial system and the people it serves (focused/self-disciplined, proud/motivated/self-confident, sensible/respectful/confidential)
- culturally aware/respectful in order to respectfully assist clients and co-workers of various

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Laboratory Scientists and Technologists

Occupational Family/Code – Science and Technology: SLS, SLT

Profile created: 1998 04

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Laboratory Technologist/Scientists may be employed in the areas of Medical, Environmental or Veterinary services. They process and analyze specimens, submitted from physicians, veterinarians, industry and private individuals, through the use of laboratory instruments and manual or automated testing methods. While the focus of various jobs may be different, many of their responsibilities are complementary and in some cases are similar.

Laboratory Technologists

Laboratory Technologists perform a variety of manual and automated laboratory tests on clinical (body fluids and tissues) and environmental specimens, and interpret, record and report results to clients. They operate and maintain scientific analytical instrumentation while adhering to protocols and safety guidelines. Technologists must maintain and troubleshoot instrumentation and procedures for possible sources of error. They monitor quality control materials for proficiency testing and validation of test results. Technologists may also provide direction on test equipment and procedures to co-workers and students.

Technologists may also supervise other technologists/staff and/or be required to take part in such activities as training of staff, evaluating methods, tests or instruments, and writing, reviewing and updating policy and procedure manuals for their areas.

Laboratory Scientists

Laboratory Scientists and more senior level technologists may also be engaged in research and development, education, and supervision/management of the laboratory. They may evaluate, monitor and select test methods and instrumentation; and develop and manage implementation of new methods and protocols to produce optimum results.

They provide consultation and interpretation to clients regarding significance of test results and the validity of test methods. They provide technical and/or scientific expertise within their respective specialty.



Laboratory Technologists and Laboratory Scientists responsibilities are varied. They may be exposed to infectious biohazard materials, chemicals which may be carcinogenic, or radioactive materials. The physical demands of Laboratory Technologists and Laboratory Scientists are eye strain, sitting or standing for extended periods of time, risk of repetitive muscular strains, extended exposure to equipment noise, and lifting weights up to 30 pounds. Technologists and Scientists may be required to work overtime and receive telephone calls at home. They are required to maintain their level of expertise in learning new tests, methods and protocols, and able to work in an environment of defined time frames or constraints for tests and processes.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of internal and external policies, procedures, regulatory standards and guidelines as they pertain to the laboratory. **(Learn)**
-

Theories/Principles

- Knowledge of scientific terminologies, theories, principles and applied methodologies, relevant to the specific discipline(s). **(Bring)**

(Basic level for all new recruits. Depending on the position, the level, and the specialization, the depth/breadth and specifics of knowledge requirement varies.)

- Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of laboratory techniques and basic procedures relevant to the scientific disciplines(s). **(Bring)**
- Knowledge of the critical factors that effect the significance and validity of test results. **(Learn)**
- Knowledge of operation and maintenance of scientific laboratory equipment and computerized instrumentation. **(Bring)**

(Bring knowledge of operation and maintenance of basic equipment. Beyond that, the depth, breadth and specifics of the knowledge {advanced, specialized, sophisticated equipment and instruments} will be determined by the level and specialization of the position.)

- Knowledge of computer software and/or hardware applications. **(Bring/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to orally and in writing explain or present technical, scientific, medical information in a clear, accurate and understandable manner, at a level appropriate to the audience. **(Bring)**

Personal attributes which may link with this skill statement include: detail-oriented, flexible...

Leadership

- Ability to lead, encourage, co-operate and advise colleagues to promote and maintain a healthy, positive work environment and achieve client, team and ministerial goals. **(Bring)**

Personal attributes which may link with this skill statement include: team player, respectful, reasonable...

- Ability to monitor and verify facts, techniques, processes, results and actions of staff and their environment to ensure compliance with standards, protocols and policies. **(Bring)**

Personal attributes which may link with this skill statement include: detail-oriented, logical, reasonable...

- Ability to select, lead, guide, coach and monitor employee performance to enhance their job performance and further develop their skills. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, respectful, patient...



- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.
(Bring - Supervisor only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to identify, clarify and analyze client concerns in order to provide appropriate analyses to meet or satisfy client needs.
(Bring)

Personal attributes which may link with this skill statement include: respectful, logical, patient...

- Ability to detect technical/analytical errors to systematically identify the source of the error and quickly resolve the problem to ensure compliance with standards, protocols and procedures. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: detail-oriented, logical, focused...

Interpersonal

- Ability to actively listen to acknowledge concerns, provide explanations and/or options to diffuse or resolve difficult situations with people in a calm and courteous manner. **(Bring)**

Personal attributes which may link with this skill statement include: understanding, patient, reasonable...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients.
(Bring - Supervisor only/Learn)

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...



Team/Independence

- Ability to work independently and participate as a contributing member of a team to achieve individual and common goals to maintain a cohesive work unit. **(Bring)**

Personal attributes which may link with this skill statement include: team player, flexible, reasonable...

Organizational

- Ability to independently, or as part of a team, assess, plan and adjust work priorities as stat, urgent or routine to meet required objectives, in consideration of deadlines and resource availability. **(Bring)**

Personal attributes which may link with this skill statement include: respectful, reasonable, flexible...

Analytical

- Ability to accurately compile and monitor quality control and test results for statistical information purposes. **(Bring)**

Personal attributes which may link with this skill statement include: detail-oriented, focused, logical...

- Ability to statistically analyze, track and interpret complex technical, scientific data to identify changes in client status and levels, pathogenicity, positivity rates, expenses/revenue, or for quality control, equipment evaluation and comparison studies. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: logical, focused, detail-oriented...

- Ability to independently design or conduct research projects to develop, evaluate and/or analyze procedures for studies and/or possible implementation or incorporation, to provide good client service, reduce costs, improve lab efficiency and new technology. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: trustworthy, logical, focused...



- Ability to identify interferences/limitations and investigate irregular/abnormal findings in order to accurately interpret, validate and report test results. **(Learn)**

Personal attributes which may link with this skill statement include: focused, logical, detail-oriented...

- Ability to identify, recommend (design) and contribute to the development of new methods, ideas and approaches that improve work processes and systems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, optimistic, reasonable, logical...

Technical

- Ability to accurately input, edit, update and retrieve client and statistical information from a database (with speed). **(Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, detail-oriented...

- Ability to safely operate and consistently maintain, troubleshoot and calibrate laboratory equipment used in diagnostic and/or analytical testing. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: logical, patient...

- Ability to prepare and analyze samples or specimens according to established laboratory protocol to ensure timely, precise, accurate results. **(Bring)**

Personal attributes which may link with this skill statement include: detail-oriented, logical...

- Ability to track, monitor and anticipate human resource and program expenses (revenues) to recommend adjustments to budget allocations. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: reasonable, focused, team player...



Safety/Stress/Security

- Ability to apply the principles of standard precautions and proper laboratory safety practices according to established protocols, safety guidelines and existing legislation to protect self, co-workers, the public and the environment. **(Bring)**

Personal attributes which may link with this skill statement include: focused, logical, meticulous...

- Ability to responsibly receive, handle, label, document and store samples to maintain specimen/sample integrity within established guidelines. **(Bring)**

Personal attributes which may link with this skill statement include: focused, logical, meticulous...,



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Laboratory Technologists and Laboratory Scientists include:

To Be...

- detail-oriented/
meticulous
- focused/ multi-task
oriented
- team player/ co-
operative
- trustworthy/ reliable
- objective
- logical/ self-analytical/
systematic/ observant
- optimistic/ motivated/
positive/ independent
- flexible/ open-minded
- discrete/ tactful
- welcoming
- supportive
- patient/ calm
- reasonable
- respectful
- understanding/
empathetic/ sincere
- accommodate
individual differences
- equitable

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Laboratory Scientists and Technologists

Occupational Family/Code – Science and Technology: SLS, SLT

Profile created: 1998 04

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Laboratory Technologist/Scientists may be employed in the areas of Medical, Environmental or Veterinary services. They process and analyze specimens, submitted from physicians, veterinarians, industry and private individuals, through the use of laboratory instruments and manual or automated testing methods. While the focus of various jobs may be different, many of their responsibilities are complementary and in some cases are similar.

Laboratory Technologists

Laboratory Technologists perform a variety of manual and automated laboratory tests on clinical (body fluids and tissues) and environmental specimens, and interpret, record and report results to clients. They operate and maintain scientific analytical instrumentation while adhering to protocols and safety guidelines. Technologists must maintain and troubleshoot instrumentation and procedures for possible sources of error. They monitor quality control materials for proficiency testing and validation of test results. Technologists may also provide direction on test equipment and procedures to co-workers and students.

Technologists may also supervise other technologists/staff and/or be required to take part in such activities as training of staff, evaluating methods, tests or instruments, and writing, reviewing and updating policy and procedure manuals for their areas.

Laboratory Scientists

Laboratory Scientists and more senior level technologists may also be engaged in research and development, education, and supervision/management of the laboratory. They may evaluate, monitor and select test methods and instrumentation; and develop and manage implementation of new methods and protocols to produce optimum results.

They provide consultation and interpretation to clients regarding significance of test results and the validity of test methods. They provide technical and/or scientific expertise within their respective specialty.



Laboratory Technologists and Laboratory Scientists responsibilities are varied. They may be exposed to infectious biohazard materials, chemicals which may be carcinogenic, or radioactive materials. The physical demands of Laboratory Technologists and Laboratory Scientists are eye strain, sitting or standing for extended periods of time, risk of repetitive muscular strains, extended exposure to equipment noise, and lifting weights up to 30 pounds. Technologists and Scientists may be required to work overtime and receive telephone calls at home. They are required to maintain their level of expertise in learning new tests, methods and protocols, and able to work in an environment of defined time frames or constraints for tests and processes.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of internal and external policies, procedures, regulatory standards and guidelines as they pertain to the laboratory. **(Learn)**
-

Theories/Principles

- Knowledge of scientific terminologies, theories, principles and applied methodologies, relevant to the specific discipline(s). **(Bring)**

(Basic level for all new recruits. Depending on the position, the level, and the specialization, the depth/breadth and specifics of knowledge requirement varies.)

- Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of laboratory techniques and basic procedures relevant to the scientific disciplines(s). **(Bring)**
- Knowledge of the critical factors that effect the significance and validity of test results. **(Learn)**
- Knowledge of operation and maintenance of scientific laboratory equipment and computerized instrumentation. **(Bring)**

(Bring knowledge of operation and maintenance of basic equipment. Beyond that, the depth, breadth and specifics of the knowledge {advanced, specialized, sophisticated equipment and instruments} will be determined by the level and specialization of the position.)

- Knowledge of computer software and/or hardware applications. **(Bring/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to orally and in writing explain or present technical, scientific, medical information in a clear, accurate and understandable manner, at a level appropriate to the audience. **(Bring)**

Personal attributes which may link with this skill statement include: detail-oriented, flexible...

Leadership

- Ability to lead, encourage, co-operate and advise colleagues to promote and maintain a healthy, positive work environment and achieve client, team and ministerial goals. **(Bring)**

Personal attributes which may link with this skill statement include: team player, respectful, reasonable...

- Ability to monitor and verify facts, techniques, processes, results and actions of staff and their environment to ensure compliance with standards, protocols and policies. **(Bring)**

Personal attributes which may link with this skill statement include: detail-oriented, logical, reasonable...

- Ability to select, lead, guide, coach and monitor employee performance to enhance their job performance and further develop their skills. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, respectful, patient...



- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.
(Bring - Supervisor only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to identify, clarify and analyze client concerns in order to provide appropriate analyses to meet or satisfy client needs.
(Bring)

Personal attributes which may link with this skill statement include: respectful, logical, patient...

- Ability to detect technical/analytical errors to systematically identify the source of the error and quickly resolve the problem to ensure compliance with standards, protocols and procedures. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: detail-oriented, logical, focused...

Interpersonal

- Ability to actively listen to acknowledge concerns, provide explanations and/or options to diffuse or resolve difficult situations with people in a calm and courteous manner. **(Bring)**

Personal attributes which may link with this skill statement include: understanding, patient, reasonable...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients.
(Bring - Supervisor only/Learn)

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...



Team/Independence

- Ability to work independently and participate as a contributing member of a team to achieve individual and common goals to maintain a cohesive work unit. **(Bring)**

Personal attributes which may link with this skill statement include: team player, flexible, reasonable...

Organizational

- Ability to independently, or as part of a team, assess, plan and adjust work priorities as stat, urgent or routine to meet required objectives, in consideration of deadlines and resource availability. **(Bring)**

Personal attributes which may link with this skill statement include: respectful, reasonable, flexible...

Analytical

- Ability to accurately compile and monitor quality control and test results for statistical information purposes. **(Bring)**

Personal attributes which may link with this skill statement include: detail-oriented, focused, logical...

- Ability to statistically analyze, track and interpret complex technical, scientific data to identify changes in client status and levels, pathogenicity, positivity rates, expenses/revenue, or for quality control, equipment evaluation and comparison studies. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: logical, focused, detail-oriented...

- Ability to independently design or conduct research projects to develop, evaluate and/or analyze procedures for studies and/or possible implementation or incorporation, to provide good client service, reduce costs, improve lab efficiency and new technology. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: trustworthy, logical, focused...



- Ability to identify interferences/limitations and investigate irregular/abnormal findings in order to accurately interpret, validate and report test results. **(Learn)**

Personal attributes which may link with this skill statement include: focused, logical, detail-oriented...

- Ability to identify, recommend (design) and contribute to the development of new methods, ideas and approaches that improve work processes and systems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, optimistic, reasonable, logical...

Technical

- Ability to accurately input, edit, update and retrieve client and statistical information from a database (with speed). **(Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, detail-oriented...

- Ability to safely operate and consistently maintain, troubleshoot and calibrate laboratory equipment used in diagnostic and/or analytical testing. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: logical, patient...

- Ability to prepare and analyze samples or specimens according to established laboratory protocol to ensure timely, precise, accurate results. **(Bring)**

Personal attributes which may link with this skill statement include: detail-oriented, logical...

- Ability to track, monitor and anticipate human resource and program expenses (revenues) to recommend adjustments to budget allocations. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: reasonable, focused, team player...



Safety/Stress/Security

- Ability to apply the principles of standard precautions and proper laboratory safety practices according to established protocols, safety guidelines and existing legislation to protect self, co-workers, the public and the environment. **(Bring)**

Personal attributes which may link with this skill statement include: focused, logical, meticulous...

- Ability to responsibly receive, handle, label, document and store samples to maintain specimen/sample integrity within established guidelines. **(Bring)**

Personal attributes which may link with this skill statement include: focused, logical, meticulous...,



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Laboratory Technologists and Laboratory Scientists include:

To Be...

- detail-oriented/
meticulous
- focused/ multi-task
oriented
- team player/ co-
operative
- trustworthy/ reliable
- objective
- logical/ self-analytical/
systematic/ observant
- optimistic/ motivated/
positive/ independent
- flexible/ open-minded
- discrete/ tactful
- welcoming
- supportive
- patient/ calm
- reasonable
- respectful
- understanding/
empathetic/ sincere
- accommodate
individual differences
- equitable

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Policy & Legislation, and Research/ Policy Officers

Occupational Family/Code – Program Consultation: CPL, CRO

Profile created: 1999 11

Profile updated: 2006 12

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Policy Analysts

Policy Analysts provide advice and services to support senior and executive management on a range of related program and policy issues. In consultation with internal and external stakeholders, policy analysts develop, implement and monitor policies, programs, projects and evaluations. The work involves a broad knowledge of relevant acts and programs, government operations and theories and principles. Technical skills involving analysis, research, monitoring, evaluation, contract and/or financial management are applied to effectively and creatively address problems and issues. Policy analysts are required to work cooperatively and collaboratively in a timely and organized way on multiple and often complex problems.

Legislation Officers

Legislation Officer are responsible to coordinate and facilitate the preparation and submission of documents from all areas of the ministry for legislation and regulations (new/ amending/ repealing), orders in council, minister's orders, cabinet decision items, cabinet information items, nominations, and proclamations. Duties include: responsibility for submissions in response to the Call for Legislation, drafting of documents relating to legislation, cabinet decision-making and implementation. Legislation officers act as ministerial liaisons with Treasury Board, Justice and Executive Council with respect to cabinet documents and procedures. They provide consultative services to ministerial staff on cabinet policy and procedures as well as ministerial authority, legislation and regulations. Legislation officers may be required to prepare information manuals, conduct training sessions and develop administrative guidelines for internal operations related to cabinet documentation.

Research Officers

Research Officers identify data sources, assess the quality and limitations of data and determine whether data are appropriate for use in reports and models. In addition to creating and using models to perform research on a variety of topics, research officers interpret the results of research and communicate those results to others in government or to the public. In addition, research officers answer information requests from members of the public and government on a variety of topics and help people to interpret the data provided.

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Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable acts, regulations, programs, policies, guidelines, procedures, contracts, agreements. **(Bring/Learn)**
 - Knowledge of government structures, processes, responsibilities, operations. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of theories and practices relevant to the job assignment. **(Bring/Learn)**
 - Knowledge of qualitative and quantitative research methodologies. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of relevant sectors including trends, issues, structure and composition. **(Bring/Learn)**
- Knowledge of project management methods, principles and processes. **(Bring/Learn)**
- Knowledge of human resource management practices. **(Bring/Learn)**
- Knowledge of financial management practices. **(Bring/Learn)**
- Knowledge of program/policy/project evaluation techniques. **(Bring/Learn)**
- Knowledge of communication techniques and methods. **(Bring/Learn)**



- Knowledge of applicable computer hardware, software applications and databases. (**Bring/Learn**)
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to articulate strategic directions to link current operation to the future directions of the ministry. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident...

- Ability to clearly and concisely plan/ develop/ facilitate information sessions or meetings and/or respond to questions to promote a greater understanding of programs/ issues/ initiatives/legislation. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, diplomatic, flexible...

- Ability to provide/obtain/exchange clear and accurate information in both formal and informal settings to a variety of people (e.g. community, clients, colleagues, service providers, ministry, other governments, industry) in a manner appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, flexible, diplomatic, objective...

- Ability to verbally and in writing, explain financial/ statistical/ administrative matters/ programs/ policies/ procedures/ regulatory matters to a variety of audiences. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, diplomatic, objective...



- Ability to clearly and accurately explain complex legislation, policies, programs and processes to others, in a manner appropriate for the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, detail-oriented, diplomatic...

- Ability to ask clear, concise and relevant questions in order to obtain and analyze information from community/ clients/ colleagues/ industry/ service providers/ other governments. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: curious, confident, proactive...

- Ability to persuade/influence/motivate by articulating the implications of proposed policy/ program/ legislative directions and/or changes. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, tenacious/persistent, objective...

- Ability to articulate and convey innovative messages to your audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, confident...

Leadership

- Ability to anticipate the need for teamwork and lead / assemble the team to meet goals and objectives. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: initiative/dependent, proactive, sensitive...

- Ability to objectively and fairly evaluate employee performance against clearly stated work goals and standards. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, diplomatic, confident...



- Ability to constructively encourage, share information and provide feedback to help others meet common goals and objectives to ensure compliance. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, creative, detail-oriented...

- Ability to assess and select qualified individuals/consultants according to established policies and procedures to achieve stated goals. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, sensitive...

- Ability to guide, coach, counsel and provide direction and feedback on performance to others. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, objective, sensitive...

- Ability to assign work to others taking into consideration priorities, employees' workloads and skills. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, sensitive...

- Ability to provide direction/corrections to internal/external organizations and/or individuals in order to ensure compliance with policies/programs/legislation. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: detail-oriented, analytical, tenacious/persistent...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.
(Bring - Supervisor only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...



Problem Solving

- Ability to clearly define problems; select and apply appropriate methods to analyze and address the problems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, analytical...

- Ability to collect and analyze relevant data to make accurate and timely decisions/recommendations on a variety of issues. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical, creative, flexible...

- Ability to analyze trends and issues, identify and develop options and solutions, and make policy recommendations in order to meet ministry goals and client needs. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, detail-oriented...

- Ability to accurately reference and interpret acts, regulations, policies and guidelines. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: detail-oriented, tenacious/persistent, analytical...

- Ability to assess the current and historical context and consider all factors when conducting research and analysis in response to an issue. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, detail-oriented...

- Ability to anticipate, identify and evaluate the potential impact/implications of changes in the external/internal environment on government activities. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, analytical...



Interpersonal

- Ability to consult/work with other organizations, colleagues, individuals and communities to develop positive working relationships, policies and protocols, address complaints and establish partnerships. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: sensitive, objective, diplomatic...

- Ability to calmly listen, assess and clarify concerns and respond appropriately to clients/ co-workers/ stakeholders/ consumers/ public who may be angry/confused/upset/uncooperative. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: diplomatic, sensitive, confident...

- Ability to interact diplomatically to determine or mediate a solution when encountering difficult or confrontational clients or situations. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, sensitive...

- Ability to influence, persuade or convince others to work towards a mutually acceptable or workable solution/agreement. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: tenacious/persistent, confident, diplomatic...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently or collaborate as a team member with co-workers, agencies and others to consistently meet program and client needs. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, sensitive, objective...



Organizational

- Ability to accomplish required tasks within established timeframes in an environment with diverse and conflicting workload pressures. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, dedicated, independent...

- Ability to plan and organize multiple, complex tasks and projects taking into consideration conflicting and changing priorities to meet strict and/or changing deadlines. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, dedicated, proactive...

Analytical

- Ability to identify information requirements and organize and interpret the information collected. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical, detail-oriented...

- Ability to apply information collected in order to develop, implement, and evaluate programs/policies/procedures. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical...

- Ability to identify the opportunity for changes to improve program delivery. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: proactive, curious...

- Ability to search for and assess data / information to develop materials, reports and/or make decisions/ recommendations / conclusions about the application of programs, policies, procedures, acts, regulations, guidelines and contracts. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical, proactive...



- Ability to examine, understand and appropriately apply complex and sometimes conflicting policies, agreements, contracts, acts and regulations to daily operations and situations. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: detail-oriented, confident, analytical...

Technical

- Ability to design/develop/select research methodologies (including surveys, focus groups, interviews, literature reviews) and apply appropriate statistical and analytical techniques. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: detail-oriented, confident...

- Ability to apply financial/economic/scientific/social theory or techniques to analyze problems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical, confident...

- Ability to create and generate queries reports and documents using internet, word processing databases, spreadsheets, and other software packages. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: curious, detail-oriented, creative...

- Ability to provide direction/advice on the development or modification of data systems to meet operational needs. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: detail-oriented, confident, sensitive...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Policy Analysts, Legislation Officers, and Research Officers include:

To Be...

- creative
- accommodate individual differences
- flexible
- detail-oriented
- analytical
- tenacious/persistent
- confident
- intuitive/independent
- respectful
- welcoming
- supportive
- empathetic
- objective
- dedicated (going the extra mile/pride in your work)
- proactive
- honest
- diplomatic
- curious
- sensitive
- open-minded
- equitable
- understanding

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LIBRARIAN

Occupational Family/Code –Science & Technology: SLR

Profile created: 2007 05

Profile updated:

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Librarians within the Government of Saskatchewan perform two critical functions: as analysts and developers of government policy; and as skilled information professionals.

Librarians require the ability to analyze and evaluate policy and program information, and to develop solutions where required. Librarians often work extensively with external stakeholders in various sectors: preK-12 learning; post-secondary education; public and special libraries; trustees and board and tribal council members; and the general public. Government librarians must have well developed communication skills, and the ability to promote understanding, build consensus and inform client communities. Librarians within government are also responsible for developing and delivering programs that support the information and research needs of both internal and external stakeholders.

Government librarians also function as skilled information professionals who are able to analyze, identify and meet client needs across an increasingly diverse range of information environments. They build collections in all relevant formats including books, journals, audio-visual materials and electronic resources and create systematic structures to help clients locate information by analyzing and describing resources according to established international standards. Librarians assist researchers, policy analysts and program support personnel by expertly finding and evaluating relevant information. Some librarians develop and maintain the complex information technology that supports the library's electronic products and services, from online catalogues to innovative client services such as live chat reference. Others manage the acquisition of information resources, often negotiating access with national and international publishers and database suppliers. Librarians may specialize in one aspect of librarianship, but are often called on to be generalists in small libraries where they are the only professional.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable acts, regulations, programs, policies, guidelines, procedures, contracts and agreements related to library science. **(Bring/Learn)**
 - Knowledge of the appropriate acts and regulations related to the ministry served by the library or resource centre (e.g. knowledge of the Education Act if serving the Saskatchewan Literacy Commission). **(Bring/Learn)**
 - Knowledge of copyright, freedom of information and privacy acts and regulations and the theories and principles that shape these policies and practices. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of theories, principles, practices and values of library science. **(Bring/Learn)**
 - Knowledge of the principles, methods, codes, standards, tools and technologies of organizing information and materials for storage and retrieval. **(Bring/Learn)**
 - Knowledge of the current social, political, economic, cultural, historical and intellectual trends and issues relevant to library sciences. **(Bring)**
 - Knowledge of the principles, standards, policies and procedures of knowledge and/or information management. **(Bring/Learn)**
 - Knowledge of the theory, principles and application of classification and subject analysis (e.g. Library of Congress Subject Headings, Canadian Subject Headings, National Library of Medicine Subject Headings, Library of Congress Classification, Dewey Decimal Classification, Library of Congress Authorities). **(Bring/Learn)**
 - Knowledge the theory and methods of abstracting and indexing. **(Bring/Learn)**
-



Technical

- Knowledge of Anglo American Cataloguing Rules and MARC format and related standards used in the creation of bibliographic records. **(Bring/Learn)**
- Knowledge of Dublin Core, Z39.50, NCIP standards and protocols associated with the organization and retrieval of information. **(Bring/Learn)**
- Knowledge of qualitative and quantitative research methodologies. **(Bring/Learn)**
- Knowledge of federal, provincial and municipal government structures, processes, responsibilities. **(Bring/Learn)**
- Knowledge of public sector service organizations and their structures, such as post-secondary institutions and crown corporations. **(Bring/Learn)**
- Knowledge of relevant library sectors including trends, issues, governance structures (special libraries, academic libraries, public libraries, research libraries, school libraries). **(Bring/Learn)**
- Knowledge of financial management, governance and accountability principles and accounting standards. **(Bring/Learn)**
- Knowledge of strategic planning, budgeting and fiscal management processes and policy development. **(Bring/Learn)**
- Knowledge of library computer hardware, software applications and databases. **(Bring/Learn)**
- Knowledge of database management concepts, theories and principles and standards that inform the development of electronic library systems. **(Bring)**
- Knowledge of technologies relating to the electronic delivery of information and library services. **(Bring/Learn)**
- Knowledge of factors affecting human information seeking behaviour, such as cultural background, visual or spatial orientation, physical and intellectual abilities, age and expertise. **(Bring)**



- Knowledge of standard information products in a broad range of subjects in all formats including their content, organization, strengths and weaknesses, authoritativeness, and the types of inquiries which each is best suited to answering. **(Bring)**
 - Knowledge of the principles and techniques for preserving library materials in diverse formats. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring—Supervisor Only/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to plan, develop, facilitate and lead meetings and events to achieve consensus and establish/maintain partnerships. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, diplomatic, flexible, respectful...

- Ability to provide, obtain and/or exchange clear and accurate information in both formal and informal settings in a manner appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, flexible, respectful, confident...

- Ability to understand and clearly articulate and accurately explain complex legislation, policies, programs and strategic directions in a manner appropriate to a variety of audiences. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, logical, diplomatic...

- Ability to ask clear, concise and relevant questions to obtain sufficient information to provide clients with the appropriate resources and/or services. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: diplomatic, persistent, proactive...



- Ability to persuade and influence senior management, stakeholders and potential partners by articulating the implications of proposed policy/ program/ legislative/ partnership directions. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: visionary, diplomatic, respectful, objective...

- Ability to write a variety of detailed, accurate and clear policy documents and technical materials, including strategic policy documents, cabinet documents, annual reports, budget documents, project plans, business cases, requests for proposals, feasibility studies, recommendations and reports, so clients and stakeholders are well informed. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, logical, accurate, disciplined...

- Ability to interpret, comprehend and relay technical instructions and concepts to a variety of audiences to successfully acquire, install, modify, and configure and/or maintain library software applications. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: logical, team-oriented, learning-oriented, accurate, supportive...

- Ability to verbally and in writing, communicate and present information to a variety of audiences that persuades, convinces, builds support, educates, changes behaviour, promotes understanding of others. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: open-minded, creative, sensitive, team-oriented...

- Ability to provide clear explanation and direction to staff and stakeholders to ensure compliance with policies/programs/legislation. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, respectful, honest, logical, attentive to detail...



- Ability to clearly and concisely compose, organize and edit Web information that meets current best practises, informs, educates and promotes public awareness. **(Bring/Learn)**
Personal attributes which may link with this skill statement include: learning-oriented, accurate, creative...

- Ability to persuade, convince, influence stakeholders and clients to resolve conflict and achieve compromise and/or address contentious and controversial situations.
(Bring/Learn)

Personal attributes which may link with this skill statement include: creative, diplomatic, open-minded, sensitive, flexible...

- Ability to speak, read and write in a second language in order to communicate with clients and/or to organize and facilitate access to library materials in other languages. **(Bring—where required)**

Personal attributes which may link with this skill statement include: learning-oriented, accurate, tolerant of individual differences...

- Ability to understand and articulate the strategic direction and mandate of the organization, aligning current operations with the future direction of the ministry. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: accountable, visionary, confident, team-oriented...

Leadership

- Ability to objectively and accurately evaluate employee work performance and provide feedback against clearly stated work goals and standards to help employees and others achieve success in their work. **(Bring/Learn) new**

Personal attributes which may link with this skill statement include: accountable, equitable, honest, tolerant of individual differences...



- Ability to lead, guide and coach colleagues and/or instruct staff to help them achieve their goals, objectives and/or work plans. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: motivated, team-oriented, supportive/empathetic...

- Ability to lead and guide stakeholders and/or staff in understanding the strategic planning process to ensure that it identifies and articulates the organization's vision, goals, resources, processes and outcomes. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: motivated, optimistic, creative, visionary, learning-oriented, team oriented...,

- Ability to lead, guide, coach and employees and create a cooperative environment that is supportive of individuals and the team so that work goals and objectives are met. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: motivated, optimistic, tolerant of individual differences, supportive/empathetic...

- Ability to constructively encourage, share information and provide feedback to help others meet common goals and objectives. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: equitable, creative, attentive to detail, objective, diplomatic...

- Ability to recruit and select qualified candidates according to the collective agreement, ministerial and PSC policies and procedures. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, sensitive, discreet...



- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.

(Bring – Supervisor only/Learn)

Personal attributes which may link with this skill statement include: team-oriented, respectful, supportive/empathetic, tolerant of individual differences...

- Ability to assign and monitor work, taking into consideration, branch priorities, employees' workloads and skills and the branch's strategic and annual work plan. **(Bring/Learn) new**

Personal attributes which may link with this skill statement include: accountable, diplomatic, respectful, proactive...

- Ability to provide clear, concise instructions to contractors, movers, engineers, architects and interior designers to accomplish library facility relocations and renovations ensuring cost effectiveness and facility function.

(Bring/Learn)

Personal attributes which may link with this skill statement include: accountable, logical, visionary, diplomatic ...

Problem Solving

- Ability to analyze trends and issues, identify and develop options and solutions, and make policy recommendations to meet ministry goals and client needs. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, attentive to detail, learning-oriented...

- Ability to influence, persuade or convince staff to reach mutually acceptable or workable solutions/agreements. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: motivated, flexible, logical, accountable, equitable...



- Ability to understand, explain, apply and/or propose changes to relevant acts, regulations, policies and guidelines to resolve conflict and disputes. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: logical, attentive to detail, creative, accurate...

- Ability to analyze trends and issues, identify and develop options and solutions, and make policy recommendations in order to meet ministry goals and client needs. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: proactive, attentive to detail, flexible/adaptable, creative, accurate...

Interpersonal

- Ability to develop and maintain collaborative relationships and partnerships with colleagues, stakeholders and clients to obtain, exchange and confirm information, develop agreements, identify solutions and develop and maintain standards. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: diplomatic, respectful, discreet, open-minded...

- Ability to interact empathetically with clients who may be angry, confused, rude, upset, difficult or hostile to calm them, provide additional information and/or clarify procedures. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, respectful, open-minded, dedicated, supportive/empathetic...

- Ability to diplomatically facilitate a discussion of relevant issues and mediate a mutually agreeable or workable solution with a wide variety of people. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: diplomatic, equitable, respectful, empathetic...



- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring-Supervisors Only/Learn)**

Personal attributes which may link with this skill statement include: supportive, flexible/adaptable, tolerant of individual differences...

Team/Independence

- Ability to work independently and as a contributing member of a variety of teams to complete work assignments, achieve common goals and contribute towards a positive work environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: team-oriented, motivated, respectful...

Organizational

- Ability to plan, prioritize and balance diverse and conflicting workload pressures, taking into consideration task complexity, frequent interruptions and deadlines. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: optimistic, attentive to detail, logical, flexible...

- Ability to organize and manage multiple projects taking into consideration conflicting and changing priorities and within established timeframes and budget. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: proactive, flexible/adaptable, accountable...

- Ability to organize and plan the development and delivery of information and/or instructional sessions and workshops to meet client, student and ministry needs. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, confident, learning-oriented, persistent...



Analytical

- Ability to analyze, synthesize and evaluate program, policy and project information to develop policy and program solutions, and develop performance measures to demonstrate outcomes. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: logical, visionary, creative, accountable...

- Ability to design, develop and select research methodologies, including surveys, interviews, literature reviews and apply appropriate statistical and analytical techniques to develop and enhance library programs and improve services. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, proactive, creative, dedicated...

- Ability to analyze and synthesize a variety of complex issues, identify needs, options, risks, and solutions to meet organizational or client needs. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, open-minded, logical, equitable...

- Ability to develop and apply collection policies to maintain library collections by selecting and removing materials to balance user needs; availability of staff, space and equipment; and levels of budget in support of the ministry's business/mission and performance plan. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: diplomatic, logical, honest, confident, respectful...

Technical

- Ability to define a project charter and develop a project plan, identify the resources, implement, manage, and evaluate a project so that organizational and project goals are met. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: persistent, accountable, attentive to detail, logical...



- Ability to plan, develop, and document policies, standards and procedures governing the creation and maintenance of the library's catalogue and other locally created and maintained databases to enable timely retrieval of relevant information. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, logical, team-oriented, flexible/adaptable...

- Ability to develop, monitor and evaluate financial and budgetary processes ensuring financial integrity, accountability, appropriate management controls and corporate governance. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: accountable, accurate, honest, discreet...

- Ability to design, develop, and implement a variety of solutions to information organization and information access issues that enhance a client's ability to retrieve information from multiple sources and platforms (e.g. catalogues, remote patron authentication systems, internet, interlibrary loan systems, commercial databases, question and answer services, federated searching). **(Bring/Learn)**

Personal attributes which may link with this skill statement include: logical, visionary, creative, accurate, adaptable, team-oriented...

- Ability to clearly define/develop specifications for an integrated library automation system that meets the identified needs of the organization, industry standards, to solicit and evaluate proposals from vendors in accordance with government procurement rules, to select, acquire, install and maintain the selected system. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, adaptable, objective, discreet...



- Ability to develop, evaluate, preserve, update, and maintain relevant and authoritative library collections to balance the representation of topics and points of view. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: equitable, tolerant of individual differences, accurate...

- Ability to evaluate, select, interpret and apply standard classification systems, authorities and subject lists to create bibliographic records that enable easy and effective retrieval of information and materials. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, accurate, attentive to detail...

- Ability to evaluate and select appropriate bibliographic utilities to provide a source of bibliographic records. (e.g. OCLC WorldCat, AG Canada, AMICUS) **(Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, logical, open-minded...

- Ability to monitor, interpret, evaluate and apply revisions to international cataloguing standards to ensure interoperability with other library catalogues. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: learning-oriented, accurate, dedicated, creative...

- Ability to examine, understand and apply complex and sometimes conflicting cataloguing rules and standards to local operations and situations, ensuring library standards are upheld. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: logical, creative, confident, adaptable...

- Ability to create accurate subject, keyword and other appropriate indexes that conform to national and international indexing standards. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, attentive to detail, motivated...



Safety, Stress, Security

- Ability to apply subject analysis skills in the selection of appropriate indexing terms for subjects not explicitly mentioned in a document, using sound judgment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: logical, creative, confident, adaptable, objective...

- Ability to recognize symptoms of stress in self and others and take steps to minimize its impact and ensure good health and well being. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: empathetic, sensitive, proactive...

- Ability to develop and apply appropriate government and library policies and procedures that ensure the privacy and security of users while protecting resources. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: sensitive, proactive, honest, respectful, accountable...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Librarians include:

To Be...

- accountable
- accurate
- attentive to detail
- confident
- creative
- dedicated
- diplomatic
- discreet
- equitable
- flexible/adaptable
- honest
- learning-oriented
- logical
- motivated
- objective
- open-minded
- optimistic
- persistent
- proactive
- respectful
- sensitive
- supportive/ empathetic
- team-oriented
- tolerant of individual differences
- visionary
- disciplined

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Journey Heavy Equipment Mechanic and Journeyperson Welder, Trades Apprentice, Trades Helper, Trades Person, Supervisory Journeyperson

Occupational Family/Code – Building and Shop Trades: TAA, THE, TJM, TJW, TTH, TTP

Profile created: 2001 05

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Journeyperson Heavy Equipment Mechanic (THE)

Diagnose equipment problems and determine methods of repair, estimate materials and parts and time required. They repair and perform maintenance on heavy duty mechanical, hydraulic and pneumatic systems. They provide repair and maintenance advice to non-journey persons and equipment operators.

Journeyperson Welder (TJW)

Perform welding duties such as building or repairing metal equipment using arc and acetylene welding, silver soldering and brazing. Positions may require journeyperson status.

Trades Apprentice (TAA)

Performs work relating to a recognized trade program such as mechanics, carpentry, electrical, and welding while working towards a Journey Certificate.

Trades Helper (TTH)

Provides manual labour and semi-skills support to senior workers in the applicable trades (e.g. care and maintenance of trade related equipment, delivers materials, supplies, tools and equipment or carries out the installation/removal of machinery, materials and equipment).

Trades Person (TTP)

Performs the majority of the duties of a trade with the exception of those requiring journeyperson certification.

Supervisory Journeyperson (TJM)

Supervises journeyperson staff and performs journeyperson status duties in applicable trade.

- Travel may be required with the possibility of staying out overnight.



- Journeyperson papers in either Heavy Equipment, Truck and Transport, Agricultural Equipment Repair, Welding and Machining may be required.
- Driver's Licence Class 5 with the ability to upgrade to 1A may be required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of the existence of relevant regulations and acts related to heavy equipment mechanical repair/welding/machining. **(Bring)**
-

Theories/Principles

- Knowledge of theories, principles and practices related to mechanical repairs. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to deliver presentations, training sessions and meetings to promote programs and share information with clients and colleagues. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, service oriented...

- Ability to verbally and in writing provide clear and concise, accurate information in response to inquiries at a level appropriate to the recipient and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, service oriented...

- Ability to read, examine, comprehend and appropriately apply information and instructions from written materials. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, independent, attentive to detail...

- Ability to accurately and concisely record, compose or edit various documents such as letters, memos, reports using correct grammar, spelling and punctuation for your own or other's signature. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, positive...

- Ability to actively listen to clients and colleagues who may be hostile, angry, rude, confused or frustrated in order to diffuse potentially threatening situations. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, positive, supportive...



Leadership

- Ability to guide, coach and encourage others to enhance their job performance and further develop their skills. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, positive, understanding...

- Ability to provide clear, concise instruction on detailed tasks to individuals and/or groups of co-workers to enhance their skills and improve job performance. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, positive, decisive...

- Ability to develop, coach, encourage staff and/or people under your direction, recognizing achievements to promote a healthy, productive and safe, harmonious work environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, understanding, positive...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to collect and analyze relevant data to make accurate and timely decisions on a variety of repairs or issues. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, proactive...

- Ability to diagnose technical problems associated with repairs to determine the cause of the problem and provide a workable solution in a reasonable time frame. **(Bring)**

Personal attributes which may link with this skill statement include: independent, service oriented...



- Ability to accurately identify problems, explore options and implement solutions using applicable acts and regulations, policies, standards and guidelines. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: resourceful, attentive to detail, innovative...

- Ability to identify, propose and/or contribute to the development of new ideas and approaches to improve work processes and systems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: innovative, resourceful...

Interpersonal

- Ability to develop and maintain positive work relationships with co-workers, managers, suppliers and other stakeholders. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, tolerant, understanding...

- Ability to influence, persuade and convince others to reach mutually acceptable and workable solutions/agreements. **(Learn)**

Personal attributes which may link with this skill statement include: positive, approachable, understanding...

- Ability to interact diplomatically to determine or mediate a solution when encountering difficult or confrontational clients or colleagues. **(Learn)**

Personal attributes which may link with this skill statement include: positive, approachable, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...



Team/Independence

- Ability to work independently and as a contributing team member to complete work assignments to meet client needs and build positive work relationships. **(Bring)**

Personal attributes which may link with this skill statement include: service oriented, independent, team player...

Organizational

- Ability to plan, organize, prioritize a high volume workload taking into consideration task complexity, frequent interruptions and continuous deadlines, and multiple reporting relationships. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, independent ...

- Ability to identify, prioritize and maintain inventory to ensure adequate levels are maintained to ensure service delivery. **(Learn)**

Personal attributes which may link with this skill statement include: independent, proactive ...

Analytical

- Ability to participate as part of team, to develop short/long term strategies and operational plans using statistical, financial and technical sources. **(Learn)**

Personal attributes which may link with this skill statement include: team player, service oriented...

- Ability to organize, analyze and assess information and evaluate options to make decisions to repair, replace or rebuild. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, confident...

- Ability to analyze work processes, identify areas that need improvement and recommend and/or contribute to the development of new and improved work methods. **(Bring)**

Personal attributes which may link with this skill statement include: team player, innovative, resourceful...



- Ability to observe, assess and accurately measure the condition of equipment, components and systems to maintain working order and achieve optimum efficiency. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough...

Technical

- Ability to inspect equipment, diagnose problems, repair, trouble-shoot or arrange for repair of equipment to restore operation. **(Bring)**

Personal attributes which may link with this skill statement include: confident, independent...

- Ability to effectively operate and accurately maintain paper and/or electronic data collection records. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing databases, spreadsheets, and other software packages with accuracy. **(Learn)**

Personal attributes which may link with this skill statement include: confident, independent...

- Ability to accurately perform mathematical calculations. **(Bring)**

Personal attributes which may link with this skill statement include: confident, attentive to detail...

Safety/Stress/Security

- Ability to accurately assess and respond immediately to potentially threatening situations to ensure safety of staff and/or clients. **(Learn)**

Personal attributes which may link with this skill statement include: confident, decisive, proactive...



Technical

- Ability to recognize symptoms of stress in self and others and take steps to minimize its impact to ensure good health and well being. **(Learn)**

Personal attributes which may link with this skill statement include: proactive, supportive, understanding...

- Ability to receive, handle, safely store and appropriately label materials that may be hazardous or have environmental impact according to proper policies and procedures. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: conscientious, attentive to detail, proactive...

- Ability to accurately apply standard safety precautions and practices according to established protocols, safety guidelines and existing legislation to protect co-workers, the public and the environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: proactive, thorough...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Journey Heavy Equipment Mechanic, Journeyperson Welder, Trades Helper, Trades Person, and Supervisory Journeyperson include:

To Be...

- decisive
- pro-active
- understanding
- flexible
- willing to learn
- open-minded
- equitable
- empathetic
- objective
- supportive
- independent
- a team player
- thorough
- tolerant
- confident
- service oriented
- resourceful
- innovative
- positive
- approachable
- conscientious
- attentive to detail
- respectful
- welcoming
- accommodate individual differences

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Program Support (Document Processing, Medical Claims Assessor, Program/Officer Administrator, Secretary)

Occupational Family/Code – Program Support: PDP, PMC, POM, PSC

Profile created: 1997 01

Profile updated: 2006 09

Occupation Summary	<u>Selection of Competencies</u>	Knowledge	Skills	Personal Attributes
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Primary responsibilities for employees in the program support family consist of information processing, office administration or record maintenance. Specific duties in each of these areas of responsibility vary depending on position level.

Employees at the entry level (1-3) are responsible for duties such as: operating computers and office equipment; entering and retrieving data using pre-packaged software programs; keeping records and retrieving or searching files; receiving, sorting or distributing mail; providing reception services and general program information.

Employees at the intermediate level (4-5) are responsible for duties similar to that at the entry level but also for duties such as: composing or editing brief, routine correspondence; maintaining office equipment; explaining policies; supervising staff; maintaining office processes and procedures; reviewing, assessing, approving, coding and processing documents such as claims, permits and applications; ordering supplies; compiling reports and keeping budget records.

Employees at the senior level (6-7) are responsible for duties similar to that at the intermediate level but also for duties such as: composing, compiling or computing statistics, information or documents; manipulating data using pre-packaged software programs; co-ordinating, establishing and maintaining operating standards and records; providing advice on policies and procedures; supervising staff; completing fiscal forecasts, authorizing expenditures and preparing budget submissions.

Document Processing Employees

(PDP) - maintains records or files of activities such as accounts, court records, or payroll; compiles reports; reviews or processes statements or applications and follows up on discrepancies; provides information to the ministry or public regarding ministry programs including issuance of permits, licenses, applications or grants; may type or compose letters using work processors or prepare other documents using databases, spreadsheets, or the Internet.



Medical Claims Assessor

(PMC) - assesses medical claims, overpayments and retroactive coverage changes to authorize, reject or adjust payments for pharmacy claims or doctors' services. Composes correspondence requesting doctors' or pharmacists' clarification regarding questionable claims; audits doctors' billing practices or high-quantity drug reports and responds to inquiries through written or verbal communication.

(PMA) - processes and codes statistical records from Hospitals (e.g. mortality data); updates and runs reports from the Canadian Institute for Health Information databases; updates the Saskatchewan Physician, Dentist and Locum Registry; responds to inquiries from the public regarding hospital, ambulance or physician services.

Program/Officer Administrator

(POM) - performs or supervises program or administrative operational functions with responsibilities including project management; budgets, processes and procedures, office space, inventory, human resources, property and supplies. Assesses and approves program applications or grants; researches and writes reports regarding program under purview.

Secretaries

(PSC) - word processing various documents such as letters and memos; maintains databases, runs reports and creates spreadsheets; may perform research on the Internet or create web pages using HTML; receives and distributes incoming and outgoing mail and office supplies; responds to and refers inquiries; files and updates filing systems; schedules meetings and travel arrangements; performs reception duties and may track budget expenditures and process invoices.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of relevant legislation, regulations, acts, agreements, policies and/or procedures. **(E & I - Learn, S – Bring/Learn)**
 - Knowledge of government purchasing and payment practices. **(S - Bring)**
-

Theories/Principles

- Knowledge of applicable accounting principles. **(I - Bring)**
 - Knowledge of human resources principles and practices which includes supervision, staffing, performance evaluation, coaching and counseling. **(S - Bring)**
 - Knowledge of budget preparation, expenditure and fiscal forecasting processes and procedures. **(S - Bring)**
 - Knowledge of basic accounting/financial principles, procedures/practices. **(S - Bring)**
 - Knowledge of theories and practices relevant to the to the job assignment/program. **(S - Bring)**
 - Knowledge of program development, management and evaluation principles. **(S - Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of office filing procedures and systems. **(E – Learn)**
- Knowledge of office and/or administrative procedures, protocols and equipment. **(I & S – Bring/Learn)**



- Knowledge of relevant ministry and industry programs, processes and specialized terminology. **(E & I – Learn, S – Bring)**
 - Knowledge of applicable computer hardware and software applications and terminology. **(All Levels – Bring)**
 - Knowledge of word processing, databases, and/or spreadsheet software. **(E – Learn)**
 - Knowledge of computer applications such as word processing, security, communication, spreadsheet software, database and operating systems and/or computer hardware. **(I - Bring/Learn, S - Bring)**
 - Knowledge of various operating systems, networks and network design. **(Systems job type knowledge only. S – Bring)**
 - Knowledge of the design, development and testing methods of customized software packages. **(Systems job type knowledge only. S - Bring)**
 - Knowledge of office management and administrative procedures and protocols. **(S - Bring)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to clearly and accurately explain complex issues, policies, procedures, referencing legislation and other information to clients and co-workers. **(S - Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough, tactful, diplomatic ...

Oral Communication Skills

- Ability to listen, accurately comprehend and orally respond to inquiries from clients, other agencies or the general public and/or relay information, directions or questions in person or over the phone in an accurate, clear, concise and courteous manner. **(E – Bring)**

Personal attributes which may link with this skill statement include: polite, organized, accurate....

- Ability to actively listen to and calmly and courteously acknowledge the concerns of clients who may be hostile, angry, rude, confused or frustrated to diffuse potentially dangerous or threatening situations. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: polite, courteous, calm, approachable...

- Ability to respond accurately, clearly and courteously to inquiries from clients, other agencies and the general public. **(E - Bring)**

Personal attributes which may link with this skill statement include: accurate, organized, assertive...



- Ability to gather relevant information from incoming calls, walk in clients and co-workers in order to relay complete and accurate messages to appropriate persons. **(E - Bring)**

Personal attributes which may link with this skill statement include: approachable, polite, patient...

- Ability to ask clear, concise and relevant questions in order to obtain relevant information from clients [and relay complete and accurate messages to appropriate persons/ respond appropriately/ redirect to pertinent ministry, agency or service]. **(E & I – Bring)**

Personal attributes which may link with this skill statement include: approachable, polite, patient...

- Ability to provide clear, concise and accurate information and/or explanations to a variety of people in both formal and informal settings and in a manner appropriate to the audience. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: sincere, accurate, diplomatic, flexible...

Oral and Written Communication Skills

- Ability to verbally and in writing provide clear, concise and timely information in response to often complex inquiries at a level appropriate to the recipient. **(I – Bring)**

Personal attributes which may link with this skill statement include: informative, positive, assertive...

Written Communication Skills

- Ability to accurately, concisely and in a timely manner compose, record, proofread and/or edit a variety of correspondence [using correct grammar, spelling and punctuation/ for your own and others' signatures/ in a visually pleasing format]. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, accurate, organized, tactful, diplomatic, assertive, creative...



- Ability to clearly facilitate training sessions and/or meetings in order to promote programs and share relevant information.
(S – Bring/Learn)

Personal attributes which may link with this skill statement include: confident, accurate, organized...

- Ability to quickly and accurately record minutes of meetings.
(S - Bring)

Personal attributes which may link with this skill statement include: accurate, attentive to detail...

Leadership

- Ability to clearly and concisely share information with others to enhance their working knowledge on items such as policies, programs, procedures and computer operations.
(E - Bring/Learn)

Personal attributes which may link with this skill statement include: organized, accurate, patient...

- Ability to objectively and accurately evaluate and provide feedback regarding employee performance to [ensure compliance with clearly stated work goals and standards/ help others achieve success in their work]. **(I – Learn, S – Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, diplomatic, supportive, positive, fair...

- Ability to lead, guide, coach, advise and encourage co-workers and/or assigned staff in order to establish and maintain a harmonious and co-operative work environment.
(I & S – Bring/Learn)

Personal attributes which may link with this skill statement include: objective, fair, supportive, patient, flexible, calm, tactful...



- Ability to assign work to others, taking into consideration priorities, employees' workloads and skills and the work that needs to be accomplished. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, assertive, consistent, adaptable, fair...

- Ability to recruit and select qualified candidates according to the collective agreement, ministry and PSC policies and procedures. **(I & S - Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, assertive, fair, consistent...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to identify, clarify and analyze relevant issues, concerns or problems in order to provide options/recommendations and/or to implement solutions in a timely fashion. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, creative, influential...

- Ability to collect, record and analyze relevant data to make accurate and timely decisions on a variety of issues. **(S – Bring)**

Personal attributes which may link with this skill statement include: decisive, independent, consistent...



Interpersonal

- Ability to liaise with other agencies, staff, ministries, and the public to obtain, exchange, coordinate or confirm information while maintaining confidentiality and staying within policies and procedures. **(E & I - Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, organized, co-operative, influential, confident, diplomatic...

- Ability to establish and maintain open and honest work relationships with other agencies, staff, ministries, and the general public to obtain, exchange, coordinate and/or confirm information. **(E & I – Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, organized, co-operative, influential, confident, diplomatic...

- Ability to interact empathetically with people who may be angry, confused, rude, upset, difficult, hostile or dangerous to calm them, provide additional information and/or clarify procedures. **(E & I – Bring)**

Personal attributes which may link with this skill statement include: self-confident, focused, considerate, courteous, patient, confident...

- Ability to diplomatically facilitate a discussion of relevant issues and mediate a mutually agreeable or workable solution with a wide variety of people who can be difficult or confrontational. **(I – Bring/Learn)**

Personal attributes which may link with this skill statement include: influential, resourceful, assertive...

- Ability to influence, persuade or convince others in order to reach mutually acceptable or workable solutions/agreements. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: influential, resourceful, assertive, decisive, diplomatic...



- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include welcoming, objective, understanding...

Team/Independence

- Ability to work independently and/or as a contributing member of a variety of teams to complete work assignments, achieve common goals and contribute towards a positive work environment. **(All Levels – Bring)**

Personal attributes which may link with this skill statement include: organized, independent, team player, positive...

Organizational

- Ability to accurately and in a timely manner, coordinate and/or schedule appointments, meetings, equipment and CVA vehicles. **(E - Bring)**

Personal attributes which may link with this skill statement include: organized, resourceful, decisive...

- Ability to accurately compile, sort, and distribute high volumes of incoming and outgoing mail in a timely manner. **(E -Learn)**

Personal attributes which may link with this skill statement include: focused, accurate, organized...

- Ability to independently [assess/ establish/ assign/ adjust] your own and other's workloads taking into consideration changing priorities, tight deadlines, multiple reporting relationships and constant interruptions. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: focused, adaptable, decisive, independent, flexible...



- Ability to independently assess, establish and adjust and accurately complete multiple tasks while taking into consideration task complexity, frequent interruptions, deadlines/quota, available resources and multiple reporting relationships. **(S – Bring)**

Personal attributes which may link with this skill statement include: adaptable, independent, focused...

- Ability to precisely plan, schedule and coordinate travel and logistics for events such as meetings, conferences and workshops according to prearranged time frames. **(S - Bring/Learn)**

Personal attributes which may link with his skill statement include organized, independent, creative...

- Ability to acquire, purchase and maintain inventory such as forms, office property supplies and equipment to ensure adequate resources are available. **(S - Learn/Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, organized...

Analytical

- Ability to compile, evaluate and organize relevant information to respond to inquiries, produce in-depth documents or reports and make recommendations and/or decisions. **(I – Bring)**

Personal attributes which may link with this skill statement include: accurate, independent, resourceful...

- Ability to thoroughly evaluate, recommend and implement improvements to a variety of administrative and/or computer systems to improve efficiency of the workplace. **(S – Bring)**

Personal attributes which may link with this skill statement include: creative, attentive to detail, adaptable...



- Ability to accurately reference, interpret and appropriately apply acts, regulations, policies and guidelines to daily operations.
(I – Bring/Learn, S – Bring)

Personal attributes which may link with this skill statement include: accurate, objective, fair, attentive to detail, consistent...

- Ability to systematically search and assess statistical, financial and other data to develop informational materials and diverse reports and/or make decisions about the application of policies and procedures. **(S – Bring)**

Personal attributes which may link with this skill statement include: Accurate, attentive to detail, decisive...

Technical

- Ability to accurately compile and thoroughly monitor expenses for budget and fiscal forecasting.

Personal attributes which may link with this skill statement include: Accurate, thorough...

The creation or recreation of electronic documents:

- Ability to create, format and edit a variety of visually pleasing, clear and presentable documents using various software applications/packages within required/reasonable time frames.
(E & I – Bring/Learn)

Personal attributes which may link with this skill statement include: Accurate, creative, organized...

- Ability to input, update, edit, retrieve, maintain, merge, format and transmit information/data using a variety of hardware, software and/or electronic systems with speed and accuracy.
(I & S – Bring/Learn)

Personal attributes which may link with this skill statement include: Independent, patient, accurate...



- Ability to accurately and quickly design, format and modify complex documents using advanced features of computer software packages such as word processing, spreadsheets and desk top publishing. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: accurate, independent, creative...

Financial or statistical applications:

- Ability to accurately perform mathematical applications to calculate and balance financial and/or statistical information (e.g. invoices, program statistical reports, budgets, petty cash, bank deposits). **(E - Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, focused, decisive...

- Ability to accurately code, verify, reconcile and safeguard cash or financial records in accordance with guidelines while maintaining confidentiality. **(E - Learn)**

- *Personal attributes which may link with this skill statement include: accurate, focused, decisive...*

- Ability to accurately collect, gather, code, record, monitor, verify, calculate or forecast money and/or financial/statistical information such as budgets, accounts receivables and payables, collections, invoices, bank deposits and statistics. **(I - Bring/Learn)**

Personal attributes which may link with this skill statement include: independent, accurate, attentive to detail...

- Ability to accurately collect and compile statistics, calculate grants, fees, entitlements and interest payments and perform accounting functions in a timely manner. **(S - Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, consistent...



- Ability to accurately calculate, collect, deposit, reconcile, verify, and/or audit money, payroll, fees, assets, receivable or payables in accordance with established policies and guidelines. **(S - Learn)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, consistent...

Electronic records management, electronic support and evaluation of software:

- Ability to design, establish, update or archive hard copy or electronic records management systems in order to preserve, locate and retrieve information. **(I - Bring)**

Personal attributes which may link with this skill statement include: creative, innovative, accurate...

- Ability to provide support and orientation to people in office procedures and the use of office equipment such as photocopiers, fax machines, computers, printers and telephones to ensure proper and efficient usage of equipment. **(I - Bring/Learn)**

Personal attributes which may link with this skill statement include: patient, approachable, informative...

- Ability to evaluate and accurately select appropriate software programs and files. **(S - Bring)**

Personal attributes which may link with this skill statement include: decisive, analytical...

The operation and maintenance of electronic equipment:

- Ability to operate, troubleshoot, maintain and/or arrange for the repair of a variety of office equipment according to procedures in order to minimize delays in service and ensure efficient usage. **(E – Learn, I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: resourceful, adaptable, independent, patient, tolerant...



Systems job type occupations only:

- Ability to design, establish, update, archive and maintain electronic or manual filing systems to preserve, locate and retrieve easily accessible and up-to-date information. **(E – Bring/Learn, I & S – Bring)**

Personal attributes which may link with this skill statement include: accurate, organized, focused, creative, innovative, resourceful...

- Ability to diagnose or troubleshoot hardware and/or software and network problems to determine and perform necessary repairs, provide direction and training to users and consult appropriate resources to maintain and/or improve technical and operational requirements. **(S – Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, approachable...

- Ability to accurately develop programs, formats and systems, to prepare and monitor and/or provide input for statistical and/or financial reports in a timely manner. **(S – Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, creative...

- Ability to analyze, administer, monitor and enhance the performance of computerized data and/or systems by the design, development, testing and implementation of necessary changes to ensure the information and functional needs are met. **(S - Learn)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, creative...

- Ability to independently analyze, diagnose and correct network problems by investigating, evaluating and implementing corrective measures to maintain or restore computer operation. **(S - Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, decisive...



- Ability to administer and maintain a Local Area Network or Wide Area Network to ensure that the security and integrity of the network is not jeopardized. **(S - Bring)**

Personal attributes which may link with this skill statement include: independent, attentive to detail, decisive...

- Ability to install, configure and support operating systems, hardware and software applications and programs for stand alone or network users to ensure systems are operating in a controlled and efficient manner. **(S – Bring)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, focused...

Safety/Stress/Security

- Ability to recognize symptoms of stress in self and others AND take steps to minimize its impact and ensure good health and well being. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: patient, adaptable, sensitive...

- Ability to quickly and accurately assess and respond to potentially volatile and dangerous situations in order to ensure the safety of self and/or others. **(I & S –Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, assertive, calm...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Program Support group include:

To Be...

- accurate
- approachable
- assertive
- attentive to detail
- calm
- compassionate/
understanding/ sensitive
- confident
- cooperative
- creative/ innovative
- decisive
- respectful
- equitable
- supportive
- diplomatic
- fair/ open-minded/
objective
- flexible/ adaptable
- focused
- patient
- perceptive
- persistent
- positive
- self-motivated
- trustworthy
- welcoming
- accommodate individual
differences
- empathetic

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Midas HR/Payroll Administration

Occupational Family/Code – PDP

Profile created: 2005 06

Profile updated: 2006 12

Occupation Summary	<u>Selection of Competencies</u>	Knowledge	Skills	Personal Attributes
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Employees involved in MIDAS HR/Payroll administration roles perform a variety of duties related to a range of human resources administrative and payroll tasks and related electronic processing and record keeping using the government's MIDAS database. The roles are as follows:

- **Employee Administration** - processes employee information related to benefits and payroll.
- **Payroll Administration** - verifies and calculates adjustments outside of the regular payment of salaries.
- **Timekeeping Administration** - verifies and records information related to employee attendance.
- **Work Structure Administration** - creates and maintains position records and Midas organization structures, processes & mass government updates.
- **Reporting Administration** - produces reports of statistical/demographic data related to employees.
- **Learning Administration** - schedules and administers logistical details for learning events.
- **Benefits Administration** - administers specialized benefit functions.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of relevant acts, regulations, policies, and agreements related to human resources and/or pay administration. (**Learn – Employee Administration, Payroll Administration, Work Structure Administration, Learning Administration, Timekeeping Administration and Benefits Administration**)
 - Knowledge of government benefits and/or pension programs. (**Learn – Employee Administration, Benefits Administration**)
-

Theories/Principles

- Knowledge of accounting and financial principles for payroll processing. (**Bring – Employee Administration, Payroll Administration**)
-

Technical

- Knowledge of computer applications such as word processing, security, communication, and spreadsheet software. (**Bring**)
- Knowledge of government human resource procedures related to treasury board approvals, classification and pay administration. (**Learn – Work Structure Administration**)
- Knowledge of procedures related to learning administration. (**Learn – Learning Administration**)
- Knowledge of timekeeping administrative procedures. (**Learn – Timekeeping Administration**)
- Knowledge of position management including treasury board authorization and organizational reporting structures. (**Learn – Work Structure Administration**)
- Knowledge of relational data base concepts such as tables, queries, reports, columns and rows to design new and/or adapt existing reports. (**Bring - Reporting Administration**)



- Knowledge of classification and pay administration. **(Bring – Work Structure Administration)**
 - Knowledge of MIDAS applications with respect to human resources and/or payroll applications. **(Learn)**
 - Knowledge of requirements analysis for questioning and validating ad hoc reporting requests. **(Bring – Reporting Administration)**
 - Knowledge of present and historical Executive Government employee data information systems for generating reports. **(Learn – Reporting Administration)**
 - Knowledge of data manipulation software such as Oracle, Discover and Excel including features such as graphs, charts and pivot tables. **(Bring – Reporting Administration/Learn – Employee Administration, Work Structure Administration)**
 - Knowledge of human resource administration related to employee benefits, payroll and personnel. **(Bring – Employee Administration, Benefits Administration)**
-



Skills

Skills are those demonstrated abilities, or proficiencies, which one has learned from his/her past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to actively listen, paraphrase and ask clear, concise and relevant questions to clarify and understand information being received and to obtain relevant information from clients and others. **(Bring)**

Personal attributes which may link with this skill statement include: approachable, courteous, respectful, patient, concise, logical, respectful, persuasive, articulate...

- Ability to verbally provide clear, concise and accurate information to clients and others at a level appropriate to the individual(s). **(Bring)**

Personal attributes which may link with this skill statement include: accurate, patient, concise, courteous, respectful, logical, articulate...

- Ability to clearly and concisely compose written information in response to often complex inquiries at a level appropriate to the recipient(s). **(Bring)**

Personal attributes which may link with this skill statement include: accurate, concise, logical, courteous, respectful...

- Ability to reference, read, understand, explain and/or apply guidelines, policies, regulations, and procedures related to personnel, benefits and payroll in an accurate and timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: courteous, respectful, articulate, thorough, attentive to detail...



Leadership

- Ability to provide guidance, advice and direction to colleagues, managers and stakeholders on policies, procedures and government practices that helps others reach goals and achieve success. **(Bring – Employee Administration, Payroll Administration, Work Structure Administration, Learning Administration, Timekeeping Administration, Benefits Administration)**

Personal attributes which may link with this skill statement include: accurate, independent, concise, respectful, thorough, logical, diplomatic, persuasive, proactive...

Problem Solving

- Ability to identify, clarify and analyze relevant issues, concerns or problems and provide options and recommendations and implement sound solutions in a timely fashion. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, thorough, logical, decisive, innovative, conceptual...

- Ability to identify, clarify and analyze issues, concerns or problems related to pay/personnel/benefits/classification and determine appropriate course of action using regulations, policies, agreements and procedures in a competent and efficient manner. **(Bring – Employee Administration, Payroll Administration, Work Structure Administration, Benefits Administration)**

Personal attributes which may link with this skill statement include: resourceful, thorough, logical, decisive, innovative, conceptual...

Interpersonal

- Ability to establish and maintain open and honest work relationships with clients, colleagues and others cultivating a healthy respectful work environment, which promotes quality client service. **(Bring)**

Personal attributes which may link with this skill statement include: approachable, diplomatic, fair/open-minded/objective, trustworthy, approachable, client service focus...



- Ability to influence, persuade and convince others to reach mutually acceptable or workable solutions and/or agreements. **(Bring)**

Personal attributes which may link with this skill statement include: assertive, decisive, diplomatic, resourceful, respectful...

Team/Independence

- Ability to work independently and as a contributing member of a variety of teams to complete work assignments, achieve common goals and contribute towards a positive work environment. **(Bring)**

Personal attributes which may link with this skill statement include: cooperative, independent, supportive, dependable, trustworthy, resourceful, adaptable, flexible, client service focus...

Organizational

- Ability to plan and organize a large volume of work taking into consideration frequent interruptions and conflicting and changing priorities while meeting tight deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: organized, independent, adaptable, attentive to detail, resourceful, decisive, client service focus...

- Ability to precisely plan, schedule and coordinate logistics for learning events within required time frames. **(Bring – Learning Administration)**

Personal attributes which may link with his skill statement include: organized, independent, resourceful, adaptable, attentive to detail, decisive...



Analytical

- Ability to accurately reference, understand and appropriately apply acts, regulations, policies, procedures and agreements as part of daily operations. **(Bring – Employee Administration, Payroll Administration, Work Structure Administration, Learning Administration, Benefits Administration)**

Personal attributes which may link with this skill statement include: accurate, independent, thorough, logical, conceptual...

- Ability to check and verify documentation for completeness and accuracy in accordance with applicable policies, procedures and agreements. **(Bring – Employee Administration, Payroll Administration, Work Structure Administration, Learning Administration, Timekeeping Administration, Benefits Administration)**

Personal attributes which may link with this skill statement include: accurate, independent, thorough, attentive to detail...

- Ability to clarify the request, search for, evaluate and verify pertinent information in response to requests and inquiries and produce in-depth reports. **(Bring – Reporting Administration)**

Personal attributes which may link with this skill statement include: accurate, independent, resourceful, thorough, logical...

- Ability to independently gather, understand and synthesize specialized information such as performance measures, demographics, sick leave usage to meet the needs of the organization. **(Bring – Reporting Administration)**

Personal attributes which may link with this skill statement include: accurate, independent, resourceful, thorough, logical, innovative, attentive to detail...

- Ability to extract, organize and compile information for accurate reports and statistics. **(Bring)**

Personal attributes which may link with this skill statement include: precise, conceptual, logical, proactive and creative...



- Ability to maintain the confidentiality of sensitive information identified in the creation of reports. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic, dependable and trustworthy...

Technical

- Ability to input, update, edit, retrieve, maintain, merge, format and transmit information/data using a variety of hardware, software and electronic systems with speed and accuracy within tight deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: independent, patient, accurate...

- Ability to create a variety of reports from a database in an accurate, logical and visually presentable format within required time frames. **(Bring – Reporting Administration/Learn – Employee Administration, Work Structure Administration, Benefits Administration)**

Personal attributes which may link with this skill statement include: accurate, organized, logical, thorough, attentive to detail, conceptual, innovative...

- Ability to accurately reconcile and verify pay, and/or personnel/benefit information, in accordance with established policies and guidelines. **(Bring – Employee Administration, Payroll Administration, Work Structure Administration, Benefits Administration)**

Personal attributes which may link with this skill statement include: accurate, thorough, attentive to detail, patient, logical, concise, organized...

- Ability to accurately perform complex mathematical calculations with accuracy and within deadlines. **(Bring – Employee Administration, Payroll Administration, Work Structure Administration, Benefits Administration)**

Personal attributes which may link with this skill statement include: accurate, thorough, logical, patient, organized...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are the underlying characteristics, which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, which can be described as feelings, attitudes, habits and traits. Each of these is demonstrated through one's behaviour.

The personal attributes are stated under the skill competencies for which they may be most critical.

Personal attributes for the MIDAS HR/Payroll positions include:

To Be...

- Approachable
- Patient
- Assertive
- Organized
- Cooperative
- Courteous
- Persuasive
- Articulate
- Innovative
- Proactive
- Client Service Focused
- Accurate
- Resourceful
- Concise
- Trustworthy
- Respectful
- Independent
- Conceptual
- Supportive
- Dependable
- Adaptable
- Fair/open-minded/objective
- Decisive
- Diplomatic
- Thorough
- Logical
- Flexible
- Attentive to detail
- Precise
- Creative

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Municipal Advisors

Occupational Family/Code – Program Consultation: CMA

Profile created: 1998 06

Profile updated: 2006 12

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The Municipal Advisor provides consultative, advisory and educational services to elected and appointed urban and rural municipal officials in the areas of financial management, local government administration and statute law.

The municipal advisor may provide municipal officials with a clear interpretation of provincial statutes and municipal administration standards. A municipal advisor may review administration procedures, municipal bylaws and council resolutions to respond to inquiries from municipal officials or the public. The municipal advisor may be required to prepare information manuals, conduct training sessions and develop administrative guidelines for municipal government officials.

A municipal advisor may also perform operational and financial audits in municipal offices and inspect work methods of municipal administrators.

A municipal advisor may provide technical advice in developing legislation, policies and procedures regarding municipal government to ministerial and inter-ministerial staff.

A municipal advisor may also be expected to travel and work extended hours. This may include travel, especially in the north, to isolated areas on poor road conditions or by small aircraft.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of acts, regulations and policies impacting/pertaining to municipal operations. **(Bring)**
-

Theories/Principles

- Knowledge of procedures and practices of municipal operations. **(Bring)**
 - Knowledge of administrative law such as the practices and process of calling, conducting, and writing decisions of hearings and tribunals. **(Bring)**
-

Technical

- Knowledge of municipal finances such as property assessment, tax rolls, fiscal forecasting, and grant programs. **(Bring)**
 - Knowledge of ministerial policies, structure and programs. **(Learn)**
 - Knowledge of other provincial and federal government programs and policies affecting municipalities. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to prepare and clearly deliver presentation workshops and seminars on municipal issues and respond to questions from individuals and/or groups. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, patient, approachable...

- Ability to write clear and concise documents including manuals, briefing materials, reports, handbooks, and procedures for municipalities. **(Bring)**

Personal attributes which may link with this skill statement include: dependable, innovative...

Problem Solving

- Ability to analyze situations, identify issues or problems, consider various options, then determine and implement appropriate course of action. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, innovative...

Interpersonal

- Ability to calmly respond to questions and problems from elected officials and the general public on issues that may be contentious. **(Bring)**

Personal attributes which may link with this skill statement include: patient, understanding, flexible...

- Ability to advise and persuade municipal officials and the public to implement and comply with municipal legislation, policies and procedures. **(Bring)**

Personal attributes which may link with this skill statement include: patient, self-confident, flexible...



- Ability to actively listen, anticipate issues, clarify problems in order to offer explanations or solutions. **(Bring)**

Personal attributes which may link with this skill statement include: patient, flexible, approachable...

Organizational

- Ability to independently assess, establish and adjust multiple priorities to meet ministry and municipality-imposed deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, reliable, self-confident...

- Ability to plan, co-ordinate, implement and monitor projects or activities. **(Bring)**

Personal attributes which may link with this skill statement include: dependable, reliable, team player...

Analytical

- Ability to accurately research, interpret, and apply municipal legislation and policies. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, flexible...

Technical

- Ability to conduct extensive audits of municipal records, make recommendations and report results. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, reliable, patient...

- Ability to use word processing, database and spreadsheet software. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, reliable...

- Ability to use presentation computer software. **(Learn)**

Personal attributes which may link with this skill statement include: innovative, flexible...



- Ability to use municipal accounting software packages.
(Learn - north only)

Personal attributes which may link with this skill statement include: flexible, patient...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Municipal Advisors include:

To Be...

- flexible
- dependable/ reliable
- self-confident
- a team player
- innovative
- approachable
- patient/ understanding

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Network and Infrastructure - ITO

Occupational Family/Code – Science & Technology: SIT

Profile created: 2005 05

Profile updated: 2006 12

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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This competency profile comprises competencies for two related but separate roles working in Data Centre Operations in the Information Technology Office:

Network - Employees in these roles are involved in the design, implementation, and operation of an enterprise-wide data network infrastructure. This includes all LAN, MAN and WAN infrastructure, the core network, security and physical infrastructure in the government's data centre, and supporting services such as DNS, DHCP and WINS. They identify potential network service-level problems before they occur and implement solutions as well as manage the restoration of service caused by local or remote network outages. They are also responsible for all core network infrastructure configurations; installations; patch and security management; maintenance and monitoring; and backup and recovery.

Server - Employees in these roles are involved in providing technical support for server operations for the Information Technology Office and its government partnering agencies. They provide server support for over 100 Intel and RISC servers and centrally hosted applications, databases, and LAN-based server systems. Server operations provide management, maintenance and support for the many multiple systems and applications for all of government. This includes mission critical applications (e.g., health care systems, and financial systems) that must operate seven days per week and 24 hours per day

For some positions, employees may need to be available after hours to perform some of the duties.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of ministerial programs standards, policies and expectations. **(Learn)**
-

Theories/Principles

- Knowledge of strategic and project planning techniques. **(Bring – senior/Learn – junior)**

Specifically:

Project management methodology established by the Project Management Institute (PMI), otherwise known as Project Management Body of Knowledge (PMBOK)

Technical

- Technical Knowledge of networking architecture. **(Bring)**
- Knowledge of operating systems. **(Bring)**

Specifically (Network):

One or more of the following, depending on the specific position: Microsoft, Check Point, CISCO (The level of knowledge required in these would be typically gained through certification.)

Specifically (Server):

Current knowledge in Windows 2K/2K3 including active directory design and management in a large scale environment (The level of knowledge required in these would be typically gained through M/S certification.)



- Knowledge of computer hardware and architecture. **(Bring)**

Specifically (Network):

Network hardware such as CISCO, Check Point, Nokia, Nortel

Specifically (Server):

Tier 1 computer server hardware, SAN storage, clustering technologies, backup/restore technology (The level of knowledge required in these would be obtained through experience in a large-scale environment.)

- Knowledge of commercial software applications. **(Bring)**

Specifically (Network):

One or more of the following for monitoring, probing and analyzing network traffic: VISIO for network documentation (including the 7 OSI layers), Protocol IS, wiring standards, network design

Specifically (Server):

One or more of the following (depending on what is being supported): SQL Server Exchange, IIS, SMS. These are required to design and support clustering solutions, SAN technologies and redundant network connects on the server. (The level of knowledge required would typically be obtained through Microsoft certification.)



Skills

Skills are those demonstrated abilities, or proficiencies, which one has learned from his/her past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to write a variety of detailed, accurate and clear (technical) material such as user, systems and requirements documentation and procedures, project plans, letters, requests for proposals, feasibility studies, recommendations and reports, at a level appropriate to the target groups. **(Bring)**

Personal attributes which may link with this skill statement include: logical, concise, creative, thorough...

- Ability to orally explain or present (technical) information to a wide variety of technical and non-technical individuals and/or groups in a clear, accurate and understandable manner. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, concise, creative...

- Ability to demonstrate and promote the use and value of new technology, programs and services in a manner that creates understanding, captures interest and enhances users' computer skills. **(Bring- senior/Learn – junior)**

Personal attributes which may link with this skill statement include: self-confident, concise, logical, creative...



Leadership

- Ability to constructively lead, advise and encourage others to achieve success in their work and contribute to the effectiveness of the work team.
(Bring/Learn – Network; Learn – Server)

Personal attributes which may link with this skill statement include: honest/accountable/disciplined, assertive, diplomatic/tactful...

Problem Solving

- Ability to independently interpret, comprehend and apply technical instructions and concepts to successfully acquire, install, modify, configure and maintain hardware and software components and administer networks. **(Bring)**

Personal attributes which may link with this skill statement include: logical, thorough, adaptable/flexible...

- Ability to diagnose technical problems such as delays, malfunctions and errors in order to determine the true cause of the problem and provide a (workable/reasonable/optimal) solution in a reasonable timeframe. **(Bring)**

Personal attributes which may link with this skill statement include: creative, logical, thorough, organized...

Team/Independence

- Ability to work independently and participate as a team member to meet the needs of clients and co-workers and to build productive, positive work relationships. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable/flexible, patient...

Organizational

- Ability to independently prioritize and organize one's own workload to meet tight deadlines and successfully complete projects in a changing environment. **(Bring)**

Personal attributes which may link with this skill statement include: organized, thorough...



Analytical

- Ability to identify, explore and evaluate options on data, processes and methodologies, information technology and potential systems design to make feasible recommendations.
(Bring – senior/Learn – junior)

Personal attributes which may link with this skill statement include: logical, concise...

Technical

- Ability to design new or adapt existing systems/applications taking into account design alternatives, business requirements, and cost, resource and time constraints.
(Bring- senior/Learn – junior)

Personal attributes which may link with this skill statement include: creative, logical, organized, thorough...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are the underlying characteristics, which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, which can be described as feelings, attitudes, habits and traits. Each of these is demonstrated through one's behaviour.

The personal attributes are stated under the skill competencies for which they may be most critical.

Personal attributes for the Network and Infrastructure positions include:

To Be...

- Logical
- Organized
- Methodical
- Learning oriented
- Adaptable/flexible
- Thorough
- Creative
- Concise
- Visionary
- Self-confident
- Diplomatic/tactful
- Patient
- Honest/accountable/disciplined
- Assertive

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Occupational Health Officers

Occupational Family/Code – Inspection and Regulatory: ROH

Profile created: 1997 04

Profile updated: 2006 12

Occupation Summary	<u>Selection of Competencies</u>	Knowledge	Skills	Personal Attributes
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Occupational Health Officers are responsible for inspecting places of employment, work procedures and equipment to ensure compliance with the Occupational Health and Safety Act and Regulations. They inspect industries such as health care, forestry, construction, steel manufacturing, all sectors of the petroleum industry and various other industry categories. They assist and support workplace occupational health committees, design and deliver training sessions and provide education and advice regarding occupational health and safety matters. They are frequently required to resolve disputes over occupational health and safety concerns. They are also required to investigate workplace fatalities and serious injuries.

Occupational health and safety concerns arise more frequently in the higher hazard industries and workplaces. Officers are, therefore, required to inspect and investigate in physically demanding conditions such as high elevations, confining spaces, worksites with obstructions or limited access and egress, deep snow, mud and oil. Officers must inspect accident scenes where a fatality or serious injury has occurred and where the victim may be present.

Officers are required to travel to rural, isolated areas and to work away from home for extended periods of time in order to conduct investigations. A valid Class 5 driver's license is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of Occupational Health and Safety Act and Regulations and other legislation, standards, codes and guidelines as they relate to the health and safety of workers. **(Learn)**
 - Knowledge of occupational health and safety fundamentals, principles, rights, duties and responsibilities. **(Bring)**
-

Theories/Principles

- **Medium-High Hazard Industry**
Knowledge of forestry; construction oil and gas; manufacturing; health care; metal foundries; mills or machining; OR meat; poultry and fish processing; and their processes. (The industry knowledge identified in this category is of a Medium-High hazard as referenced in the Occupational Health and Safety Regulations) **OR**
- **Trade**
Knowledge of the bricklaying; carpentry; crane and hoist operating; plumbing; electrical; firefighting; heavy-duty equipment or industrial mechanics; ironworking; machinist; power linesperson; robotics; scaffold design and installation; steamfitting-pipefitting OR welding trade and its processes. **OR**
- **Scientific/Technical**
Knowledge of mechanical, chemical, or civil engineering principles; industrial processes engineering principles; human factor/ergonomic engineering principles; occupational health nursing principles; microbiology and infectious disease control principles; chemistry, biology, or physics principles; OR legal, regulatory, policing investigative and court principles and their processes.

("Bring" knowledge of one industry, trade or scientific/technical field and learn remainder on job).



- Knowledge of health and safety requirements, evolving safety techniques, specialized terminology, equipment and workplace procedures. (For the specific industry, trade, or scientific/technical field identified in the knowledge statement above). (**"Bring" knowledge of health and safety requirements for one industry, trade or scientific/technical field and learn remainder on job**).
 - Knowledge of inspection and investigative techniques and processes. (**Learn**)
 - Knowledge of conflict resolution and mediation techniques and approaches. (**Learn**)
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. (**Bring - Supervisor only/Learn**)
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to write memos, letters, reports and official documents in a clear and concise manner, for comprehension and/or compliance. **(Bring)**

Personal attributes which may link with this skill statement include: logical, organized, thorough...

- Ability to plan, develop and deliver formal and impromptu presentations to a wide variety of groups to promote health and safety in the workplace. **(Bring)**

Personal attributes which may link with this skill statement include: persuasive, thorough, confident...

Leadership

- Ability to calmly and thoroughly take control of a situation and provide direction in the inspection/investigation of unpleasant, demanding or graphic situations, such as fatalities. **(Bring)**

Personal attributes which may link with this skill statement include: assertive, confident, organized...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...



Problem Solving

- Ability to accurately interpret and comprehend (occupational health and safety acts), regulations, programs, policies, codes of practice, standards and guidelines. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: logical, thorough, confident...

- Ability to actively listen and discuss options and consequences to resolve conflict and/or reach mutual agreement between parties. **(Bring)**

Personal attributes which may link with this skill statement include: open-minded, co-operative, outgoing...

Interpersonal

- Ability to interact with potentially difficult, uncooperative people (in a respectful, objective but firm manner) in order to gain their trust and confidence. **(Bring)**

Personal attributes which may link with this skill statement include: assertive, co-operative, confident...

- Ability to develop and maintain agency contacts and a network of other resources to share/obtain information to keep current with ever-changing workplace issues. **(Bring)**

Personal attributes which may link with this skill statement include: co-operative, confident, trustworthy...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...



Team/Independence

- Ability to work primarily alone or in a team environment to complete required tasks while following legal and operational divisional procedures. **(Bring)**

Personal attributes which may link with this skill statement include: self-motivated, flexible, thorough...

Organizational

- Ability to organize and manage ever-changing priorities to ensure tasks are completed in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: balanced, flexible, organized...

Analytical

- Ability to identify and record relevant information and/or evidence through observations, interviews, inquiries and inspections while following legal and operational procedures. **(Bring)**

Personal attributes which may link with this skill statement include: thorough, meticulous, logical...

- Ability to analyze and verify facts and complex, conflicting information and evidence to determine compliance with occupational health and safety legislation. **(Bring)**

Personal attributes which may link with this skill statement include: logical, analytical, meticulous...

Technical

- Ability to input, edit, update and retrieve information from a word processing package quickly and with accuracy. **(Bring)**

Personal attributes which may link with this skill statement include: thorough, organized...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Occupational Health Officers include:

To Be...

- balanced /open-minded
- sensitive
- assertive/ persuasive
- logical/ analytical
- accommodate individual differences
- empathetic
- self-motivated
- flexible/ co-operative
- meticulous/ thorough
- organized
- objective
- supportive
- confident/ outgoing
- trustworthy
- respectful
- welcoming
- equitable
- understanding

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Program Support (Document Processing, Medical Claims Assessor, Program/Officer Administrator, Secretary)

Occupational Family/Code – Program Support: PDP, PMC, POM, PSC

Profile created: 1997 01

Profile updated: 2006 09

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Primary responsibilities for employees in the program support family consist of information processing, office administration or record maintenance. Specific duties in each of these areas of responsibility vary depending on position level.

Employees at the entry level (1-3) are responsible for duties such as: operating computers and office equipment; entering and retrieving data using pre-packaged software programs; keeping records and retrieving or searching files; receiving, sorting or distributing mail; providing reception services and general program information.

Employees at the intermediate level (4-5) are responsible for duties similar to that at the entry level but also for duties such as: composing or editing brief, routine correspondence; maintaining office equipment; explaining policies; supervising staff; maintaining office processes and procedures; reviewing, assessing, approving, coding and processing documents such as claims, permits and applications; ordering supplies; compiling reports and keeping budget records.

Employees at the senior level (6-7) are responsible for duties similar to that at the intermediate level but also for duties such as: composing, compiling or computing statistics, information or documents; manipulating data using pre-packaged software programs; co-ordinating, establishing and maintaining operating standards and records; providing advice on policies and procedures; supervising staff; completing fiscal forecasts, authorizing expenditures and preparing budget submissions.

Document Processing Employees

(PDP) - maintains records or files of activities such as accounts, court records, or payroll; compiles reports; reviews or processes statements or applications and follows up on discrepancies; provides information to the ministry or public regarding ministry programs including issuance of permits, licenses, applications or grants; may type or compose letters using work processors or prepare other documents using databases, spreadsheets, or the Internet.



Medical Claims Assessor

(PMC) - assesses medical claims, overpayments and retroactive coverage changes to authorize, reject or adjust payments for pharmacy claims or doctors' services. Composes correspondence requesting doctors' or pharmacists' clarification regarding questionable claims; audits doctors' billing practices or high-quantity drug reports and responds to inquiries through written or verbal communication.

(PMA) - processes and codes statistical records from Hospitals (e.g. mortality data); updates and runs reports from the Canadian Institute for Health Information databases; updates the Saskatchewan Physician, Dentist and Locum Registry; responds to inquiries from the public regarding hospital, ambulance or physician services.

Program/Officer Administrator

(POM) - performs or supervises program or administrative operational functions with responsibilities including project management; budgets, processes and procedures, office space, inventory, human resources, property and supplies. Assesses and approves program applications or grants; researches and writes reports regarding program under purview.

Secretaries

(PSC) - word processing various documents such as letters and memos; maintains databases, runs reports and creates spreadsheets; may perform research on the Internet or create web pages using HTML; receives and distributes incoming and outgoing mail and office supplies; responds to and refers inquiries; files and updates filing systems; schedules meetings and travel arrangements; performs reception duties and may track budget expenditures and process invoices.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of relevant legislation, regulations, acts, agreements, policies and/or procedures. **(E & I - Learn, S - Bring/Learn)**
 - Knowledge of government purchasing and payment practices. **(S - Bring)**
-

Theories/Principles

- Knowledge of applicable accounting principles. **(I - Bring)**
 - Knowledge of human resources principles and practices which includes supervision, staffing, performance evaluation, coaching and counseling. **(S - Bring)**
 - Knowledge of budget preparation, expenditure and fiscal forecasting processes and procedures. **(S - Bring)**
 - Knowledge of basic accounting/financial principles, procedures/practices. **(S - Bring)**
 - Knowledge of theories and practices relevant to the to the job assignment/program. **(S - Bring)**
 - Knowledge of program development, management and evaluation principles. **(S - Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of office filing procedures and systems. **(E - Learn)**
- Knowledge of office and/or administrative procedures, protocols and equipment. **(I & S - Bring/Learn)**



- Knowledge of relevant ministry and industry programs, processes and specialized terminology. **(E & I – Learn, S – Bring)**
 - Knowledge of applicable computer hardware and software applications and terminology. **(All Levels – Bring)**
 - Knowledge of word processing, databases, and/or spreadsheet software. **(E – Learn)**
 - Knowledge of computer applications such as word processing, security, communication, spreadsheet software, database and operating systems and/or computer hardware. **(I - Bring/Learn, S - Bring)**
 - Knowledge of various operating systems, networks and network design. **(Systems job type knowledge only. S – Bring)**
 - Knowledge of the design, development and testing methods of customized software packages. **(Systems job type knowledge only. S - Bring)**
 - Knowledge of office management and administrative procedures and protocols. **(S - Bring)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to clearly and accurately explain complex issues, policies, procedures, referencing legislation and other information to clients and co-workers. **(S - Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough, tactful, diplomatic ...

Oral Communication Skills

- Ability to listen, accurately comprehend and orally respond to inquiries from clients, other agencies or the general public and/or relay information, directions or questions in person or over the phone in an accurate, clear, concise and courteous manner. **(E – Bring)**

Personal attributes which may link with this skill statement include: polite, organized, accurate....

- Ability to actively listen to and calmly and courteously acknowledge the concerns of clients who may be hostile, angry, rude, confused or frustrated to diffuse potentially dangerous or threatening situations. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: polite, courteous, calm, approachable...

- Ability to respond accurately, clearly and courteously to inquiries from clients, other agencies and the general public. **(E - Bring)**

Personal attributes which may link with this skill statement include: accurate, organized, assertive...



- Ability to gather relevant information from incoming calls, walk in clients and co-workers in order to relay complete and accurate messages to appropriate persons. **(E - Bring)**

Personal attributes which may link with this skill statement include: approachable, polite, patient...

- Ability to ask clear, concise and relevant questions in order to obtain relevant information from clients [and relay complete and accurate messages to appropriate persons/ respond appropriately/ redirect to pertinent ministry, agency or service]. **(E & I – Bring)**

Personal attributes which may link with this skill statement include: approachable, polite, patient...

- Ability to provide clear, concise and accurate information and/or explanations to a variety of people in both formal and informal settings and in a manner appropriate to the audience. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: sincere, accurate, diplomatic, flexible...

Oral and Written Communication Skills

- Ability to verbally and in writing provide clear, concise and timely information in response to often complex inquiries at a level appropriate to the recipient. **(I – Bring)**

Personal attributes which may link with this skill statement include: informative, positive, assertive...

Written Communication Skills

- Ability to accurately, concisely and in a timely manner compose, record, proofread and/or edit a variety of correspondence [using correct grammar, spelling and punctuation/ for your own and others' signatures/ in a visually pleasing format]. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, accurate, organized, tactful, diplomatic, assertive, creative...



- Ability to clearly facilitate training sessions and/or meetings in order to promote programs and share relevant information.
(S – Bring/Learn)

Personal attributes which may link with this skill statement include: confident, accurate, organized...

- Ability to quickly and accurately record minutes of meetings.
(S - Bring)

Personal attributes which may link with this skill statement include: accurate, attentive to detail...

Leadership

- Ability to clearly and concisely share information with others to enhance their working knowledge on items such as policies, programs, procedures and computer operations.
(E - Bring/Learn)

Personal attributes which may link with this skill statement include: organized, accurate, patient...

- Ability to objectively and accurately evaluate and provide feedback regarding employee performance to [ensure compliance with clearly stated work goals and standards/ help others achieve success in their work]. **(I – Learn, S – Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, diplomatic, supportive, positive, fair...

- Ability to lead, guide, coach, advise and encourage co-workers and/or assigned staff in order to establish and maintain a harmonious and co-operative work environment.
(I & S – Bring/Learn)

Personal attributes which may link with this skill statement include: objective, fair, supportive, patient, flexible, calm, tactful...



- Ability to assign work to others, taking into consideration priorities, employees' workloads and skills and the work that needs to be accomplished. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, assertive, consistent, adaptable, fair...

- Ability to recruit and select qualified candidates according to the collective agreement, ministry and PSC policies and procedures. **(I & S - Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, assertive, fair, consistent...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to identify, clarify and analyze relevant issues, concerns or problems in order to provide options/recommendations and/or to implement solutions in a timely fashion. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, creative, influential...

- Ability to collect, record and analyze relevant data to make accurate and timely decisions on a variety of issues. **(S – Bring)**

Personal attributes which may link with this skill statement include: decisive, independent, consistent...



Interpersonal

- Ability to liaise with other agencies, staff, ministries, and the public to obtain, exchange, coordinate or confirm information while maintaining confidentiality and staying within policies and procedures. **(E & I - Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, organized, co-operative, influential, confident, diplomatic...

- Ability to establish and maintain open and honest work relationships with other agencies, staff, ministries, and the general public to obtain, exchange, coordinate and/or confirm information. **(E & I – Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, organized, co-operative, influential, confident, diplomatic...

- Ability to interact empathetically with people who may be angry, confused, rude, upset, difficult, hostile or dangerous to calm them, provide additional information and/or clarify procedures. **(E & I – Bring)**

Personal attributes which may link with this skill statement include: self-confident, focused, considerate, courteous, patient, confident...

- Ability to diplomatically facilitate a discussion of relevant issues and mediate a mutually agreeable or workable solution with a wide variety of people who can be difficult or confrontational. **(I – Bring/Learn)**

Personal attributes which may link with this skill statement include: influential, resourceful, assertive...

- Ability to influence, persuade or convince others in order to reach mutually acceptable or workable solutions/agreements. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: influential, resourceful, assertive, decisive, diplomatic...



- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include welcoming, objective, understanding...

Team/Independence

- Ability to work independently and/or as a contributing member of a variety of teams to complete work assignments, achieve common goals and contribute towards a positive work environment. **(All Levels – Bring)**

Personal attributes which may link with this skill statement include: organized, independent, team player, positive...

Organizational

- Ability to accurately and in a timely manner, coordinate and/or schedule appointments, meetings, equipment and CVA vehicles. **(E - Bring)**

Personal attributes which may link with this skill statement include: organized, resourceful, decisive...

- Ability to accurately compile, sort, and distribute high volumes of incoming and outgoing mail in a timely manner. **(E - Learn)**

Personal attributes which may link with this skill statement include: focused, accurate, organized...

- Ability to independently [assess/ establish/ assign/ adjust] your own and other's workloads taking into consideration changing priorities, tight deadlines, multiple reporting relationships and constant interruptions. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: focused, adaptable, decisive, independent, flexible...



- Ability to independently assess, establish and adjust and accurately complete multiple tasks while taking into consideration task complexity, frequent interruptions, deadlines/quota, available resources and multiple reporting relationships. **(S – Bring)**

Personal attributes which may link with this skill statement include: adaptable, independent, focused...

- Ability to precisely plan, schedule and coordinate travel and logistics for events such as meetings, conferences and workshops according to prearranged time frames. **(S - Bring/Learn)**

Personal attributes which may link with his skill statement include organized, independent, creative...

- Ability to acquire, purchase and maintain inventory such as forms, office property supplies and equipment to ensure adequate resources are available. **(S - Learn/Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, organized...

Analytical

- Ability to compile, evaluate and organize relevant information to respond to inquiries, produce in-depth documents or reports and make recommendations and/or decisions. **(I – Bring)**

Personal attributes which may link with this skill statement include: accurate, independent, resourceful...

- Ability to thoroughly evaluate, recommend and implement improvements to a variety of administrative and/or computer systems to improve efficiency of the workplace. **(S – Bring)**

Personal attributes which may link with this skill statement include: creative, attentive to detail, adaptable...



- Ability to accurately reference, interpret and appropriately apply acts, regulations, policies and guidelines to daily operations. **(I – Bring/Learn, S – Bring)**

Personal attributes which may link with this skill statement include: accurate, objective, fair, attentive to detail, consistent...

- Ability to systematically search and assess statistical, financial and other data to develop informational materials and diverse reports and/or make decisions about the application of policies and procedures. **(S – Bring)**

Personal attributes which may link with this skill statement include: Accurate, attentive to detail, decisive...

Technical

- Ability to accurately compile and thoroughly monitor expenses for budget and fiscal forecasting.

Personal attributes which may link with this skill statement include: Accurate, thorough...

The creation or recreation of electronic documents:

- Ability to create, format and edit a variety of visually pleasing, clear and presentable documents using various software applications/packages within required/reasonable time frames. **(E & I – Bring/Learn)**

Personal attributes which may link with this skill statement include: Accurate, creative, organized...

- Ability to input, update, edit, retrieve, maintain, merge, format and transmit information/data using a variety of hardware, software and/or electronic systems with speed and accuracy. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: Independent, patient, accurate...



Financial or statistical applications:

- Ability to accurately and quickly design, format and modify complex documents using advanced features of computer software packages such as word processing, spreadsheets and desk top publishing. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: accurate, independent, creative...

- Ability to accurately perform mathematical applications to calculate and balance financial and/or statistical information (e.g. invoices, program statistical reports, budgets, petty cash, bank deposits). **(E - Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, focused, decisive...

- Ability to accurately code, verify, reconcile and safeguard cash or financial records in accordance with guidelines while maintaining confidentiality. **(E - Learn)**

- *Personal attributes which may link with this skill statement include: accurate, focused, decisive...*

- Ability to accurately collect, gather, code, record, monitor, verify, calculate or forecast money and/or financial/statistical information such as budgets, accounts receivables and payables, collections, invoices, bank deposits and statistics. **(I - Bring/Learn)**

Personal attributes which may link with this skill statement include: independent, accurate, attentive to detail...

- Ability to accurately collect and compile statistics, calculate grants, fees, entitlements and interest payments and perform accounting functions in a timely manner. **(S - Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, consistent...



- Ability to accurately calculate, collect, deposit, reconcile, verify, and/or audit money, payroll, fees, assets, receivable or payables in accordance with established policies and guidelines. **(S - Learn)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, consistent...

Electronic records management, electronic support and evaluation of software:

- Ability to design, establish, update or archive hard copy or electronic records management systems in order to preserve, locate and retrieve information. **(I - Bring)**

Personal attributes which may link with this skill statement include: creative, innovative, accurate...

- Ability to provide support and orientation to people in office procedures and the use of office equipment such as photocopiers, fax machines, computers, printers and telephones to ensure proper and efficient usage of equipment. **(I - Bring/Learn)**

Personal attributes which may link with this skill statement include: patient, approachable, informative...

- Ability to evaluate and accurately select appropriate software programs and files. **(S - Bring)**

Personal attributes which may link with this skill statement include: decisive, analytical...

The operation and maintenance of electronic equipment:

- Ability to operate, troubleshoot, maintain and/or arrange for the repair of a variety of office equipment according to procedures in order to minimize delays in service and ensure efficient usage. **(E – Learn, I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: resourceful, adaptable, independent, patient, tolerant...



Systems job type occupations only:

- Ability to design, establish, update, archive and maintain electronic or manual filing systems to preserve, locate and retrieve easily accessible and up-to-date information. **(E – Bring/Learn, I & S – Bring)**

Personal attributes which may link with this skill statement include: accurate, organized, focused, creative, innovative, resourceful...

- Ability to diagnose or troubleshoot hardware and/or software and network problems to determine and perform necessary repairs, provide direction and training to users and consult appropriate resources to maintain and/or improve technical and operational requirements. **(S – Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, approachable...

- Ability to accurately develop programs, formats and systems, to prepare and monitor and/or provide input for statistical and/or financial reports in a timely manner. **(S – Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, creative...

- Ability to analyze, administer, monitor and enhance the performance of computerized data and/or systems by the design, development, testing and implementation of necessary changes to ensure the information and functional needs are met. **(S - Learn)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, creative...

- Ability to independently analyze, diagnose and correct network problems by investigating, evaluating and implementing corrective measures to maintain or restore computer operation. **(S - Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, decisive...



- Ability to administer and maintain a Local Area Network or Wide Area Network to ensure that the security and integrity of the network is not jeopardized. **(S - Bring)**

Personal attributes which may link with this skill statement include: independent, attentive to detail, decisive...

- Ability to install, configure and support operating systems, hardware and software applications and programs for stand alone or network users to ensure systems are operating in a controlled and efficient manner. **(S – Bring)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, focused...

Safety/Stress/Security

- Ability to recognize symptoms of stress in self and others AND take steps to minimize its impact and ensure good health and well being. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: patient, adaptable, sensitive...

- Ability to quickly and accurately assess and respond to potentially volatile and dangerous situations in order to ensure the safety of self and/or others. **(I & S –Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, assertive, calm...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Program Support group include:

To Be...

- accurate
- approachable
- assertive
- attentive to detail
- calm
- compassionate/
understanding/ sensitive
- confident
- cooperative
- creative/ innovative
- decisive
- respectful
- equitable
- supportive
- diplomatic
- fair/ open-minded/
objective
- flexible/ adaptable
- focused
- patient
- perceptive
- persistent
- positive
- self-motivated
- trustworthy
- welcoming
- accommodate individual
differences
- empathetic

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Parental Care Supervisors

Occupational Family/Code – Human Services: HPC

Profile created: 1998 11

Profile updated: 2006 12

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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There are many facets to the position of Parental Care Supervisor (PCS), depending on the type of facility where it is stationed. These facilities may be residential, custodial, or therapeutic. In many instances the PCSs have the responsibility for the entire facility; in others they are part of a team of workers providing an integrated program. Generally, they provide security and care for youth or children. These young people are at various stages of physical and emotional development. They may exhibit behaviours which are consistent with those of youth affected by alcohol/drug addition, abusive environment/ lifestyles and/or other influencing factors. This position may be required to provide emotional support to residents experiencing trauma or impulses to self-harm. The position is required to observe behaviours/situations and accurately report these to other members of the case management team. The position typically involves night work.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable procedures, policies, regulations and legislation. **(Learn)**
-

Theories/Principles

- Knowledge of physical and emotional development of adolescents. **(Bring)**
 - Knowledge of child abuse affects. **(Bring)**
 - Knowledge of multi-cultural beliefs, values and perspectives with particular emphasis on First Nations and Metis. **(Learn)**
 - Knowledge of crisis intervention techniques. **(Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to organize, present and record information in a clear, concise, complete, accurate and timely manner which allows others to understand the reasons for a decision/recommendation or the need for further action. **(Bring)**

Personal attributes which may link with this skill statement include: client service oriented...

Leadership

- Ability to recruit, select, train and/or monitor personnel to ensure compliance with expectations, responsibilities and standards of work performance. **(Learn)**

Personal attributes which may link with this skill statement include: compassionate/supportive, empathetic, team player...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.
(Bring - Supervisor only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to analyze and resolve complex issues, both independently and as part of a team, when responding to potentially threatening behaviours. **(Bring)**

Personal attributes which may link with this skill statement include: client service oriented, team player/facilitator, goal oriented...



- Ability to develop, assess and consider options for addressing urgent client situations and implement solutions which reduce client risks. **(Learn)**

Personal attributes which may link with this skill statement include: goal oriented, empathetic...

Interpersonal

- Ability to develop and maintain open and honest work relationships with a challenging and diverse range of individuals. **(Bring)**

Personal attributes which may link with this skill statement include: compassionate/supportive, empathetic...

- Ability to recognize and value cultural differences when considering client needs. **(Bring)**

Personal attributes which may link with this skill statement include: compassionate/supportive, empathetic...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently, interdependently, and participate as a contributing member of a variety of teams within the workplace. **(Bring)**

Personal attributes which may link with this skill statement include: team player/facilitator, goal oriented...

Organizational

- Ability to independently plan and balance diverse and conflicting workload pressures in a timely manner, accomplishing program goals while meeting client needs. **(Bring)**

Personal attributes which may link with this skill statement include: client service oriented, goal oriented...



Analytical

- Ability to understand and use legal authority and provide the rationale for decisions and actions. **(Learn)**

Personal attributes which may link with this skill statement include: goal oriented...

Technical

- Ability to access, retrieve, and process information in an accurate and timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: goal oriented...

Safety/Stress/Security

- Ability to recognize symptoms of stress and take steps to minimize their impact. **(Bring)**

Personal attributes which may link with this skill statement include: compassionate/supportive, empathetic...

- Ability to recognize potential risks to the safety and well-being of clients, staff and community. **(Bring)**

Personal attributes which may link with this skill statement include: compassionate/supportive, empathetic...

Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Parental Care Supervisors include:

To Be...

- client service oriented in order to effectively meet needs in a timely conscientious manner
- team player/facilitator in order to encourage an environment that fosters effective results in teams
- goal oriented in order to complete tasks in a timely, efficient and orderly manner
- compassionate/supportive of others in order to assist people to develop confidence, overcome obstacles and to achieve personal goals
- empathetic in order to build trusting relationships and provide quality service
- respectful
- objective
- equitable
- welcoming
- open-minded
- understanding
- accommodate individual differences
- flexible

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Park Maintenance Workers/ Supervisor

Occupational Family/Code – General Operations: GPM

Profile created: 1998 04

Profile updated: 2006 12

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The Park Maintenance Worker & Supervisors work as part of a team involved in the planning, management, operational delivery and promotion of the park area.

The Supervisor is responsible for day to day operations of all classes of provincial parks, recreation sites, historic sites and protected areas within a specified location(s). This includes personnel, financial and facilities management, building partnerships, marketing and promotions and monitoring and inspection of commercial operations, contracts and agreements. They may also be responsible for program delivery and special events.

The Park Maintenance Worker is responsible for co-ordination and implementation of a variety of activities within the park area. This includes marketing and promotions, partnerships, financial and personnel management, program delivery and special events. They may also be responsible for monitoring and inspection of commercial leases, contracts and agreements.

The working conditions for both positions include travel to remote locations, overnight stays away from their home base, working alone and working field hours. In addition, they require a valid driver's licence.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable federal and provincial legislation, policies, guidelines, programs and agreements. **(Learn)**
 - Knowledge of human resource policies, programs and procedures. **(Bring)**
-

Theories/Principles

- Knowledge of facilities/infrastructure management principles. **(Bring/Learn)**
 - Knowledge of lease administration principles and procedures. **(Learn)**
 - Knowledge of administration, budgeting and purchasing principles. **(Bring)**
 - Knowledge of park management principles and practices and other resource related programs. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to verbally provide clear and concise information, directions or instructions to staff, stakeholders and general public on parks/ministry programs, policies or procedures. **(Bring)**

Personal attributes which may link with this skill statement include: patient, supportive...

- Ability to reference, interpret and apply appropriate acts and regulations to accurately respond to inquiries and questions on department-related issues or referring to appropriate person. **(Bring)**

Personal attributes which may link with this skill statement include: accountable, objective...

- Ability to concisely record, document, draft, and compose written materials such as business plans, budget proposals, agreements, contracts, letters, memos, evaluations and staff schedules in a timely manner according to set standards. **(Bring)**

Personal attributes which may link with this skill statement include: accountable, fair...

- Ability to independently or as part of a team, develop and deliver presentations/training sessions to staff, volunteers, associations and interest groups on topics promoting park programs ensuring quality customer service. **(Bring)**

Personal attributes which may link with this skill statement include: team player, creative, courteous...



Leadership

- Ability to develop, coach, encourage and discipline assigned staff and/or people under your direction, recognizing commendable achievements to ensure a healthy, productive, and safe work environment. **(Bring)**

Personal attributes which may link with this skill statement include: accountable, fair, objective...

- Ability to assign, delegate and schedule work of staff, adjusting to changing priorities while considering workloads, employees' skills and the work that needs to be accomplished. **(Bring)**

Personal attributes which may link with this skill statement include: fair, patient, accountable...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.
(Bring - Supervisor only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to interact with potentially hostile, difficult, irate, displeased people such as commercial lessees, cottage owners, outfitters, park users, trappers, local levels of government, industry and staff to understand their issues, acknowledge their concerns and diffuse the situation. **(Bring)**

Personal attributes which may link with this skill statement include: patient, assertive, fair...

- Ability to persuade and influence the public, First Nations, Metis organizations and other interest groups or stakeholders to come to a workable agreement. **(Bring)**

Personal attributes which may link with this skill statement include: objective, creative, innovative...



- Ability to identify the relevant issues/needs of stakeholders and generate options/alternatives to reach a common agreement for all parties including situations where no clear policies or guidelines exist. **(Bring)**

Personal attributes which may link with this skill statement include: persistent, proactive, accountable...

- Ability to identify, document and evaluate potential risks or hazards related to self and others resulting from park operations and facilities and take steps to minimize or resolve. **(Learn)**

Personal attributes which may link with this skill statement include: team player, accountable, supportive...

Interpersonal

- Ability to establish and maintain co-operative partnership agreements to mutually benefit the park and the partner while ensuring the integrity of the park. **(Bring)**

Personal attributes which may link with this skill statement include: objective, patient, fair...

- Ability to liaise, co-operate and network with other branches, government agencies, jurisdictions, First Nations, Metis organizations and other stakeholders, seeking, sharing and providing technical advice or expertise to reach mutual agreements and/or decisions. **(Bring)**

Personal attributes which may link with this skill statement include: team player, courteous, supportive...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...



Team/Independence

- Ability to independently and/or as part of a team, assess and select qualified candidates according to the Collective Agreement, ministerial and PSC policies and procedures. **(Learn)**

Personal attributes which may link with this skill statement include: team player, objective, fair ...

Organizational

- Ability to independently, or as part of a team, organize and prioritize multiple and changing work demands of self and others, while coping with constant interruptions, deadlines and lack of available resources. **(Bring)**

Personal attributes which may link with this skill statement include: team player, fair, objective ...

Analytical

- Ability to determine and prioritize budget requirements and monitor expenditures and revenues within established guidelines. **(Bring)**

Personal attributes which may link with this skill statement include: accountable, creative, fair, assertive...

- Ability to independently, or as part of a team, develop, implement and/or update short and long-term park management strategies, operational plans and business plans consistent with established (ministry) goals and objectives using statistical, financial, technical, scientific and program reports or sources. **(Learn)**

Personal attributes which may link with this skill statement include: creative, patient, accountable...

- Ability to gather, organize, analyze and assess relevant information in order to evaluate, adjust, create or develop programs in response to changing trends, needs and priorities. **(Bring)**

Personal attributes which may link with this skill statement include: fair, creative, accountable...



Technical

- Ability to accurately input, retrieve, and edit data using various computer software packages/application to rapidly store, share, and analyze information. **(Learn)**

Personal attributes which may link with this skill statement include: persistent...

- Ability to, in a responsible and safe manner, operate, maintain and make minor maintenance repairs to a wide variety of equipment (e.g. tractors, snowblowers, boats, ATV) and to use during day or night and/or under extreme climatic conditions and in remote locations. **(Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, innovative...

- Ability to inspect and monitor maintenance or service contracts and lease agreements to ensure lessee adherence to ministry standards and expectations, lease agreements and maintaining the integrity of the facilities. **(Learn)**

Personal attributes which may link with this skill statement include: objective, fair...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Park Maintenance Workers/ Supervisor include:

To Be...

- team player
- accountable
- innovative
- ambassador
- honest
- empathetic
- welcoming
- equitable
- objective
- proactive
- open-minded
- patient
- courteous
- flexible
- accommodate individual differences
- creative
- supportive
- assertive
- fair
- persistent
- respectful
- understanding

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Petroleum Development Officer

Occupational Family/Code – Inspection and Regulatory: RPD

Profile created: 2002 03

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Petroleum and Natural Gas Technicians are part of a team responsible for technical, inspection, enforcement and contact work in an assigned area. Using sound engineering and conservation standards, they independently conduct field inspections and investigations into oil and gas drilling and production operations to determine compliance with provincial laws and regulations. They apply legislation, regulations and ministry policy standards for drilling and production in relation to local conditions. Petroleum and Natural Gas Technicians monitor oil and salt-water spill cleanup and remediation, maintaining accurate notes and records and plan, organize and prioritize multiple tasks.

Some positions supervise staff members from time-to-time and are responsible for approving technical programs submitted by industry for drilling and production operations; providing information and guidance to the oil and gas industry and interpreting regulations and guidelines.

Senior level positions have complete supervisory authority for operations in a geographic area. Supervisors are responsible for ensuring the petroleum and natural gas industry is in compliance with regulations, policies and procedures established under **The Oil and Gas Conservation Act**. Senior positions monitor all exploration, development and production activities of Saskatchewan’s petroleum and natural gas industry. They ensure that the development of Saskatchewan’s petroleum and natural gas resources is conducted in a safe manner, with minimal impact to surface landowners and the environment. Senior level positions provide information, guidance and service to the oil and gas industry, the general public and other government agencies; represent the ministry on numerous public, industry and inter-ministerial committees, dealing with complex issues with numerous stakeholders. As team leader of the field staff they coordinate staff work plans ensuring the ministry’s mandates and strategies are carried out.

Typically, the knowledge for entry-level positions would be obtained through the completion of a technical program in Petroleum Engineering or Mechanical Engineering or experience performing fieldwork in the oil and gas industry. At the senior level, the knowledge required would typically be obtained through the completion of a degree in Mechanical or Petroleum Engineering in addition to experience in the petroleum exploration and development industry.

Employees must have the ability to independently travel (possibly on an ATV and/or snowmobile) to remote locations in the field in order to conduct field inspections and investigations into oil and gas drilling and production operations. Employees are required to work undefined hours. Employees may be on call for extended periods of time and may be required to transfer to other locations within the province. A class 5 driver’s license is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of federal and provincial legislation, policies, programs and agreements that governs the oil and gas industry. (i.e. The Oil and Gas Conservation Regulations, Conservation: General Minister's Orders and Directives and Circulars, The Pipelines Regulations, and The Sedimentary Basin Geophysical and Exploration Regulations).
(E) Learn (I/S) Bring (Learn)
-

Theories/Principles

- Familiarity with government agencies, public safety and environmental concerns related to the oil and gas industry.
(E) Learn (I) Bring/Learn (S) Bring
 - Knowledge of human resource management practices including strategies to recruit, support and sustain a diverse workforce. **(S) Bring**
-

Technical

- Knowledge of technical terminology and applied methodologies related to the oil and gas industry.
Bring – all levels
 - Knowledge of basic industrial and workplace safety practice as it applies to the oil and gas industry. **(E) Learn (I/S) Bring**
 - Knowledge of standard mathematical practices.
Bring – all levels
 - Knowledge of computer hardware and software packages and databases. **Bring – all levels**
 - Knowledge of standard engineering practices.
(E) Learn (I) Bring/Learn (S) Bring
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to provide/obtain clear and concise information, to/from industry representatives, school groups, clients, general public, other government agencies and ministry staff.

Bring – all levels

Personal attributes which may link with this skill statement include: understanding, confident, persuasive and diplomatic...

- Ability to verbally and in writing provide clear, concise and timely information in response to complex inquires at a level appropriate to the audience. **Bring – all levels**

Personal attributes which may link with this skill statement include: understanding, confident, persuasive and diplomatic...

- Ability to clearly discuss and explain complex and technical information, policies and procedures to diverse groups at a level appropriate to the audience. **(E) Learn (I/S) Bring**

Personal attributes which may link with this skill statement include: open-minded, organized, confident...

- Ability to plan, develop and deliver presentations at a level appropriate to the audience, using oral, written and electronic communication. **(E) Learn (I) Bring/Learn (S) Bring**

Personal attributes which may link with this skill statement include: open-minded, organized, confident...

- Ability to accurately compose and/or draft technical reports, general correspondence and newsletters in a timely manner. **Bring – all levels**

Personal attributes which may link with this skill statement include: open-minded, organized, confident...



Leadership

- Ability to lead, guide, coach and encourage staff and/or people under your direction so that work goals are accomplished. **(E/I) Learn (S) Bring**

Personal attributes which may link with this skill statement include: approachable, open-minded, decisive...

- Ability to delegate and assign work to others taking into consideration priorities, workload, skills and the work that needs to be accomplished. **(E/I) Learn, (S) Bring**

Personal attributes which may link with this skill statement include: approachable, open-minded, decisive...

- Ability to constructively encourage, share information and provide feedback to help others meet common goals and objectives and ensure compliance. **(E) Learn (I/S) Bring**

Personal attributes which may link with this skill statement include: approachable, open-minded, understanding...

- Ability to exercise authority appropriate to the situation within legal limits, when ensuring compliance to oil and gas regulations. **(E) Learn (I/S) Bring**

Personal attributes which may link with this skill statement include: consistent, self-confident, decisive....

- Ability to develop and implement strategies that foster team success, promote positive morale and recognize employees achievements. **(E/I) Learn (S) Bring**

Personal attributes which may link with this skill statement include: approachable, understanding, adaptable...

- Ability to anticipate the need for and fairly apply the principles of teamwork and team building to meet goals and objectives. **(E/I) Learn (S) Bring**

Personal attributes which may link with this skill statement include: approachable, understanding, adaptable...



Problem Solving

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(S) Bring**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

- Ability to apply conflict resolution skills by identifying, clarifying and analyzing relevant issues, concerns or problems, provide options/recommendations and/or to implement solutions to resolve conflict and resistance. **(E) Learn (I/ S) Bring**

Personal attributes which may link with this skill statement include: consistent, decisive, assertive...

- Ability to recognize, assess, mediate and help resolve conflict involving clients/stakeholders/public. **Bring – all levels**

Personal attributes which may link with this skill statement include: consistent, decisive, assertive...

- Ability to independently and proactively analyze and examine complaints or inquiries by gathering relevant information and evidence, decide appropriate response and apply appropriate solutions. **(E) Learn (I/S) Bring**

Personal attributes which may link with this skill statement include: consistent, decisive, assertive...

- Ability to accurately identify issues, concerns or problems, consider various options and determine and implement an appropriate course of action. **Bring – all levels**

Personal attributes which may link with this skill statement include: consistent, decisive, assertive...

- Ability to accurately interpret and apply applicable federal and provincial legislation and policies, programs and agreements (related primarily to the oil and gas industry – for senior positions). **(E) Learn (I) Bring/Learn (S) Bring**

Personal attributes which may link with this skill statement include: decisive, logical, consistent...



Interpersonal

- Ability to tactfully and diplomatically interact with difficult or confrontational clients when applying and/ or enforcing acts and regulations. **Bring - all levels**

Personal attributes which may link with this skill statement include: open-minded, organized, consistent, decisive...

- Ability to mediate and facilitate discussion of issues with co-workers, stakeholders, industry, the public and private sectors. (in matters related to the oil and gas industry – for senior positions). **(E) Learn (I) Bring/Learn (S) Bring**

Personal attributes which may link with this skill statement include: open-minded, organized, consistent, decisive...

- Ability to interact with internal and external clients to establish and maintain workable relationships built on trust and respect. **Bring - all levels**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

- Ability to independently negotiate, mediate and facilitate discussions to build public consensus with diverse stakeholder groups possessing polarized positions. **(E) Learn (I) Bring/Learn (S) Bring**

Personal attributes which may link with this skill statement include: ethical/trustworthy, efficient/focused, adaptable...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **Bring – supervisors only/Learn**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to establish and maintain sound work relationships/partnerships with a diverse range of individuals. **Bring - all levels**

Personal attributes which may link with this skill statement include: cooperative, honest, cooperative...



Organizational

- Ability to independently or as part of a team, assess, establish and adjust work priorities in response to ministry, public and personal objectives and deadlines. **Bring - all levels**

Personal attributes which may link with this skill statement include: organized, a self-starter, self-motivated...

- Ability to independently establish and adjust your own and/or others workload taking into consideration changing priorities, tight deadlines, and constant interruptions. **Bring – all levels**

Personal attributes which may link with this skill statement include: self-motivated, flexible, thorough...

Analytical

- Ability to systematically search, identify, record and assess relevant information and data or evidence to make decisions while following operational procedures. **(E) Learn (I/S) Bring**

Personal attributes which may link with this skill statement include: thorough, meticulous, logical...

- Ability to accurately assess geological formations and interpret open/closed hole log. **(E) Learn (I/S) Bring**

Personal attributes which may link with this skill statement include: logical, thorough, organized...

- Ability to collect, compile, identify, analyze and verify relevant information to conduct thorough investigations related to the oil & gas industry. **Bring – all levels**

Personal attributes which may link with this skill statement include: logical, thorough, organized...

- Ability to anticipate, analyze and respond to emerging, sensitive, controversial public or political issues in support of organizational goals and objectives.
(E) Learn (I/S) Learn/Bring

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, logical, understanding...



- Ability to identify, examine and analyze relevant information using the Dominion Land Survey System. **(E) Learn (I/S) Bring**

Personal attributes which may link with this skill statement include: logical, thorough, organized...

Technical

- Ability to accurately perform mathematical applications applying the theories of calculus and trigonometry.
Bring – all levels

Personal attributes which may link with this skill statement include: logical, decisive, consistent, thorough...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing, databases, spreadsheets, communications and other software packages.
Bring – all levels

Personal attributes which may link with this skill statement include: logical, decisive, consistent, thorough...

- Ability to operate and maintain relevant scientific/safety and analytical equipment with accuracy and precision.
(E) Learn (I) Bring (S) Bring

Personal attributes which may link with this skill statement include: logical, independent...

- Ability to collect and analyze routine representative samples according to standard sampling techniques and protocols to ensure precise, accurate results. **(E) Learn (I/S) Bring**

Personal attributes which may link with this skill statement include: logical, goal-orientated, conscientious...

Safety/Stress/Security

- Ability to collect and analyze routine representative samples according to standard sampling techniques and protocols to ensure precise, accurate results. **(E) Learn (I/S) Bring**

Personal attributes which may link with this skill statement include: logical, goal-orientated, conscientious...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Petroleum Development Officer - All Levels:

To Be...

- Understanding [open-minded/non-judgmental/welcoming/objective/sincere/considerate/empathetic/patient/approachable, sense of humour] in order to interact with people in a fair and impartial manner.
- A self-starter/independent [innovative/proactive/creative, self-motivated] in order to solve problems and accomplish tasks using innovative methods with little or no supervision.
- Ethical/trustworthy [honest] in order to establish credibility on a personal and professional basis.
- Efficient/focused [consistent, organized, task oriented/thorough, practical/logical] in order to achieve goals in a timely and effective way.
- Confident [responsible, decisive, accountable, authoritative, assertive] in order to conduct ourselves professionally.
- Adaptable [flexible, negotiator/mediator, cooperative] in order to meet the challenges of a constantly changing workplace, society, and global environment.
- Dedicated [caring/committed/dedicated/respectful] in order to protect, preserve and enhance oil and gas resources with minimal impact to the environment of the Province of Saskatchewan.

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Policy & Legislation, and Research/ Policy Officers

Occupational Family/Code – Program Consultation: CPL, CRO

Profile created: 1999 11

Profile updated: 2006 12

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Policy Analysts

Policy Analysts provide advice and services to support senior and executive management on a range of related program and policy issues. In consultation with internal and external stakeholders, policy analysts develop, implement and monitor policies, programs, projects and evaluations. The work involves a broad knowledge of relevant acts and programs, government operations and theories and principles. Technical skills involving analysis, research, monitoring, evaluation, contract and/or financial management are applied to effectively and creatively address problems and issues. Policy analysts are required to work cooperatively and collaboratively in a timely and organized way on multiple and often complex problems.

Legislation Officers

Legislation Officer are responsible to coordinate and facilitate the preparation and submission of documents from all areas of the ministry for legislation and regulations (new/ amending/ repealing), orders in council, minister's orders, cabinet decision items, cabinet information items, nominations, and proclamations. Duties include: responsibility for submissions in response to the Call for Legislation, drafting of documents relating to legislation, cabinet decision-making and implementation. Legislation officers act as ministerial liaisons with Treasury Board, Justice and Executive Council with respect to cabinet documents and procedures. They provide consultative services to ministerial staff on cabinet policy and procedures as well as ministerial authority, legislation and regulations. Legislation officers may be required to prepare information manuals, conduct training sessions and develop administrative guidelines for internal operations related to cabinet documentation.

Research Officers

Research Officers identify data sources, assess the quality and limitations of data and determine whether data are appropriate for use in reports and models. In addition to creating and using models to perform research on a variety of topics, research officers interpret the results of research and communicate those results to others in government or to the public. In addition, research officers answer information requests from members of the public and government on a variety of topics and help people to interpret the data provided.

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Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable acts, regulations, programs, policies, guidelines, procedures, contracts, agreements. **(Bring/Learn)**
 - Knowledge of government structures, processes, responsibilities, operations. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of theories and practices relevant to the job assignment. **(Bring/Learn)**
 - Knowledge of qualitative and quantitative research methodologies. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of relevant sectors including trends, issues, structure and composition. **(Bring/Learn)**
- Knowledge of project management methods, principles and processes. **(Bring/Learn)**
- Knowledge of human resource management practices. **(Bring/Learn)**
- Knowledge of financial management practices. **(Bring/Learn)**
- Knowledge of program/policy/project evaluation techniques. **(Bring/Learn)**
- Knowledge of communication techniques and methods. **(Bring/Learn)**



- Knowledge of applicable computer hardware, software applications and databases. (**Bring/Learn**)
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to articulate strategic directions to link current operation to the future directions of the ministry. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident...

- Ability to clearly and concisely plan/ develop/ facilitate information sessions or meetings and/or respond to questions to promote a greater understanding of programs/ issues/ initiatives/legislation. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, diplomatic, flexible...

- Ability to provide/obtain/exchange clear and accurate information in both formal and informal settings to a variety of people (e.g. community, clients, colleagues, service providers, ministry, other governments, industry) in a manner appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, flexible, diplomatic, objective...

- Ability to verbally and in writing, explain financial/ statistical/ administrative matters/ programs/ policies/ procedures/ regulatory matters to a variety of audiences. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, diplomatic, objective...



- Ability to clearly and accurately explain complex legislation, policies, programs and processes to others, in a manner appropriate for the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, detail-oriented, diplomatic...

- Ability to ask clear, concise and relevant questions in order to obtain and analyze information from community/ clients/ colleagues/ industry/ service providers/ other governments. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: curious, confident, proactive...

- Ability to persuade/influence/motivate by articulating the implications of proposed policy/ program/ legislative directions and/or changes. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, tenacious/persistent, objective...

- Ability to articulate and convey innovative messages to your audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, confident...

Leadership

- Ability to anticipate the need for teamwork and lead / assemble the team to meet goals and objectives. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: initiative/dependent, proactive, sensitive...

- Ability to objectively and fairly evaluate employee performance against clearly stated work goals and standards. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, diplomatic, confident...



- Ability to constructively encourage, share information and provide feedback to help others meet common goals and objectives to ensure compliance. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, creative, detail-oriented...

- Ability to assess and select qualified individuals/consultants according to established policies and procedures to achieve stated goals. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, sensitive...

- Ability to guide, coach, counsel and provide direction and feedback on performance to others. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, objective, sensitive...

- Ability to assign work to others taking into consideration priorities, employees' workloads and skills. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, sensitive...

- Ability to provide direction/corrections to internal/external organizations and/or individuals in order to ensure compliance with policies/programs/legislation. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: detail-oriented, analytical, tenacious/persistent...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.
(Bring - Supervisor only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...



Problem Solving

- Ability to clearly define problems; select and apply appropriate methods to analyze and address the problems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, analytical...

- Ability to collect and analyze relevant data to make accurate and timely decisions/recommendations on a variety of issues. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical, creative, flexible...

- Ability to analyze trends and issues, identify and develop options and solutions, and make policy recommendations in order to meet ministry goals and client needs. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, detail-oriented...

- Ability to accurately reference and interpret acts, regulations, policies and guidelines. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: detail-oriented, tenacious/persistent, analytical...

- Ability to assess the current and historical context and consider all factors when conducting research and analysis in response to an issue. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, detail-oriented...

- Ability to anticipate, identify and evaluate the potential impact/implications of changes in the external/internal environment on government activities. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, analytical...



Interpersonal

- Ability to consult/work with other organizations, colleagues, individuals and communities to develop positive working relationships, policies and protocols, address complaints and establish partnerships. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: sensitive, objective, diplomatic...

- Ability to calmly listen, assess and clarify concerns and respond appropriately to clients/ co-workers/ stakeholders/ consumers/ public who may be angry/confused/upset/uncooperative. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: diplomatic, sensitive, confident...

- Ability to interact diplomatically to determine or mediate a solution when encountering difficult or confrontational clients or situations. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, sensitive...

- Ability to influence, persuade or convince others to work towards a mutually acceptable or workable solution/agreement. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: tenacious/persistent, confident, diplomatic...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently or collaborate as a team member with co-workers, agencies and others to consistently meet program and client needs. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, sensitive, objective...



Organizational

- Ability to accomplish required tasks within established timeframes in an environment with diverse and conflicting workload pressures. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, dedicated, independent...

- Ability to plan and organize multiple, complex tasks and projects taking into consideration conflicting and changing priorities to meet strict and/or changing deadlines. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, dedicated, proactive...

Analytical

- Ability to identify information requirements and organize and interpret the information collected. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical, detail-oriented...

- Ability to apply information collected in order to develop, implement, and evaluate programs/policies/procedures. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical...

- Ability to identify the opportunity for changes to improve program delivery. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: proactive, curious...

- Ability to search for and assess data / information to develop materials, reports and/or make decisions/ recommendations / conclusions about the application of programs, policies, procedures, acts, regulations, guidelines and contracts. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical, proactive...



- Ability to examine, understand and appropriately apply complex and sometimes conflicting policies, agreements, contracts, acts and regulations to daily operations and situations. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: detail-oriented, confident, analytical...

Technical

- Ability to design/develop/select research methodologies (including surveys, focus groups, interviews, literature reviews) and apply appropriate statistical and analytical techniques. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: detail-oriented, confident...

- Ability to apply financial/economic/scientific/social theory or techniques to analyze problems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical, confident...

- Ability to create and generate queries reports and documents using internet, word processing databases, spreadsheets, and other software packages. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: curious, detail-oriented, creative...

- Ability to provide direction/advice on the development or modification of data systems to meet operational needs. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: detail-oriented, confident, sensitive...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Policy Analysts, Legislation Officers, and Research Officers include:

To Be...

- creative
- accommodate individual differences
- flexible
- detail-oriented
- analytical
- tenacious/persistent
- confident
- intuitive/independent
- respectful
- welcoming
- supportive
- empathetic
- objective
- dedicated (going the extra mile/pride in your work)
- proactive
- honest
- diplomatic
- curious
- sensitive
- open-minded
- equitable
- understanding

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Program Support (Document Processing, Medical Claims Assessor, Program/Officer Administrator, Secretary)

Occupational Family/Code – Program Support: PDP, PMC, POM, PSC

Profile created: 1997 01

Profile updated: 2006 09

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Primary responsibilities for employees in the program support family consist of information processing, office administration or record maintenance. Specific duties in each of these areas of responsibility vary depending on position level.

Employees at the entry level (1-3) are responsible for duties such as: operating computers and office equipment; entering and retrieving data using pre-packaged software programs; keeping records and retrieving or searching files; receiving, sorting or distributing mail; providing reception services and general program information.

Employees at the intermediate level (4-5) are responsible for duties similar to that at the entry level but also for duties such as: composing or editing brief, routine correspondence; maintaining office equipment; explaining policies; supervising staff; maintaining office processes and procedures; reviewing, assessing, approving, coding and processing documents such as claims, permits and applications; ordering supplies; compiling reports and keeping budget records.

Employees at the senior level (6-7) are responsible for duties similar to that at the intermediate level but also for duties such as: composing, compiling or computing statistics, information or documents; manipulating data using pre-packaged software programs; co-ordinating, establishing and maintaining operating standards and records; providing advice on policies and procedures; supervising staff; completing fiscal forecasts, authorizing expenditures and preparing budget submissions.

Document Processing Employees

(PDP) - maintains records or files of activities such as accounts, court records, or payroll; compiles reports; reviews or processes statements or applications and follows up on discrepancies; provides information to the ministry or public regarding ministry programs including issuance of permits, licenses, applications or grants; may type or compose letters using work processors or prepare other documents using databases, spreadsheets, or the Internet.



Medical Claims Assessor

(PMC) - assesses medical claims, overpayments and retroactive coverage changes to authorize, reject or adjust payments for pharmacy claims or doctors' services. Composes correspondence requesting doctors' or pharmacists' clarification regarding questionable claims; audits doctors' billing practices or high-quantity drug reports and responds to inquiries through written or verbal communication.

(PMA) - processes and codes statistical records from Hospitals (e.g. mortality data); updates and runs reports from the Canadian Institute for Health Information databases; updates the Saskatchewan Physician, Dentist and Locum Registry; responds to inquiries from the public regarding hospital, ambulance or physician services.

Program/Officer Administrator

(POM) - performs or supervises program or administrative operational functions with responsibilities including project management; budgets, processes and procedures, office space, inventory, human resources, property and supplies. Assesses and approves program applications or grants; researches and writes reports regarding program under purview.

Secretaries

(PSC) - word processing various documents such as letters and memos; maintains databases, runs reports and creates spreadsheets; may perform research on the Internet or create web pages using HTML; receives and distributes incoming and outgoing mail and office supplies; responds to and refers inquiries; files and updates filing systems; schedules meetings and travel arrangements; performs reception duties and may track budget expenditures and process invoices.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of relevant legislation, regulations, acts, agreements, policies and/or procedures. **(E & I - Learn, S - Bring/Learn)**
 - Knowledge of government purchasing and payment practices. **(S - Bring)**
-

Theories/Principles

- Knowledge of applicable accounting principles. **(I - Bring)**
 - Knowledge of human resources principles and practices which includes supervision, staffing, performance evaluation, coaching and counseling. **(S - Bring)**
 - Knowledge of budget preparation, expenditure and fiscal forecasting processes and procedures. **(S - Bring)**
 - Knowledge of basic accounting/financial principles, procedures/practices. **(S - Bring)**
 - Knowledge of theories and practices relevant to the to the job assignment/program. **(S - Bring)**
 - Knowledge of program development, management and evaluation principles. **(S - Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of office filing procedures and systems. **(E - Learn)**
- Knowledge of office and/or administrative procedures, protocols and equipment. **(I & S - Bring/Learn)**



- Knowledge of relevant ministry and industry programs, processes and specialized terminology. **(E & I – Learn, S – Bring)**
 - Knowledge of applicable computer hardware and software applications and terminology. **(All Levels – Bring)**
 - Knowledge of word processing, databases, and/or spreadsheet software. **(E – Learn)**
 - Knowledge of computer applications such as word processing, security, communication, spreadsheet software, database and operating systems and/or computer hardware. **(I - Bring/Learn, S - Bring)**
 - Knowledge of various operating systems, networks and network design. **(Systems job type knowledge only. S – Bring)**
 - Knowledge of the design, development and testing methods of customized software packages. **(Systems job type knowledge only. S - Bring)**
 - Knowledge of office management and administrative procedures and protocols. **(S - Bring)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to clearly and accurately explain complex issues, policies, procedures, referencing legislation and other information to clients and co-workers. **(S - Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough, tactful, diplomatic ...

Oral Communication Skills

- Ability to listen, accurately comprehend and orally respond to inquiries from clients, other agencies or the general public and/or relay information, directions or questions in person or over the phone in an accurate, clear, concise and courteous manner. **(E – Bring)**

Personal attributes which may link with this skill statement include: polite, organized, accurate....

- Ability to actively listen to and calmly and courteously acknowledge the concerns of clients who may be hostile, angry, rude, confused or frustrated to diffuse potentially dangerous or threatening situations. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: polite, courteous, calm, approachable...

- Ability to respond accurately, clearly and courteously to inquiries from clients, other agencies and the general public. **(E - Bring)**

Personal attributes which may link with this skill statement include: accurate, organized, assertive...



- Ability to gather relevant information from incoming calls, walk in clients and co-workers in order to relay complete and accurate messages to appropriate persons. **(E - Bring)**

Personal attributes which may link with this skill statement include: approachable, polite, patient...

- Ability to ask clear, concise and relevant questions in order to obtain relevant information from clients [and relay complete and accurate messages to appropriate persons/ respond appropriately/ redirect to pertinent ministry, agency or service]. **(E & I – Bring)**

Personal attributes which may link with this skill statement include: approachable, polite, patient...

- Ability to provide clear, concise and accurate information and/or explanations to a variety of people in both formal and informal settings and in a manner appropriate to the audience. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: sincere, accurate, diplomatic, flexible...

Oral and Written Communication Skills

- Ability to verbally and in writing provide clear, concise and timely information in response to often complex inquiries at a level appropriate to the recipient. **(I – Bring)**

Personal attributes which may link with this skill statement include: informative, positive, assertive...

Written Communication Skills

- Ability to accurately, concisely and in a timely manner compose, record, proofread and/or edit a variety of correspondence [using correct grammar, spelling and punctuation/ for your own and others' signatures/ in a visually pleasing format]. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, accurate, organized, tactful, diplomatic, assertive, creative...



- Ability to clearly facilitate training sessions and/or meetings in order to promote programs and share relevant information.
(S – Bring/Learn)

Personal attributes which may link with this skill statement include: confident, accurate, organized...

- Ability to quickly and accurately record minutes of meetings.
(S - Bring)

Personal attributes which may link with this skill statement include: accurate, attentive to detail...

Leadership

- Ability to clearly and concisely share information with others to enhance their working knowledge on items such as policies, programs, procedures and computer operations.
(E - Bring/Learn)

Personal attributes which may link with this skill statement include: organized, accurate, patient...

- Ability to objectively and accurately evaluate and provide feedback regarding employee performance to [ensure compliance with clearly stated work goals and standards/ help others achieve success in their work]. **(I – Learn, S – Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, diplomatic, supportive, positive, fair...

- Ability to lead, guide, coach, advise and encourage co-workers and/or assigned staff in order to establish and maintain a harmonious and co-operative work environment.
(I & S – Bring/Learn)

Personal attributes which may link with this skill statement include: objective, fair, supportive, patient, flexible, calm, tactful...



- Ability to assign work to others, taking into consideration priorities, employees' workloads and skills and the work that needs to be accomplished. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, assertive, consistent, adaptable, fair...

- Ability to recruit and select qualified candidates according to the collective agreement, ministry and PSC policies and procedures. **(I & S - Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, assertive, fair, consistent...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to identify, clarify and analyze relevant issues, concerns or problems in order to provide options/recommendations and/or to implement solutions in a timely fashion. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, creative, influential...

- Ability to collect, record and analyze relevant data to make accurate and timely decisions on a variety of issues. **(S – Bring)**

Personal attributes which may link with this skill statement include: decisive, independent, consistent...



Interpersonal

- Ability to liaise with other agencies, staff, ministries, and the public to obtain, exchange, coordinate or confirm information while maintaining confidentiality and staying within policies and procedures. **(E & I - Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, organized, co-operative, influential, confident, diplomatic...

- Ability to establish and maintain open and honest work relationships with other agencies, staff, ministries, and the general public to obtain, exchange, coordinate and/or confirm information. **(E & I – Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, organized, co-operative, influential, confident, diplomatic...

- Ability to interact empathetically with people who may be angry, confused, rude, upset, difficult, hostile or dangerous to calm them, provide additional information and/or clarify procedures. **(E & I – Bring)**

Personal attributes which may link with this skill statement include: self-confident, focused, considerate, courteous, patient, confident...

- Ability to diplomatically facilitate a discussion of relevant issues and mediate a mutually agreeable or workable solution with a wide variety of people who can be difficult or confrontational. **(I – Bring/Learn)**

Personal attributes which may link with this skill statement include: influential, resourceful, assertive...

- Ability to influence, persuade or convince others in order to reach mutually acceptable or workable solutions/agreements. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: influential, resourceful, assertive, decisive, diplomatic...



- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include welcoming, objective, understanding...

Team/Independence

- Ability to work independently and/or as a contributing member of a variety of teams to complete work assignments, achieve common goals and contribute towards a positive work environment. **(All Levels – Bring)**

Personal attributes which may link with this skill statement include: organized, independent, team player, positive...

Organizational

- Ability to accurately and in a timely manner, coordinate and/or schedule appointments, meetings, equipment and CVA vehicles. **(E - Bring)**

Personal attributes which may link with this skill statement include: organized, resourceful, decisive...

- Ability to accurately compile, sort, and distribute high volumes of incoming and outgoing mail in a timely manner. **(E -Learn)**

Personal attributes which may link with this skill statement include: focused, accurate, organized...

- Ability to independently [assess/ establish/ assign/ adjust] your own and other's workloads taking into consideration changing priorities, tight deadlines, multiple reporting relationships and constant interruptions. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: focused, adaptable, decisive, independent, flexible...



- Ability to independently assess, establish and adjust and accurately complete multiple tasks while taking into consideration task complexity, frequent interruptions, deadlines/quota, available resources and multiple reporting relationships. **(S – Bring)**

Personal attributes which may link with this skill statement include: adaptable, independent, focused...

- Ability to precisely plan, schedule and coordinate travel and logistics for events such as meetings, conferences and workshops according to prearranged time frames. **(S - Bring/Learn)**

Personal attributes which may link with his skill statement include organized, independent, creative...

- Ability to acquire, purchase and maintain inventory such as forms, office property supplies and equipment to ensure adequate resources are available. **(S - Learn/Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, organized...

Analytical

- Ability to compile, evaluate and organize relevant information to respond to inquiries, produce in-depth documents or reports and make recommendations and/or decisions. **(I – Bring)**

Personal attributes which may link with this skill statement include: accurate, independent, resourceful...

- Ability to thoroughly evaluate, recommend and implement improvements to a variety of administrative and/or computer systems to improve efficiency of the workplace. **(S – Bring)**

Personal attributes which may link with this skill statement include: creative, attentive to detail, adaptable...



- Ability to accurately reference, interpret and appropriately apply acts, regulations, policies and guidelines to daily operations. **(I – Bring/Learn, S – Bring)**

Personal attributes which may link with this skill statement include: accurate, objective, fair, attentive to detail, consistent...

- Ability to systematically search and assess statistical, financial and other data to develop informational materials and diverse reports and/or make decisions about the application of policies and procedures. **(S – Bring)**

Personal attributes which may link with this skill statement include: Accurate, attentive to detail, decisive...

Technical

- Ability to accurately compile and thoroughly monitor expenses for budget and fiscal forecasting.

Personal attributes which may link with this skill statement include: Accurate, thorough...

The creation or recreation of electronic documents:

- Ability to create, format and edit a variety of visually pleasing, clear and presentable documents using various software applications/packages within required/reasonable time frames. **(E & I – Bring/Learn)**

Personal attributes which may link with this skill statement include: Accurate, creative, organized...

- Ability to input, update, edit, retrieve, maintain, merge, format and transmit information/data using a variety of hardware, software and/or electronic systems with speed and accuracy. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: Independent, patient, accurate...



Financial or statistical applications:

- Ability to accurately and quickly design, format and modify complex documents using advanced features of computer software packages such as word processing, spreadsheets and desk top publishing. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: accurate, independent, creative...

- Ability to accurately perform mathematical applications to calculate and balance financial and/or statistical information (e.g. invoices, program statistical reports, budgets, petty cash, bank deposits). **(E - Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, focused, decisive...

- Ability to accurately code, verify, reconcile and safeguard cash or financial records in accordance with guidelines while maintaining confidentiality. **(E - Learn)**

- *Personal attributes which may link with this skill statement include: accurate, focused, decisive...*

- Ability to accurately collect, gather, code, record, monitor, verify, calculate or forecast money and/or financial/statistical information such as budgets, accounts receivables and payables, collections, invoices, bank deposits and statistics. **(I - Bring/Learn)**

Personal attributes which may link with this skill statement include: independent, accurate, attentive to detail...

- Ability to accurately collect and compile statistics, calculate grants, fees, entitlements and interest payments and perform accounting functions in a timely manner. **(S - Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, consistent...



- Ability to accurately calculate, collect, deposit, reconcile, verify, and/or audit money, payroll, fees, assets, receivable or payables in accordance with established policies and guidelines. **(S - Learn)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, consistent...

Electronic records management, electronic support and evaluation of software:

- Ability to design, establish, update or archive hard copy or electronic records management systems in order to preserve, locate and retrieve information. **(I - Bring)**

Personal attributes which may link with this skill statement include: creative, innovative, accurate...

- Ability to provide support and orientation to people in office procedures and the use of office equipment such as photocopiers, fax machines, computers, printers and telephones to ensure proper and efficient usage of equipment. **(I - Bring/Learn)**

Personal attributes which may link with this skill statement include: patient, approachable, informative...

- Ability to evaluate and accurately select appropriate software programs and files. **(S - Bring)**

Personal attributes which may link with this skill statement include: decisive, analytical...

The operation and maintenance of electronic equipment:

- Ability to operate, troubleshoot, maintain and/or arrange for the repair of a variety of office equipment according to procedures in order to minimize delays in service and ensure efficient usage. **(E – Learn, I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: resourceful, adaptable, independent, patient, tolerant...



Systems job type occupations only:

- Ability to design, establish, update, archive and maintain electronic or manual filing systems to preserve, locate and retrieve easily accessible and up-to-date information. **(E – Bring/Learn, I & S – Bring)**

Personal attributes which may link with this skill statement include: accurate, organized, focused, creative, innovative, resourceful...

- Ability to diagnose or troubleshoot hardware and/or software and network problems to determine and perform necessary repairs, provide direction and training to users and consult appropriate resources to maintain and/or improve technical and operational requirements. **(S – Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, approachable...

- Ability to accurately develop programs, formats and systems, to prepare and monitor and/or provide input for statistical and/or financial reports in a timely manner. **(S – Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, creative...

- Ability to analyze, administer, monitor and enhance the performance of computerized data and/or systems by the design, development, testing and implementation of necessary changes to ensure the information and functional needs are met. **(S - Learn)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, creative...

- Ability to independently analyze, diagnose and correct network problems by investigating, evaluating and implementing corrective measures to maintain or restore computer operation. **(S - Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, decisive...



- Ability to administer and maintain a Local Area Network or Wide Area Network to ensure that the security and integrity of the network is not jeopardized. **(S - Bring)**

Personal attributes which may link with this skill statement include: independent, attentive to detail, decisive...

- Ability to install, configure and support operating systems, hardware and software applications and programs for stand alone or network users to ensure systems are operating in a controlled and efficient manner. **(S – Bring)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, focused...

Safety/Stress/Security

- Ability to recognize symptoms of stress in self and others AND take steps to minimize its impact and ensure good health and well being. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: patient, adaptable, sensitive...

- Ability to quickly and accurately assess and respond to potentially volatile and dangerous situations in order to ensure the safety of self and/or others. **(I & S –Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, assertive, calm...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Program Support group include:

To Be...

- accurate
- approachable
- assertive
- attentive to detail
- calm
- compassionate/
understanding/ sensitive
- confident
- cooperative
- creative/ innovative
- decisive
- respectful
- equitable
- supportive
- diplomatic
- fair/ open-minded/
objective
- flexible/ adaptable
- focused
- patient
- perceptive
- persistent
- positive
- self-motivated
- trustworthy
- welcoming
- accommodate individual
differences
- empathetic

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 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of office filing procedures and systems. **(E - Learn)**
- Knowledge of office and/or administrative procedures, protocols and equipment. **(I & S - Bring/Learn)**



- Knowledge of relevant ministry and industry programs, processes and specialized terminology. **(E & I – Learn, S – Bring)**
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Skills

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Communication

- Ability to clearly and accurately explain complex issues, policies, procedures, referencing legislation and other information to clients and co-workers. **(S - Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough, tactful, diplomatic ...

Oral Communication Skills

- Ability to listen, accurately comprehend and orally respond to inquiries from clients, other agencies or the general public and/or relay information, directions or questions in person or over the phone in an accurate, clear, concise and courteous manner.
(E – Bring)

Personal attributes which may link with this skill statement include: polite, organized, accurate....

- Ability to actively listen to and calmly and courteously acknowledge the concerns of clients who may be hostile, angry, rude, confused or frustrated to diffuse potentially dangerous or threatening situations. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: polite, courteous, calm, approachable...

- Ability to respond accurately, clearly and courteously to inquiries from clients, other agencies and the general public.
(E - Bring)

Personal attributes which may link with this skill statement include: accurate, organized, assertive...



- Ability to gather relevant information from incoming calls, walk in clients and co-workers in order to relay complete and accurate messages to appropriate persons. **(E - Bring)**

Personal attributes which may link with this skill statement include: approachable, polite, patient...

- Ability to ask clear, concise and relevant questions in order to obtain relevant information from clients [and relay complete and accurate messages to appropriate persons/ respond appropriately/ redirect to pertinent ministry, agency or service]. **(E & I – Bring)**

Personal attributes which may link with this skill statement include: approachable, polite, patient...

- Ability to provide clear, concise and accurate information and/or explanations to a variety of people in both formal and informal settings and in a manner appropriate to the audience. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: sincere, accurate, diplomatic, flexible...

Oral and Written Communication Skills

- Ability to verbally and in writing provide clear, concise and timely information in response to often complex inquiries at a level appropriate to the recipient. **(I – Bring)**

Personal attributes which may link with this skill statement include: informative, positive, assertive...

Written Communication Skills

- Ability to accurately, concisely and in a timely manner compose, record, proofread and/or edit a variety of correspondence [using correct grammar, spelling and punctuation/ for your own and others' signatures/ in a visually pleasing format]. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, accurate, organized, tactful, diplomatic, assertive, creative...



- Ability to clearly facilitate training sessions and/or meetings in order to promote programs and share relevant information.
(S – Bring/Learn)

Personal attributes which may link with this skill statement include: confident, accurate, organized...

- Ability to quickly and accurately record minutes of meetings.
(S - Bring)

Personal attributes which may link with this skill statement include: accurate, attentive to detail...

Leadership

- Ability to clearly and concisely share information with others to enhance their working knowledge on items such as policies, programs, procedures and computer operations.
(E - Bring/Learn)

Personal attributes which may link with this skill statement include: organized, accurate, patient...

- Ability to objectively and accurately evaluate and provide feedback regarding employee performance to [ensure compliance with clearly stated work goals and standards/ help others achieve success in their work]. **(I – Learn, S – Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, diplomatic, supportive, positive, fair...

- Ability to lead, guide, coach, advise and encourage co-workers and/or assigned staff in order to establish and maintain a harmonious and co-operative work environment.
(I & S – Bring/Learn)

Personal attributes which may link with this skill statement include: objective, fair, supportive, patient, flexible, calm, tactful...



- Ability to assign work to others, taking into consideration priorities, employees' workloads and skills and the work that needs to be accomplished. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, assertive, consistent, adaptable, fair...

- Ability to recruit and select qualified candidates according to the collective agreement, ministry and PSC policies and procedures. **(I & S - Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, assertive, fair, consistent...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to identify, clarify and analyze relevant issues, concerns or problems in order to provide options/recommendations and/or to implement solutions in a timely fashion. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, creative, influential...

- Ability to collect, record and analyze relevant data to make accurate and timely decisions on a variety of issues. **(S – Bring)**

Personal attributes which may link with this skill statement include: decisive, independent, consistent...



Interpersonal

- Ability to liaise with other agencies, staff, ministries, and the public to obtain, exchange, coordinate or confirm information while maintaining confidentiality and staying within policies and procedures. **(E & I - Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, organized, co-operative, influential, confident, diplomatic...

- Ability to establish and maintain open and honest work relationships with other agencies, staff, ministries, and the general public to obtain, exchange, coordinate and/or confirm information. **(E & I – Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, organized, co-operative, influential, confident, diplomatic...

- Ability to interact empathetically with people who may be angry, confused, rude, upset, difficult, hostile or dangerous to calm them, provide additional information and/or clarify procedures. **(E & I – Bring)**

Personal attributes which may link with this skill statement include: self-confident, focused, considerate, courteous, patient, confident...

- Ability to diplomatically facilitate a discussion of relevant issues and mediate a mutually agreeable or workable solution with a wide variety of people who can be difficult or confrontational. **(I – Bring/Learn)**

Personal attributes which may link with this skill statement include: influential, resourceful, assertive...

- Ability to influence, persuade or convince others in order to reach mutually acceptable or workable solutions/agreements. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: influential, resourceful, assertive, decisive, diplomatic...



- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include welcoming, objective, understanding...

Team/Independence

- Ability to work independently and/or as a contributing member of a variety of teams to complete work assignments, achieve common goals and contribute towards a positive work environment. **(All Levels – Bring)**

Personal attributes which may link with this skill statement include: organized, independent, team player, positive...

Organizational

- Ability to accurately and in a timely manner, coordinate and/or schedule appointments, meetings, equipment and CVA vehicles. **(E - Bring)**

Personal attributes which may link with this skill statement include: organized, resourceful, decisive...

- Ability to accurately compile, sort, and distribute high volumes of incoming and outgoing mail in a timely manner. **(E -Learn)**

Personal attributes which may link with this skill statement include: focused, accurate, organized...

- Ability to independently [assess/ establish/ assign/ adjust] your own and other's workloads taking into consideration changing priorities, tight deadlines, multiple reporting relationships and constant interruptions. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: focused, adaptable, decisive, independent, flexible...



- Ability to independently assess, establish and adjust and accurately complete multiple tasks while taking into consideration task complexity, frequent interruptions, deadlines/quota, available resources and multiple reporting relationships. **(S – Bring)**

Personal attributes which may link with this skill statement include: adaptable, independent, focused...

- Ability to precisely plan, schedule and coordinate travel and logistics for events such as meetings, conferences and workshops according to prearranged time frames. **(S - Bring/Learn)**

Personal attributes which may link with his skill statement include organized, independent, creative...

- Ability to acquire, purchase and maintain inventory such as forms, office property supplies and equipment to ensure adequate resources are available. **(S - Learn/Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, organized...

Analytical

- Ability to compile, evaluate and organize relevant information to respond to inquiries, produce in-depth documents or reports and make recommendations and/or decisions. **(I – Bring)**

Personal attributes which may link with this skill statement include: accurate, independent, resourceful...

- Ability to thoroughly evaluate, recommend and implement improvements to a variety of administrative and/or computer systems to improve efficiency of the workplace. **(S – Bring)**

Personal attributes which may link with this skill statement include: creative, attentive to detail, adaptable...



- Ability to accurately reference, interpret and appropriately apply acts, regulations, policies and guidelines to daily operations.
(I – Bring/Learn, S – Bring)

Personal attributes which may link with this skill statement include: accurate, objective, fair, attentive to detail, consistent...

- Ability to systematically search and assess statistical, financial and other data to develop informational materials and diverse reports and/or make decisions about the application of policies and procedures. **(S – Bring)**

Personal attributes which may link with this skill statement include: Accurate, attentive to detail, decisive...

Technical

- Ability to accurately compile and thoroughly monitor expenses for budget and fiscal forecasting.

Personal attributes which may link with this skill statement include: Accurate, thorough...

The creation or recreation of electronic documents:

- Ability to create, format and edit a variety of visually pleasing, clear and presentable documents using various software applications/packages within required/reasonable time frames.
(E & I – Bring/Learn)

Personal attributes which may link with this skill statement include: Accurate, creative, organized...

- Ability to input, update, edit, retrieve, maintain, merge, format and transmit information/data using a variety of hardware, software and/or electronic systems with speed and accuracy.
(I & S – Bring/Learn)

Personal attributes which may link with this skill statement include: Independent, patient, accurate...



- Ability to accurately and quickly design, format and modify complex documents using advanced features of computer software packages such as word processing, spreadsheets and desk top publishing. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: accurate, independent, creative...

Financial or statistical applications:

- Ability to accurately perform mathematical applications to calculate and balance financial and/or statistical information (e.g. invoices, program statistical reports, budgets, petty cash, bank deposits). **(E - Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, focused, decisive...

- Ability to accurately code, verify, reconcile and safeguard cash or financial records in accordance with guidelines while maintaining confidentiality. **(E - Learn)**

- *Personal attributes which may link with this skill statement include: accurate, focused, decisive...*

- Ability to accurately collect, gather, code, record, monitor, verify, calculate or forecast money and/or financial/statistical information such as budgets, accounts receivables and payables, collections, invoices, bank deposits and statistics. **(I - Bring/Learn)**

Personal attributes which may link with this skill statement include: independent, accurate, attentive to detail...

- Ability to accurately collect and compile statistics, calculate grants, fees, entitlements and interest payments and perform accounting functions in a timely manner. **(S - Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, consistent...



- Ability to accurately calculate, collect, deposit, reconcile, verify, and/or audit money, payroll, fees, assets, receivable or payables in accordance with established policies and guidelines. **(S - Learn)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, consistent...

Electronic records management, electronic support and evaluation of software:

- Ability to design, establish, update or archive hard copy or electronic records management systems in order to preserve, locate and retrieve information. **(I - Bring)**

Personal attributes which may link with this skill statement include: creative, innovative, accurate...

- Ability to provide support and orientation to people in office procedures and the use of office equipment such as photocopiers, fax machines, computers, printers and telephones to ensure proper and efficient usage of equipment. **(I - Bring/Learn)**

Personal attributes which may link with this skill statement include: patient, approachable, informative...

- Ability to evaluate and accurately select appropriate software programs and files. **(S - Bring)**

Personal attributes which may link with this skill statement include: decisive, analytical...

The operation and maintenance of electronic equipment:

- Ability to operate, troubleshoot, maintain and/or arrange for the repair of a variety of office equipment according to procedures in order to minimize delays in service and ensure efficient usage. **(E – Learn, I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: resourceful, adaptable, independent, patient, tolerant...



Systems job type occupations only:

- Ability to design, establish, update, archive and maintain electronic or manual filing systems to preserve, locate and retrieve easily accessible and up-to-date information. **(E – Bring/Learn, I & S – Bring)**

Personal attributes which may link with this skill statement include: accurate, organized, focused, creative, innovative, resourceful...

- Ability to diagnose or troubleshoot hardware and/or software and network problems to determine and perform necessary repairs, provide direction and training to users and consult appropriate resources to maintain and/or improve technical and operational requirements. **(S – Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, approachable...

- Ability to accurately develop programs, formats and systems, to prepare and monitor and/or provide input for statistical and/or financial reports in a timely manner. **(S – Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, creative...

- Ability to analyze, administer, monitor and enhance the performance of computerized data and/or systems by the design, development, testing and implementation of necessary changes to ensure the information and functional needs are met. **(S - Learn)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, creative...

- Ability to independently analyze, diagnose and correct network problems by investigating, evaluating and implementing corrective measures to maintain or restore computer operation. **(S - Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, decisive...



- Ability to administer and maintain a Local Area Network or Wide Area Network to ensure that the security and integrity of the network is not jeopardized. **(S - Bring)**

Personal attributes which may link with this skill statement include: independent, attentive to detail, decisive...

- Ability to install, configure and support operating systems, hardware and software applications and programs for stand alone or network users to ensure systems are operating in a controlled and efficient manner. **(S – Bring)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, focused...

Safety/Stress/Security

- Ability to recognize symptoms of stress in self and others AND take steps to minimize its impact and ensure good health and well being. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: patient, adaptable, sensitive...

- Ability to quickly and accurately assess and respond to potentially volatile and dangerous situations in order to ensure the safety of self and/or others. **(I & S –Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, assertive, calm...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Program Support group include:

To Be...

- accurate
- approachable
- assertive
- attentive to detail
- calm
- compassionate/
understanding/ sensitive
- confident
- cooperative
- creative/ innovative
- decisive
- respectful
- equitable
- supportive
- diplomatic
- fair/ open-minded/
objective
- flexible/ adaptable
- focused
- patient
- perceptive
- persistent
- positive
- self-motivated
- trustworthy
- welcoming
- accommodate individual
differences
- empathetic

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Programmer/Developer - ITO

Occupational Family/Code – Science & Technology: SIT

Profile created: 2005 04

Profile updated: 2006 12

Occupation Summary	<u>Selection of Competencies</u>	Knowledge	Skills	Personal Attributes
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Programmer/Developers in the Information Technology Office are involved in designing, writing, testing and maintaining programs and software.

They translate project specifications, procedures and problem statements into computer programming languages. They test and debug programs; analyze; rewrite and revise programs; and document program development and revisions.

For some positions, employees may need to be available after hours to perform some of the duties.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of ministry programs standards, policies and expectations. **(Learn)**
-

Technical

- Knowledge of database concepts, theories and principles. **(Bring)**

Specifically:

- *Basic database (relational) concepts and objects: tables, columns, rows, stored procedures, referential integrity, normalization, indexing*
 - *Sql abilities: definition, construction and execution of ddl, definition, construction and execution of dml*
 - *Relational database management systems: Oracle, Microsoft Sql Server, Ibm DB2, Sybase Sql Anywhere, MySql, Postgresql, Ingres*
 - Knowledge of requirements analysis and solution design techniques. **(Learn)**
- Specifically:*
- *Software development methodologies: waterfall, unified process, Extreme programming*
 - Knowledge of networking architecture. **(Learn)**
 - Knowledge of operating systems. **(Learn)**
 - Knowledge of computer hardware and architecture. **(Learn)**



- Knowledge of programming concepts, techniques and languages. **(Bring)**

Specifically:

- *Database languages: PL/SQL; Transact Sql*
 - *Concepts of development architectures: mainframe; client/server; n-tier; Web*
 - *Concepts of OO programming: inheritance; encapsulation; polymorphism*
 - *Languages/tools: C; Visual Basic; Java; Powerbuilder; Vb .net, Oracle Forms*
 - *Web languages/technologies: At least some of the following: ASP; Java; Javascript; IIS, Apache; Tomcat, Asp .net, html*
- Knowledge of commercial software applications. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies, which one has learned from his/her past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to write a variety of detailed, accurate and clear (technical) material such as user systems and requirements documentation and procedures, project plans, letters, requests for proposals, feasibility studies, recommendations and reports, at a level appropriate to the target groups. **(Learn)**

Personal attributes which may link with this skill statement include: logical, concise, creative, thorough...

- Ability to orally explain or present (technical) information to a wide variety of technical and non-technical individuals and/or groups in a clear, accurate and understandable manner. **(Bring – senior)**

Personal attributes which may link with this skill statement Include: self-confident, concise, creative, welcoming...

- Ability to actively listen, paraphrase and ask precise questions in order to clarify and understand information being received. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic/tactful, patient, quick to learn...

- Ability to demonstrate and promote the use and value of new technology, programs and services in a manner that creates understanding, captures interest and enhances users' computer skills. **(Bring – senior/Learn – junior)**

Personal attributes which may link with this skill statement include: self-confident, concise, logical, creative...



Leadership

- Ability to constructively lead, advise and encourage others to achieve success in their work and contribute to the effectiveness of the work team. **(Bring – senior)**

Personal attributes which may link with this skill statement include: honest/accountable/disciplined, assertive, diplomatic/tactful...

- Ability to assign work and evaluate employee performance taking into consideration priorities, workload and employees' skills. **(Learn – senior)**

Personal attributes which may link with this skill statement include: organized, thorough, assertive, diplomatic/tactful, self-confident...

Problem Solving

- Ability to independently interpret, comprehend and apply technical instructions and concepts to successfully acquire, install, modify, configure and maintain hardware and software components and administer networks. **(Learn)**

Personal attributes which may link with this skill statement include: logical, thorough, adaptable/flexible...

- Ability to diagnose technical problems such as delays, malfunctions and errors in order to determine the true cause of the problem and provide a (workable/reasonable/optimal) solution in a reasonable timeframe. **(Bring)**

Personal attributes which may link with this skill statement include: creative, logical, thorough, organized...

- Ability to extract, recall, synthesize, conceptualize and apply ideas, processes and information to incorporate new technology and create new solutions in a constantly changing technological and business environment. **(Bring – senior/Learn – junior)**

Personal attributes which may link with this skill statement include: adaptable/flexible, self-confident, quick to learn...



- Ability to identify and respond to issues and concerns of others who may be angry or frustrated to reach a mutual understanding. **(Learn)**

Personal attributes which may link with this skill statement include: diplomatic/tactful, assertive, empathetic/sensitive, conciliatory...

Interpersonal

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently and participate as a team member to meet the needs of clients and co-workers and to build productive, positive work relationships. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable/flexible, patient...

Organizational

- Ability to independently prioritize and organize one's own workload to meet tight deadlines and successfully complete projects in a changing environment. **(Bring)**

Personal attributes which may link with this skill statement include: organized, thorough...

Analytical

- Ability to gather, understand and synthesize specialized information in a way that can be applied to meet the needs of the organization and within given constraints. **(Bring)**

Personal attributes which may link with this skill statement include: organized, thorough...



- Ability to identify, explore and evaluate options on data, processes and methodologies, information technology and potential systems design to make feasible recommendations. **(Learn – senior)**

Personal attributes which may link with this skill statement include: logical, concise...

Technical

- Ability to design new or adapt existing systems/applications taking into account design alternatives, business requirements, and cost, resource and time constraints. **(Bring)**

Personal attributes which may link with this skill statement include: creative, logical, organized, thorough...

- Ability to create and or modify a sequence of computer instructions in order to compile, link, build and test computer executables that meet design requirements within established guidelines. **(Bring)**

Personal attributes which may link with this skill statement include: logical, creative, visionary, quick to learn, methodical...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are the underlying characteristics, which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, which can be described as feelings, attitudes, habits and traits. Each of these is demonstrated through one's behaviour.

The personal attributes are stated under the skill competencies for which they may be most critical.

Personal attributes for Programmer/Developers include:

To Be...

- Honest/Accountable/
Responsible/Disciplined
- Logical
- Learning oriented (quick
to learn)
- Empathetic/sensitive
- Welcoming
- Visionary
- Thorough
- Concise
- Creative
- Assertive
- Conciliatory
- Objective
- Methodical
- Patient
- Respectful
- Self-confident
- Diplomatic/Tactful
- Organized
- Adaptable/Flexible
- Understanding

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Psychologists

Occupational Family/Code – Human Services: HPY

Profile created: 2000 03

Profile updated: 2006 12

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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You will provide psychological assessment and treatment services to clients requiring the development, implementation and modification of specialized treatment plans and interventions in response to client needs. You will provide consultative services to other staff, ministries, and community organizations in order to develop services aimed at altering problematic behaviours. As well, you may be responsible for developing, implementing, evaluating and providing recommendations on the psychological treatment programs offered by the ministry.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable acts, regulations, legislation, programs and policies. **(Learn)**
-

Theories/Principles

- Knowledge of psychopathology, assessment methods and treatment modalities. **(Bring)**
 - Knowledge of theories and intervention strategies including cognitive behavioural, family systems, crisis intervention, group dynamics and suicide intervention. **(Bring)**
 - Knowledge of research / program evaluation methods used in the development and coordination of psychological services and programs. **(Bring/ Learn)**
 - Knowledge of multicultural beliefs, values and perspectives with particular emphasis on First Nations and Metis. **(Bring/ Learn)**
 - Knowledge of ethical principles and issues relating to the practice of psychology in a forensic setting. **(Bring / Learn)**
 - Knowledge of human resource management practices including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of applicable programs/ stakeholders/ issues concerning the treatment of clients. **(Bring/Learn)**
 - Knowledge of structure, responsibilities and operations of government ministries, community based organizations and health districts. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to deliver treatment plans that educate, promote understanding and change problematic behaviour of clients. **(Bring)**

Personal attributes which may link with this skill statement include: articulate, respectful, empathetic...

- Ability to deliver workshops / information sessions relating to the theory, etiology and dynamics of psychopathology to other professionals. **(Bring)**

Personal attributes which may link with this skill statement include: articulate, motivated...

Leadership

- Ability to provide consultation, leadership and direction to staff responsible for developing and delivering psychological interventions and specialized treatment modalities to clients. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: understanding, cooperative...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...



Problem Solving

- Ability to identify and assess the client's circumstances and consider all relevant factors when developing, implementing and modifying specialized treatment plans and interventions in response to client needs. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: discreet, perceptive...

- Ability to collect, review, interpret and evaluate social, statistical and research data in order to develop, implement and evaluate programs. **(Bring)**

Personal attributes which may link with this skill statement include: articulate, objective...

Interpersonal

- Ability to develop partnerships with and facilitate discussion relating to assessment, treatment, intervention strategies and / or the development of resources with clients, colleagues, community based organizations and government ministries. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: understanding, cooperative...

- Ability to listen and clarify concerns and develop interventions which address problematic behaviour of clients. **(Bring)**

Personal attributes which may link with this skill statement include: objective, respectful, empathetic...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...



Team/Independence

- Ability to work independently and participate as a leader/contributing member of a team(s) within the workplace, community and other government ministries / agencies. **(Bring – Supervisory; Learn - Nonsupervisory)**

Personal attributes which may link with this skill statement include: motivated, understanding...

Organizational

- Ability to plan and balance diverse and conflicting workload pressures, accomplishing program goals while meeting client needs. **(Bring)**

Personal attributes which may link with this skill statement include: motivated, diplomatic...

Analytical

- Ability to develop specialized assessment and long term treatment plans using standardized psychological tests, clinical assessment techniques and therapeutic interventions to change problematic behaviour of clients. **(Bring)**

Personal attributes which may link with this skill statement include: discreet, respectful...

- Ability to interpret and apply the intent of legislation and social policies to complex, controversial and / or ambiguous situations with disputed or limited facts. **(Learn)**

Personal attributes which may link with this skill statement include: understanding, articulate...

- Ability to recognize, assess and appropriately respond to potentially volatile and dangerous situations. **(Learn)**

Personal attributes which may link with this skill statement include: perceptive, objective...



Technical

- Ability to select and conduct appropriate research and evaluation methodologies and provide recommendations on the psychological treatment programs offered by the organization. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, articulate...

- Ability to conduct psychological assessments, interpret findings and, based on available data, formulate conclusions and establish treatment plans for clients. **(Bring)**

Personal attributes which may link with this skill statement include: discreet, perceptive, objective...

Safety/Stress/Security

- Ability to recognize stress in self and others and take steps to minimize its impact on health and well being. **(Bring)**

Personal attributes which may link with this skill statement include: perceptive, understanding...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for Psychologist include:

To Be...

- discreet
- perceptive
- articulate
- objective
- open-minded
- supportive
- understanding
- motivated
- diplomatic
- welcoming
- equitable
- flexible
- cooperative
- respectful
- empathetic
- accommodate individual differences

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Fire Control Coordinator, Fire Fighter

Occupational Family/Code – General Operations - GFC, GFF

Profile created: 2003 02

Profile updated: 2006 10

Occupation Summary	<u>Selection of Competencies</u>	Knowledge	Skills	Personal Attributes
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The **Forest Protection Officer** is responsible for forest protection and fire management activities within an assigned district. You are responsible for planning fire suppression activities (i.e. equipment maintenance, evacuation, and fire risks), overall fire suppression efforts in the district, and providing training on fire suppression techniques. This includes performing administrative functions related to fire suppression such as preparing fire reports and schedules, purchasing goods, and contracting for equipment to be used in fire fighting. Other activities include supervision of fire suppression staff.

The **Duty Officer** collects and interprets weather and indices, analyzes SFMS outputs and assesses resource needs and fire information on a regional basis. You will develop regional alerts, detection requirements and position personnel, aircraft and equipment to ensure preparedness objectives are met. You will provide support for sustained action fires. The Duty Officer ensures contracts, reports and information are complete, accurate and distributed to appropriate parties in a timely manner. Other duties include the supervision of support staff, ensuring records are maintained and archived. You must be able to prioritize resource deployment in multiple fire situations. The Duty Officer is responsible for analyzing regional fire data, identifying trends, preparing reports that include their recommendations. You will develop and delivery training modules, public presentations and communications related to prevention, education, and current fire conditions.

The **Fire Base Supervisor** is responsible for operational delivery of the forest protection area preparedness plan and to coordinate suppression activities. You will develop the area fire plan and provide advice and work closely with local governments, First Nations and industry regarding risk assessment/management and protection. You will provide leadership and direction to ministry fire staff, contractors, FSIN and Northern Works crews and emergency fire fighting personnel. The Fire Base Supervisor is responsible to authorize, issue and monitor burning permits ensuring permit holders are in compliance with legislation and will issues notices of violation where applicable. You will develop and deliver training modules to fireline personnel and develop and deliver public presentations to promote fire education and prevention. You will be responsible for over winter fires, review of forest harvesting plans to mitigate fire hazard and to develop prescribed fire plans. You will promote, develop and supervise wildland urban interface projects and conduct annual inspections of heavy equipment contracted to Saskatchewan Environment.



The **Fire Technician** provides leadership, direction and work performance feedback to emergency fire fighters, First Nations and Northern Works personnel and will supervise initial attack leaders, members and observer staff when required. You will be responsible for pre-suppression and fire suppression activities and will train and deliver fire programs including prevention and education and fire suppression tactics/techniques to emergency fire fighters, the public, FSIN/Northern Works and industry. You will be responsible for the administration and inspection of burning permits within the Forest Protection Area and to develop burning permit programs on First Nations reserves. Fire Technicians conduct field inspections to assess fire hazard and manage/mitigate risk. You must complete field inspections to assess the extent of forest disease and monitor salvage logging operations. Additional duties include inspection of heavy equipment, assigning contracts and negotiating equipment rental rates. You will prepare fire reports, identify and record monthly accomplishments, fire mapping and complete and maintain equipment inventories. Responsibilities will also include over winter fires, check scaling, forest operation compliance inspections, reviewing forest harvesting plans to mitigate fire hazard and the develop prescribed fire plans. This position is responsible for the promotion, development and supervision of wildland urban interface projects.

Chief Air Attack Officer

The Chief Air Attack Officer manages and coordinates provincial air attack sections and supervises all Air Attack Officers and Loader positions. Typical work associated with supervision includes recruitment and selection of staff, employee orientation and training, establishing work schedules and resolve disputes. You will develop and administer training and evaluation program, develop performance-testing criteria, perform evaluation flights and determine competence. You will manage procurement activities for fire retardants and foam concentrates used in aerial suppression by determining tender specifications, preparing tender documents, reviewing bid submissions and making recommendation concerning the successful bid. Using analytical and planning skills, you will manage operation and maintenance of all tanker bases and develop guidelines and procedures. You will liaise with national agencies; prepare documents to address government concerns and respond to complaints made to the Minister's office. You will respond to public requests for information and prepare technical reports.

Air Attack Officer

The Air Attack Officer directs fire bombing aircraft in aerial fire suppression activities by determining attack strategies, attack priorities and relaying bombing instructions to pilots. Using your expertise in fire management you will assess fire behavior and spread potential and relay this information to fire managers and ground crews. You will ensure proper airspace safety is maintained through use of correct procedures in the fire control zone and conduct post-mission debriefing sessions to analyze each operation for areas of improvement, or to identify problems. You will also instruct Initial Attack Crews on tanker activity as well as work on maintenance and construction projects. You will be required to perform administrative functions such as completing air tanker evaluation reports, attendance forms, expense claims and other routine forms. You will also write reports associated with tanker activities including incident reports, equipment evaluations and retardant/foam evaluation reports.



Fire Base Support

The Fire Base Support maintains and updates the inventory of base and satellite fire cache equipment and fuels. You will perform equipment inventory checks, analysis, and reconciliation and write offs and instruct staff on the proper use and handling of equipment and fuels. The Fire Base Support will record the movement of equipment, fuels, food, etc. You will perform periodic testing of equipment and maintain and distribute base commissary. Performing as a radio operator you will relay clear and concise information to Emergency Fire Fighters on sustained fire situations and assist in scanning fires using infrared scanners. You will also be required to clean and maintain facilities.

Smokey

This position assists in the delivery of the Forest Fire Pre-Suppression Program, acting as “Smokey Bear” for television, schools, public and other functions. This position will compile reports, and provide other administrative assistance. Extensive travel is required. When time permits, other assigned duties will be as relayed in the Initial Attack Member description.

Fire Coordinator

The Fire Coordinator manages a fixed and variable fire budget, verifying and approving expenditures to ensure program needs for technical, communication and safety equipment are met. This position will ensure the worksite is fully operational by the start of fire season, the Fire Base and Industry Fire plans are completed and distributed and compliance with guidelines and policies. The Fire Coordinator gathers information and prepares responses for briefing notes. Other duties include the coordination of the First Nations/Northern Works contract fire fighter program and management of the Escaped Fire Program. You will conduct briefings, activate and coordinate escaped fire teams, maintain contact with teams, and ensure proper training is provided, maintaining certification on fire behavior. You will perform on-site inspections of fire camps, manage a fireproofing, fuels management, forest protection program, coordinate the community protection program and manage fire equipment program and safety program.

In this position you will also perform typical work associated with the supervision of staff such as: staffing actions and job specifications, interviewing, hiring, orientation, establishment of work schedules, resolve disputes, training, etc.

Initial Attack Crew Leader

The Initial Attack Crew Leader plans, coordinates and implements pre-suppression activities. The position will be required to research, develop and update wildland fire management plans, prioritizing pre-suppression and suppression needs. Other duties include administrative functions related to fire suppression, First Nations Agreements and Northern Works Agreements as well as the coordination of public presentations. You will provide advice and work with local governments, municipalities, industry and First Nations groups on fire prevention policy and procedures, authorize, issue and monitor burning permits, check on compliance in regards to conditions of burning permits and investigate and issue Notice of Violations.

As the Crew Leader you will also perform typical duties associated with the supervision of staff such as: determining staffing actions and job specifications, competitions, interviews, hiring, orientation, establish work schedules, resolve disputes, training, etc.



Initial Attack Crew Member

The Initial Attack Crew Member performs initial attack functions and fire suppression activities such as trenching, controlling burns, felling trees, pumping water and extinguishing fires. This position repairs and maintains firefighting equipment, provides fire-fighting instruction for Emergency Fire Fighters, First Nation crews and Northern Works crews, Emergency Fire Fighters, camp managers, etc. This position also cleans and maintains fire management facilities and works on sustained action fires assuming various roles such as looking after commissary, groceries, scanning,. The Initial Attack Crew member will participate in scheduled physical fitness and wellness programs.

Working conditions can include working undefined hours and working in remote locations in inclement conditions. While responding to fires, you are often exposed to extreme heat and smoke. You may be required to be on call for extended periods and temporarily assigned to other locations in the province. In addition, a class 4 driver's license is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable federal and provincial legislation, regulations, policies, guidelines, agreements and programs. **(Bring/Learn)**
 - Knowledge of administrative and personnel related acts, policies, procedures, guidelines and collective agreements. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of multi-cultural beliefs, values and perspectives with particular emphasis on Aboriginal culture. **(Bring/Learn)**
 - Knowledge of terminology, theories, principles of forestry, fire management, environment, ecological protection, sustainable development and the interrelationship between them. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring – Supervisors only/Learn)**
-

Technical

- Knowledge of wild land fire prevention, prescribed fire pre-suppression and suppression techniques, fire behaviour and its effect on the ecosystem. **(Bring/Learn)**
 - Knowledge of human resource, administrative and financial management principles and practices. **(Bring/Learn)**
 - Knowledge of aircraft types, capabilities and limitations. **(Bring/Learn)**
 - Knowledge of the Incident Command System. **(Bring/Learn)**
 - Knowledge of search and rescue, outdoor survival, First Aid and CPR techniques. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to develop and facilitate presentations and training programs to inform the public, staff, stakeholders at a level appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, organized, adaptable...

- Ability to verbally and in writing provide accurate information and compose clear, concise proposals and reports, accurately fill in forms and develop plans at a level appropriate to the recipient within tight deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: organized, focused, diplomatic...

- Ability to independently plan, facilitate and lead public consultation processes in conjunction with other ministries, agencies, stakeholders and Aboriginal groups in the development and implementation of agreed upon strategies. **(Bring/Learn)**

Personal attributes which may link with this skill include: confident, persuasive, adaptable...

Leadership

- Ability to lead, coach, evaluate, and provide performance feedback to assigned staff and/or others according to the standards, objectives and mandate of the ministry. **(Bring)**

Personal attributes which may link with this skill statement include: firm, persuasive, approachable...



- Ability to recruit, assess and select qualified candidates, provide constructive feedback according to the Collective Agreement(s) and ministry and government policies and procedures. **(Learn)**

Personal attributes which may link with this skill statement include: open-minded, flexible, realistic...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: flexible, open-minded, and courteous...

Problem Solving

- Ability to anticipate, recognize, assess, mediate and resolve conflict and take timely actions to de-escalate crises/stressful situations. **(Bring)**

Personal attributes which may link with this skill statement include: open-minded, persuasive, and courteous...

- Ability to accurately identify issues, concerns or problems, consider various options and determine and implement an appropriate course of action. **(Bring)**

Personal attributes which may link with this skill statement include: focused, open-minded, decisive...

Interpersonal

- Ability to recognize, understand and accommodate cultural and gender differences in a sensitive and respectful manner. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: cross-culturally aware, adaptable, open-minded...



- Ability to use tact and diplomacy when mediating and facilitating discussions with co-workers, stakeholders, media and the public and private sectors. **(Bring/Learn)**

Personal attributes, which may link with this skill statement, include: open-minded, organized, consistent, decisive...

- Ability to establish and maintain positive and professional work relationship with clients, communities and co-workers. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

Team/Independence

- Ability to work independently and as a team member with colleagues, agencies and others to meet program and client needs. **(Bring)**

Personal attributes which may link with this statement include: organized, self-motivated, focused, creative...

Organizational

- Ability to establish, assess, assign and adjust priorities in response to objectives and deadlines in both emergency situations and normal operations. **(Bring)**

Personal attributes, which may link with this skill statement, include: adaptable, focused, organized...

Analytical

- Ability to accurately assess and prioritize fire and emergency situations in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, independent...



- Ability to promptly develop, implement and update safe, effective and cost efficient preparedness and/or suppression plans based on fire hazard, applicable fire management and forest protection policies and guidelines, and available resources. **(Bring)**

Personal attributes which may link with this skill statement include: independent, proactive, innovative...

- Ability to collect evidence, compile, identify, document and analyze information to accurately determine the cause of a fire, or track of government assets, equipment and funds and/or equipment under contract. **(Bring)**

Personal attributes which may link with this skill statement include: focused, organized, creative...

- Ability to anticipate, evaluate, plan and implement strategies to protect and preserve the values at risk. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, proactive, firm...

- Ability to accurately estimate, forecast, authorize, verify and manage budget expenditures within allocations to meet program requirements. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: organized, adaptable...

- Ability to accurately reference, interpret and appropriately apply (federal, provincial, municipal and local) legislation, policies, programs and agreements. **(Bring/learn)**

Personal attributes which may link with this skill statement include: firm, independent, accountable...

- Ability to correctly evaluate policies, guidelines and agreements to make recommendations and/or develop and suggest revised forest protection program delivery options. **(Learn)**

Personal attributes which may link with this skill statement include: focused, innovative, persuasive...



Technical

- Ability to safely and proficiently operate, maintain and make minor emergency repairs to various equipment. **(Bring)**

Personal attributes which may link with this skill statement include: independent, practical...

- Ability to responsibly and safely use, store and maintain firearms for nuisance wildlife control in accordance with policy. **(Learn)**

Personal attributes which may link with this skill statement include: accountable, organized...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing databases, spreadsheets accurately and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: organized, independent, creative...

- Ability to accurately analyze and interpret data using modeling software such as Prometheus and Spatial Fire Management Systems. **(Learn)**

Personal attributes which may link with this skill statement include: accurate, independent, organized...

Safety/Stress/Security

- Ability to independently, accurately and quickly recognize, evaluate and respond to multiple and extreme crisis/stressful/dangerous situations to ensure safety of self, others and protection of the values at risk, while maintaining composure. **(Bring)**

Personal attributes which may link with this skill statement include: firm, proactive, focused...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the GFF and GFC positions include:

To Be...

- a team player
- organized
- calm/ level-headed
- accountable
- self-motivated/
independent
- sensitive/ aware cross-
cultural
- approachable
- innovative
- diplomatic
- focused
- a self-starter/ creative/
initiative
- polite
- a leader
- adaptable/flexible
- persuasive/facilitative
- intuitive/ proactive
- firm/ decisive
- open-minded
- realistic/ practical
- courteous
- non-judgmental

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Policy & Legislation, and Research/ Policy Officers

Occupational Family/Code – Program Consultation: CPL, CRO

Profile created: 1999 11

Profile updated: 2006 12

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Policy Analysts

Policy Analysts provide advice and services to support senior and executive management on a range of related program and policy issues. In consultation with internal and external stakeholders, policy analysts develop, implement and monitor policies, programs, projects and evaluations. The work involves a broad knowledge of relevant acts and programs, government operations and theories and principles. Technical skills involving analysis, research, monitoring, evaluation, contract and/or financial management are applied to effectively and creatively address problems and issues. Policy analysts are required to work cooperatively and collaboratively in a timely and organized way on multiple and often complex problems.

Legislation Officers

Legislation Officer are responsible to coordinate and facilitate the preparation and submission of documents from all areas of the ministry for legislation and regulations (new/ amending/ repealing), orders in council, minister's orders, cabinet decision items, cabinet information items, nominations, and proclamations. Duties include: responsibility for submissions in response to the Call for Legislation, drafting of documents relating to legislation, cabinet decision-making and implementation. Legislation officers act as ministerial liaisons with Treasury Board, Justice and Executive Council with respect to cabinet documents and procedures. They provide consultative services to ministerial staff on cabinet policy and procedures as well as ministerial authority, legislation and regulations. Legislation officers may be required to prepare information manuals, conduct training sessions and develop administrative guidelines for internal operations related to cabinet documentation.

Research Officers

Research Officers identify data sources, assess the quality and limitations of data and determine whether data are appropriate for use in reports and models. In addition to creating and using models to perform research on a variety of topics, research officers interpret the results of research and communicate those results to others in government or to the public. In addition, research officers answer information requests from members of the public and government on a variety of topics and help people to interpret the data provided.

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Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable acts, regulations, programs, policies, guidelines, procedures, contracts, agreements. **(Bring/Learn)**
 - Knowledge of government structures, processes, responsibilities, operations. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of theories and practices relevant to the job assignment. **(Bring/Learn)**
 - Knowledge of qualitative and quantitative research methodologies. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of relevant sectors including trends, issues, structure and composition. **(Bring/Learn)**
- Knowledge of project management methods, principles and processes. **(Bring/Learn)**
- Knowledge of human resource management practices. **(Bring/Learn)**
- Knowledge of financial management practices. **(Bring/Learn)**
- Knowledge of program/policy/project evaluation techniques. **(Bring/Learn)**
- Knowledge of communication techniques and methods. **(Bring/Learn)**



- Knowledge of applicable computer hardware, software applications and databases. (**Bring/Learn**)
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to articulate strategic directions to link current operation to the future directions of the ministry. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident...

- Ability to clearly and concisely plan/ develop/ facilitate information sessions or meetings and/or respond to questions to promote a greater understanding of programs/ issues/ initiatives/legislation. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, diplomatic, flexible...

- Ability to provide/obtain/exchange clear and accurate information in both formal and informal settings to a variety of people (e.g. community, clients, colleagues, service providers, ministry, other governments, industry) in a manner appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, flexible, diplomatic, objective...

- Ability to verbally and in writing, explain financial/ statistical/ administrative matters/ programs/ policies/ procedures/ regulatory matters to a variety of audiences. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, diplomatic, objective...



- Ability to clearly and accurately explain complex legislation, policies, programs and processes to others, in a manner appropriate for the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, detail-oriented, diplomatic...

- Ability to ask clear, concise and relevant questions in order to obtain and analyze information from community/ clients/ colleagues/ industry/ service providers/ other governments. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: curious, confident, proactive...

- Ability to persuade/influence/motivate by articulating the implications of proposed policy/ program/ legislative directions and/or changes. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, tenacious/persistent, objective...

- Ability to articulate and convey innovative messages to your audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, confident...

Leadership

- Ability to anticipate the need for teamwork and lead / assemble the team to meet goals and objectives. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: initiative/dependent, proactive, sensitive...

- Ability to objectively and fairly evaluate employee performance against clearly stated work goals and standards. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, diplomatic, confident...



- Ability to constructively encourage, share information and provide feedback to help others meet common goals and objectives to ensure compliance. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, creative, detail-oriented...

- Ability to assess and select qualified individuals/consultants according to established policies and procedures to achieve stated goals. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, sensitive...

- Ability to guide, coach, counsel and provide direction and feedback on performance to others. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, objective, sensitive...

- Ability to assign work to others taking into consideration priorities, employees' workloads and skills. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, sensitive...

- Ability to provide direction/corrections to internal/external organizations and/or individuals in order to ensure compliance with policies/programs/legislation. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: detail-oriented, analytical, tenacious/persistent...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.
(Bring - Supervisor only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...



Problem Solving

- Ability to clearly define problems; select and apply appropriate methods to analyze and address the problems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, analytical...

- Ability to collect and analyze relevant data to make accurate and timely decisions/recommendations on a variety of issues. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical, creative, flexible...

- Ability to analyze trends and issues, identify and develop options and solutions, and make policy recommendations in order to meet ministry goals and client needs. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, detail-oriented...

- Ability to accurately reference and interpret acts, regulations, policies and guidelines. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: detail-oriented, tenacious/persistent, analytical...

- Ability to assess the current and historical context and consider all factors when conducting research and analysis in response to an issue. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, detail-oriented...

- Ability to anticipate, identify and evaluate the potential impact/implications of changes in the external/internal environment on government activities. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, analytical...



Interpersonal

- Ability to consult/work with other organizations, colleagues, individuals and communities to develop positive working relationships, policies and protocols, address complaints and establish partnerships. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: sensitive, objective, diplomatic...

- Ability to calmly listen, assess and clarify concerns and respond appropriately to clients/ co-workers/ stakeholders/ consumers/ public who may be angry/confused/upset/uncooperative. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: diplomatic, sensitive, confident...

- Ability to interact diplomatically to determine or mediate a solution when encountering difficult or confrontational clients or situations. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, sensitive...

- Ability to influence, persuade or convince others to work towards a mutually acceptable or workable solution/agreement. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: tenacious/persistent, confident, diplomatic...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently or collaborate as a team member with co-workers, agencies and others to consistently meet program and client needs. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, sensitive, objective...



Organizational

- Ability to accomplish required tasks within established timeframes in an environment with diverse and conflicting workload pressures. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, dedicated, independent...

- Ability to plan and organize multiple, complex tasks and projects taking into consideration conflicting and changing priorities to meet strict and/or changing deadlines. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, dedicated, proactive...

Analytical

- Ability to identify information requirements and organize and interpret the information collected. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical, detail-oriented...

- Ability to apply information collected in order to develop, implement, and evaluate programs/policies/procedures. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical...

- Ability to identify the opportunity for changes to improve program delivery. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: proactive, curious...

- Ability to search for and assess data / information to develop materials, reports and/or make decisions/ recommendations / conclusions about the application of programs, policies, procedures, acts, regulations, guidelines and contracts. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical, proactive...



- Ability to examine, understand and appropriately apply complex and sometimes conflicting policies, agreements, contracts, acts and regulations to daily operations and situations. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: detail-oriented, confident, analytical...

Technical

- Ability to design/develop/select research methodologies (including surveys, focus groups, interviews, literature reviews) and apply appropriate statistical and analytical techniques. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: detail-oriented, confident...

- Ability to apply financial/economic/scientific/social theory or techniques to analyze problems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical, confident...

- Ability to create and generate queries reports and documents using internet, word processing databases, spreadsheets, and other software packages. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: curious, detail-oriented, creative...

- Ability to provide direction/advice on the development or modification of data systems to meet operational needs. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: detail-oriented, confident, sensitive...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Policy Analysts, Legislation Officers, and Research Officers include:

To Be...

- creative
- accommodate individual differences
- flexible
- detail-oriented
- analytical
- tenacious/persistent
- confident
- intuitive/independent
- respectful
- welcoming
- supportive
- empathetic
- objective
- dedicated (going the extra mile/pride in your work)
- proactive
- honest
- diplomatic
- curious
- sensitive
- open-minded
- equitable
- understanding

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Child & Family Services/Income Security/Integrated Workers

Occupational Family/Code – Human Services: HCP, HYC, HCS, HFS, HIS, HIU

Profile created: 1996 08

Profile updated: 2023 04

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The duties for program workers within human services will vary depending on the position, the program being delivered and the location of the position. Some positions provide specialized functions within a program area and others perform integrated cross-program roles. For certain positions candidates are required to have a BSW, BISW, or an alternative bachelor level social work degree from an accredited university, as approved by the CASW/CASSW or an applicable Human Service degree plus relevant experience, or a Social Work certificate plus relevant related experience. For further clarification, refer to Ministry of Social Services.

Within the Child and Family Services Division, you will work with various individuals and agencies. Your primary client may be families, children, youth, teen parents, foster parents and/or adoptive parents. You may investigate referrals, assess family functioning and determine risk of safety to children. When safety risks are too great, children may be removed from their home and placed in foster care. You may provide counseling to families at risk to develop plans to better deal with the problems they are experiencing and work with them in establishing the supports they require. You may work with children in care and their foster parents and caregivers to plan and prepare the child's return home. Children may be placed in care on a permanent basis and will require long-term care and planning. You may work with young parents to provide pregnancy counseling/planning, adoption planning, facilitate parenting support and information groups for young parents. You may conduct intensive home studies for prospective adoptive parents, facilitate adoption placements and provide post-placement support and adoption finalization.

Within the Income Security Division, you will be required to provide income support services for families and individuals to lessen, remove, or prevent the causes and effects of poverty, hunger and dependency. Income Security Programs encourage and support employment and other measures to assist client and community independence. The Division partners with other ministries, organizations, and community agencies, both regionally and provincially to develop services which contribute to the social and economic well-being of low-income children, families and individuals. As an Income Security Worker, you will use systems-centered, strength-based, and solution-focused approach to assess the client's strengths, interests, personal, family, and social stresses, resources and support systems to assist them to meet their needs. You may be required to apply crisis and/or risk management techniques in some situations. Using information gathered through the assessment process, you will determine the eligibility for social assistance, the benefit level and other services to which the client may be entitled, and work with clients and communities to develop plans for personal growth and/or enhanced independence of the individual client and people on social assistance.



You may be required to travel and/or operate a vehicle throughout cities or rural areas. You may have to transport families and carry children, or work within a youth custody facility or group home where crisis intervention is required. You will be required to work flexible hours and/or shift work. A criminal record clearance is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable procedures, policies, regulations and legislation. **(Learn)**
 - Knowledge of the inter-relationships between various policies/programs. **(Learn)**
-

Theories/Principles

- Knowledge of child abuse and neglect indicators and affects. **(Bring)**
- Knowledge of community services and resources and the extent to which these resources and services support the citizens of the community. **(Learn)**
- Knowledge of the indicators and dynamics of domestic violence, poverty, disabilities, family relationships, abuse and neglect and their impact on the client's ability to effect necessary change when executing a case plan. **(Learn)**
- Knowledge of poverty and other socio-economic issues and how they impact on people. **(Bring)**
- Knowledge of human growth and development and the impact of influencing factors. **(Bring)**
- Knowledge of the systemic barriers that affect clients and communities. **(Bring)**
- Knowledge of multi-cultural beliefs, values and perspectives with particular emphasis on First Nations and Metis. **(Bring)**
- Knowledge of community approaches to working with clients. **(Learn)**
- Knowledge of a range of theories and intervention strategies. **(Bring)**



- Knowledge of the principles and techniques of adult and child learning. **(Learn)**
 - Knowledge of interviewing skills and techniques. **(Bring)**
 - Knowledge of therapeutic and treatment principles, modalities and interventions (e.g. family-centered, strength-based, solution-focused). **(Learn)**
 - Knowledge of principles, practices and ethics of social work. **(Bring/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to plan and conduct interviews with individuals who may display a broad range of emotions to gather and evaluate relevant information, assess risk factors/capacities/family dynamics and the need for services. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, empathetic, patient, focused, respectful...

- Ability to verbally and in writing communicate information to a variety of audiences that persuades, convinces, builds support, educates and promotes understanding. **(Bring)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...

- Ability to develop and deliver presentations about ministry programs and client needs to agencies, community, and/or groups using language appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...

- Ability to organize, present and record information in a clear, concise, complete, accurate, appropriate and timely manner which allows others to understand the reasons for a decision/recommendations or the need for further action. **(Bring)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...



- Ability to develop, deliver and facilitate clear and concise information sessions and educational modules using language appropriate to the audience. **(Learn)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...

- Ability to advocate on behalf of clients to ensure access to services and resources, remove barriers to independence and promote client well-being. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, supportive of others, honest...

Leadership

- Ability to lead, encourage, advise and cooperate with people to promote and maintain healthy, positive relationships while achieving client, team and ministry goals. **(Learn)**

Personal attributes which may link with this skill statement include: empathetic, respectful, confident, team player, supportive of others...

- Ability to establish and maintain a network of community contacts with a diverse range of individuals. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, empathetic, respectful...

Problem Solving

- Ability to apply a case management model when assessing, developing, implementing, evaluating and adjusting case plans in collaboration with the client and others to establish goals and meet diverse client and family needs. **(Bring)**

Personal attributes which may link with this skill statement include: confident, client service oriented, flexible...



- Ability to apply the family-centered, strength-based, solution-focused case management model when assessing, developing, implementing, evaluating and adjusting case plans in collaboration with the client and others to establish goals and meet diverse client and family needs. **(Learn)**

Personal attributes which may link with this skill statement include: confident, focused, client service oriented, flexible...

- Ability to access appropriate community resources in response to specific client needs. **(Learn)**

Personal attributes which may link with this skill statement include: innovative, creative, client service oriented...

- Ability to assess the current and historical environment of the client, family and/or community and consider all factors when developing case plans. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, client service oriented...

- Ability to assess, develop, implement, evaluate and adjust case plans in order to reduce risk and enhance individual/family functioning. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, client service oriented...

- Ability to develop, maintain, implement and adjust case plans in collaboration with the client and others to establish goals and meet diverse client and family needs. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, client service oriented...

- Ability to evaluate client interview data regarding life situations, employability and other circumstances to determine the extent to which available programs and services can address applicant needs and integrate this into a case plan. **(Learn)**

Personal attributes which may link with this skill statement include: client service oriented, flexible, focused...



Interpersonal

- Ability to develop and maintain open and honest work relationships with a challenging and diverse range of individuals, interest groups and related service providers. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, objective, supportive of others...

- Ability to develop partnerships with communities, share resources and provide quality service to individual clients and families. **(Learn)**

Personal attributes which may link with this skill statement include: goal oriented, creative, flexible...

- Ability to recognize and value cultural and socio-economic differences in developing case plans with the client. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, impartial, fair, sensitive...

- Ability to develop and maintain positive relationships with a diverse range of clients and team members within the workplace, or community and/or other government ministries and agencies. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, objective, supportive of others...

Team/Independence

- Ability to work independently, interdependently, and participate as a contributing member of a variety of teams within the workplace, community and other government ministries/agencies to meet client and ministry goals and objectives. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, goal-oriented, team player...



Organizational

- Ability to independently plan and balance diverse and conflicting workload pressures, in a timely manner accomplishing program goals while meeting client needs. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, goal oriented, client service oriented...

Analytical

- Ability to interpret and apply the intent of legislation and social policies to complex controversial and/or ambiguous situations with disputed or limited facts. **(Learn)**

Personal attributes which may link with this skill statement include: confident, creative, focused...

- Ability to understand and use legal authority in a fair and sensitive manner and provide the rationale for decisions and actions. **(Learn)**

Personal attributes which may link with this skill statement include: focused, flexible, client service oriented...

- Ability to examine, understand and appropriately apply mathematical concepts when calculating and explaining complex budget calculations from income information. **(Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail...

Technical

- Ability to access, retrieve, input and process information using various electronic systems in an accurate and timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: focused, goal oriented...



- Ability to input, update, edit, retrieve, maintain, merge, format and transmit information/data using a variety of hardware/software and/or electronic systems accurately and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: consistent, focused, conscientious...

Safety/Stress/Security

- Ability to recognize symptoms of stress and take steps to minimize their impact on job performance, well being and safety of self and others. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, positive, empathetic...

- Ability to recognize potential risks to the safety and well being of self, clients, staff and community and take timely actions to respond to or de-escalate crisis situations including recognizing when to extricate yourself from the situation. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: self-confident, positive, empathetic...

- Ability to develop, assess and consider options for addressing urgent client situations and implement solutions which reduce client risks. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, positive, empathetic...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioral examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Child and Family Services/Integrated Workers include:

To Be...

- client-service-oriented
- diligent
- honest/ trustworthy
- self-confident
- flexible/ resilient
- insightful/ intuitive
- realistic
- positive/ hopeful/ confident
- task-oriented/ goal-oriented/
- focused
- decisive
- accurate/ precise/ concise
- reliable/ responsible
- empowering
- creative/ innovative
- compassionate/ supportive/ empathetic/ sensitive/ understanding/ respectful
- a team player
- proactive/ motivated
- accountable
- fair/ impartial/ objective/
- open-minded/ non-judgmental
- patient
- tolerant
- calm/ level-headed
- approachable/ personable
- a role model

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Resource Management Consultants (Environmental Project Officers)

Occupational Family/Code – Program Consultation: CRM

Profile created: 1999 02

Profile updated: 2006 10

Occupation Summary	<u>Selection of Competencies</u>	Knowledge	Skills	Personal Attributes
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The Environmental Project Officer (EPO) is responsible for environmental protection program delivery in the eco-region in which he/she is located. The technical competencies of the person and the requirements of the position will determine the function within the environmental protection group for the eco-region. The focus of the duties may be industrial, commercial, or municipal environmental protection. The incumbent will travel to development sites, perform inspections, assess monitoring and meet with site personnel to discuss the environmental protection program at said development. The EPO will have demonstrated ability to communicate (verbally and written) to mediate and build consensus with a wide cross section of the general public, academia, inter and intra-ministerial colleagues, other levels of government, industry and business. The incumbent will, through the course of his work, gain a detailed knowledge of statutes, regulations, policies and guidelines that pertain to the environmental protection program for that eco-region. As a full performer, the EPO will provide lead technical review on decommissioning and reclamation plans, environmental assessments and screenings, operating and constructions approvals, and recommend them for ministerial signature.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable internal and external acts, regulations, agreements, policies, guidelines, principles and processes relevant to environmental protection. **(Learn)**
-

Theories/Principles

- Knowledge of engineering/scientific terminology's and principles and applied methodologies related to the relevant eco-region sectoral activity or specific discipline. **(Bring)**
 - Knowledge of basic industrial and workplace safety, theory and practice as it applies to the performance of the environmental protection mandate. **(Bring/Learn)**
-

Technical

- Knowledge of the relevant eco-region sectoral processes/operations as they impact environmental protection. **(Bring/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to identify, collect and record relevant information through observation, interviews, inquiries and inspections/investigations. **(Bring)**

Personal attributes which may link with this skill statement include: independent, conscientious, persuasive...

- Ability to clearly and accurately discuss and explain complex technical/scientific ecosystem issues, policies, procedures to diverse groups (e.g. general public, peers, industry, municipalities, politicians) at a level appropriate to the audience. **(Bring)**

Personal attributes which may link with this skill statement include: assertive, innovative, persuasive...

- Ability to accurately and concisely draft or compose technical reports, briefing notes, general correspondence, legal documents (e.g. licenses, inspection reports). **(Bring)**

Personal attributes which may link with this statement include: diplomatic, conscientious, assertive...

- Ability to plan, develop, deliver technical training/seminars to clients and stakeholder groups with a wide variance of education, experience and perspective/interests. **(Bring/Learn)**

Personal attributes which may link with this statement include: flexible, open-minded, cooperative...



Problem Solving

- Ability to educate, facilitate, and persuade others to achieve consensus or resolve conflict in highly polarized situations. **(Bring)**

Personal attributes which may link with this skill statement include: persuasive, innovative, logical...

- Ability to identify, develop, evaluate and implement solutions to resolve environmental protection/ecosystem issues/problems. **(Bring)**

Personal attributes which may link with this skill statement include: logical, conscientious...

Interpersonal

- Ability to independently make and implement crisis management decisions with limited time, resources and information to protect public health, safety and the environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: independent, goal-oriented, assertive...

Team/Independence

- Ability to independently, or as part of a team, research, develop and recommend or implement new technologies, techniques, concepts, policies or guidelines. **(Bring)**

Personal attributes which may link with this skill statement include: team player, independent, cooperative...

Organizational

- Ability to independently organize duties, determine and adjust priorities to complete tasks and meet objectives in a multi-tasking environment. **(Bring)**

Personal attributes which may link with this skill statement include: goal-oriented, flexible, logical...



Analytical

- Ability to assess, evaluate and interpret complex ecosystem/ environmental issues by applying scientific/engineering principles. **(Bring)**

Personal attributes which may link with this skill statement include: conscientious, logical...

- Ability to interpret and apply the intent of legislation and regulations to situations with limited or no precedents, no policies or disputed facts. **(Bring)**

Personal attributes which may link with this skill statement include: logical, conscientious...

Technical

- Ability to accurately input, edit, retrieve information and data, using various databases, spreadsheets, and word processing packages. **(Bring)**

Personal attributes which may link with this skill statement include: conscientious...

- Ability to operate, maintain and calibrate relevant scientific, analytical and sampling equipment with accuracy and precision. **(Bring)**

Personal attributes which may link with this skill statement include: logical, independent...

- Ability to collect routine or legal representative samples (air, water, biota, soil) by applying standard sampling techniques and protocols. **(Bring)**

Personal attributes which may link to this skill statement include: logical, goal-oriented, conscientious...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Environmental Project Officers include:

To Be...

- understanding
- diplomatic
- goal-oriented
- independent
- flexible
- innovative
- conscientious
- assertive
- persuasive
- logical
- open-minded
- co-operative
- ethical

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Program Support (Document Processing, Medical Claims Assessor, Program/Officer Administrator, Secretary)

Occupational Family/Code – Program Support: PDP, PMC, POM, PSC

Profile created: 1997 01

Profile updated: 2006 09

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Primary responsibilities for employees in the program support family consist of information processing, office administration or record maintenance. Specific duties in each of these areas of responsibility vary depending on position level.

Employees at the entry level (1-3) are responsible for duties such as: operating computers and office equipment; entering and retrieving data using pre-packaged software programs; keeping records and retrieving or searching files; receiving, sorting or distributing mail; providing reception services and general program information.

Employees at the intermediate level (4-5) are responsible for duties similar to that at the entry level but also for duties such as: composing or editing brief, routine correspondence; maintaining office equipment; explaining policies; supervising staff; maintaining office processes and procedures; reviewing, assessing, approving, coding and processing documents such as claims, permits and applications; ordering supplies; compiling reports and keeping budget records.

Employees at the senior level (6-7) are responsible for duties similar to that at the intermediate level but also for duties such as: composing, compiling or computing statistics, information or documents; manipulating data using pre-packaged software programs; co-ordinating, establishing and maintaining operating standards and records; providing advice on policies and procedures; supervising staff; completing fiscal forecasts, authorizing expenditures and preparing budget submissions.

Document Processing Employees

(PDP) - maintains records or files of activities such as accounts, court records, or payroll; compiles reports; reviews or processes statements or applications and follows up on discrepancies; provides information to the ministry or public regarding ministry programs including issuance of permits, licenses, applications or grants; may type or compose letters using work processors or prepare other documents using databases, spreadsheets, or the Internet.



Medical Claims Assessor

(PMC) - assesses medical claims, overpayments and retroactive coverage changes to authorize, reject or adjust payments for pharmacy claims or doctors' services. Composes correspondence requesting doctors' or pharmacists' clarification regarding questionable claims; audits doctors' billing practices or high-quantity drug reports and responds to inquiries through written or verbal communication.

(PMA) - processes and codes statistical records from Hospitals (e.g. mortality data); updates and runs reports from the Canadian Institute for Health Information databases; updates the Saskatchewan Physician, Dentist and Locum Registry; responds to inquiries from the public regarding hospital, ambulance or physician services.

Program/Officer Administrator

(POM) - performs or supervises program or administrative operational functions with responsibilities including project management; budgets, processes and procedures, office space, inventory, human resources, property and supplies. Assesses and approves program applications or grants; researches and writes reports regarding program under purview.

Secretaries

(PSC) - word processing various documents such as letters and memos; maintains databases, runs reports and creates spreadsheets; may perform research on the Internet or create web pages using HTML; receives and distributes incoming and outgoing mail and office supplies; responds to and refers inquiries; files and updates filing systems; schedules meetings and travel arrangements; performs reception duties and may track budget expenditures and process invoices.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of relevant legislation, regulations, acts, agreements, policies and/or procedures. **(E & I - Learn, S - Bring/Learn)**
 - Knowledge of government purchasing and payment practices. **(S - Bring)**
-

Theories/Principles

- Knowledge of applicable accounting principles. **(I - Bring)**
 - Knowledge of human resources principles and practices which includes supervision, staffing, performance evaluation, coaching and counseling. **(S - Bring)**
 - Knowledge of budget preparation, expenditure and fiscal forecasting processes and procedures. **(S - Bring)**
 - Knowledge of basic accounting/financial principles, procedures/practices. **(S - Bring)**
 - Knowledge of theories and practices relevant to the to the job assignment/program. **(S - Bring)**
 - Knowledge of program development, management and evaluation principles. **(S - Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of office filing procedures and systems. **(E - Learn)**
- Knowledge of office and/or administrative procedures, protocols and equipment. **(I & S - Bring/Learn)**



- Knowledge of relevant ministry and industry programs, processes and specialized terminology. **(E & I – Learn, S – Bring)**
 - Knowledge of applicable computer hardware and software applications and terminology. **(All Levels – Bring)**
 - Knowledge of word processing, databases, and/or spreadsheet software. **(E – Learn)**
 - Knowledge of computer applications such as word processing, security, communication, spreadsheet software, database and operating systems and/or computer hardware. **(I - Bring/Learn, S - Bring)**
 - Knowledge of various operating systems, networks and network design. **(Systems job type knowledge only. S – Bring)**
 - Knowledge of the design, development and testing methods of customized software packages. **(Systems job type knowledge only. S - Bring)**
 - Knowledge of office management and administrative procedures and protocols. **(S - Bring)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to clearly and accurately explain complex issues, policies, procedures, referencing legislation and other information to clients and co-workers. **(S - Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough, tactful, diplomatic ...

Oral Communication Skills

- Ability to listen, accurately comprehend and orally respond to inquiries from clients, other agencies or the general public and/or relay information, directions or questions in person or over the phone in an accurate, clear, concise and courteous manner. **(E – Bring)**

Personal attributes which may link with this skill statement include: polite, organized, accurate....

- Ability to actively listen to and calmly and courteously acknowledge the concerns of clients who may be hostile, angry, rude, confused or frustrated to diffuse potentially dangerous or threatening situations. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: polite, courteous, calm, approachable...

- Ability to respond accurately, clearly and courteously to inquiries from clients, other agencies and the general public. **(E - Bring)**

Personal attributes which may link with this skill statement include: accurate, organized, assertive...



- Ability to gather relevant information from incoming calls, walk in clients and co-workers in order to relay complete and accurate messages to appropriate persons. **(E - Bring)**

Personal attributes which may link with this skill statement include: approachable, polite, patient...

- Ability to ask clear, concise and relevant questions in order to obtain relevant information from clients [and relay complete and accurate messages to appropriate persons/ respond appropriately/ redirect to pertinent ministry, agency or service]. **(E & I – Bring)**

Personal attributes which may link with this skill statement include: approachable, polite, patient...

- Ability to provide clear, concise and accurate information and/or explanations to a variety of people in both formal and informal settings and in a manner appropriate to the audience. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: sincere, accurate, diplomatic, flexible...

Oral and Written Communication Skills

- Ability to verbally and in writing provide clear, concise and timely information in response to often complex inquiries at a level appropriate to the recipient. **(I – Bring)**

Personal attributes which may link with this skill statement include: informative, positive, assertive...

Written Communication Skills

- Ability to accurately, concisely and in a timely manner compose, record, proofread and/or edit a variety of correspondence [using correct grammar, spelling and punctuation/ for your own and others' signatures/ in a visually pleasing format]. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, accurate, organized, tactful, diplomatic, assertive, creative...



- Ability to clearly facilitate training sessions and/or meetings in order to promote programs and share relevant information.
(S – Bring/Learn)

Personal attributes which may link with this skill statement include: confident, accurate, organized...

- Ability to quickly and accurately record minutes of meetings.
(S - Bring)

Personal attributes which may link with this skill statement include: accurate, attentive to detail...

Leadership

- Ability to clearly and concisely share information with others to enhance their working knowledge on items such as policies, programs, procedures and computer operations.
(E - Bring/Learn)

Personal attributes which may link with this skill statement include: organized, accurate, patient...

- Ability to objectively and accurately evaluate and provide feedback regarding employee performance to [ensure compliance with clearly stated work goals and standards/ help others achieve success in their work]. **(I – Learn, S – Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, diplomatic, supportive, positive, fair...

- Ability to lead, guide, coach, advise and encourage co-workers and/or assigned staff in order to establish and maintain a harmonious and co-operative work environment.
(I & S – Bring/Learn)

Personal attributes which may link with this skill statement include: objective, fair, supportive, patient, flexible, calm, tactful...



- Ability to assign work to others, taking into consideration priorities, employees' workloads and skills and the work that needs to be accomplished. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, flexible, assertive, consistent, adaptable, fair...

- Ability to recruit and select qualified candidates according to the collective agreement, ministry and PSC policies and procedures. **(I & S - Bring/Learn)**

Personal attributes which may link with this skill statement include: objective, assertive, fair, consistent...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to identify, clarify and analyze relevant issues, concerns or problems in order to provide options/recommendations and/or to implement solutions in a timely fashion. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, creative, influential...

- Ability to collect, record and analyze relevant data to make accurate and timely decisions on a variety of issues. **(S – Bring)**

Personal attributes which may link with this skill statement include: decisive, independent, consistent...



Interpersonal

- Ability to liaise with other agencies, staff, ministries, and the public to obtain, exchange, coordinate or confirm information while maintaining confidentiality and staying within policies and procedures. **(E & I - Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, organized, co-operative, influential, confident, diplomatic...

- Ability to establish and maintain open and honest work relationships with other agencies, staff, ministries, and the general public to obtain, exchange, coordinate and/or confirm information. **(E & I – Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, organized, co-operative, influential, confident, diplomatic...

- Ability to interact empathetically with people who may be angry, confused, rude, upset, difficult, hostile or dangerous to calm them, provide additional information and/or clarify procedures. **(E & I – Bring)**

Personal attributes which may link with this skill statement include: self-confident, focused, considerate, courteous, patient, confident...

- Ability to diplomatically facilitate a discussion of relevant issues and mediate a mutually agreeable or workable solution with a wide variety of people who can be difficult or confrontational. **(I – Bring/Learn)**

Personal attributes which may link with this skill statement include: influential, resourceful, assertive...

- Ability to influence, persuade or convince others in order to reach mutually acceptable or workable solutions/agreements. **(I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: influential, resourceful, assertive, decisive, diplomatic...



- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include welcoming, objective, understanding...

Team/Independence

- Ability to work independently and/or as a contributing member of a variety of teams to complete work assignments, achieve common goals and contribute towards a positive work environment. **(All Levels – Bring)**

Personal attributes which may link with this skill statement include: organized, independent, team player, positive...

Organizational

- Ability to accurately and in a timely manner, coordinate and/or schedule appointments, meetings, equipment and CVA vehicles. **(E - Bring)**

Personal attributes which may link with this skill statement include: organized, resourceful, decisive...

- Ability to accurately compile, sort, and distribute high volumes of incoming and outgoing mail in a timely manner. **(E -Learn)**

Personal attributes which may link with this skill statement include: focused, accurate, organized...

- Ability to independently [assess/ establish/ assign/ adjust] your own and other's workloads taking into consideration changing priorities, tight deadlines, multiple reporting relationships and constant interruptions. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: focused, adaptable, decisive, independent, flexible...



- Ability to independently assess, establish and adjust and accurately complete multiple tasks while taking into consideration task complexity, frequent interruptions, deadlines/quota, available resources and multiple reporting relationships. **(S – Bring)**

Personal attributes which may link with this skill statement include: adaptable, independent, focused...

- Ability to precisely plan, schedule and coordinate travel and logistics for events such as meetings, conferences and workshops according to prearranged time frames. **(S - Bring/Learn)**

Personal attributes which may link with his skill statement include organized, independent, creative...

- Ability to acquire, purchase and maintain inventory such as forms, office property supplies and equipment to ensure adequate resources are available. **(S - Learn/Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, organized...

Analytical

- Ability to compile, evaluate and organize relevant information to respond to inquiries, produce in-depth documents or reports and make recommendations and/or decisions. **(I – Bring)**

Personal attributes which may link with this skill statement include: accurate, independent, resourceful...

- Ability to thoroughly evaluate, recommend and implement improvements to a variety of administrative and/or computer systems to improve efficiency of the workplace. **(S – Bring)**

Personal attributes which may link with this skill statement include: creative, attentive to detail, adaptable...



- Ability to accurately reference, interpret and appropriately apply acts, regulations, policies and guidelines to daily operations.
(I – Bring/Learn, S – Bring)

Personal attributes which may link with this skill statement include: accurate, objective, fair, attentive to detail, consistent...

- Ability to systematically search and assess statistical, financial and other data to develop informational materials and diverse reports and/or make decisions about the application of policies and procedures. **(S – Bring)**

Personal attributes which may link with this skill statement include: Accurate, attentive to detail, decisive...

Technical

- Ability to accurately compile and thoroughly monitor expenses for budget and fiscal forecasting.

Personal attributes which may link with this skill statement include: Accurate, thorough...

The creation or recreation of electronic documents:

- Ability to create, format and edit a variety of visually pleasing, clear and presentable documents using various software applications/packages within required/reasonable time frames.
(E & I – Bring/Learn)

Personal attributes which may link with this skill statement include: Accurate, creative, organized...

- Ability to input, update, edit, retrieve, maintain, merge, format and transmit information/data using a variety of hardware, software and/or electronic systems with speed and accuracy.
(I & S – Bring/Learn)

Personal attributes which may link with this skill statement include: Independent, patient, accurate...



Financial or statistical applications:

- Ability to accurately and quickly design, format and modify complex documents using advanced features of computer software packages such as word processing, spreadsheets and desk top publishing. **(I & S – Bring)**

Personal attributes which may link with this skill statement include: accurate, independent, creative...

- Ability to accurately perform mathematical applications to calculate and balance financial and/or statistical information (e.g. invoices, program statistical reports, budgets, petty cash, bank deposits). **(E - Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, focused, decisive...

- Ability to accurately code, verify, reconcile and safeguard cash or financial records in accordance with guidelines while maintaining confidentiality. **(E - Learn)**

- *Personal attributes which may link with this skill statement include: accurate, focused, decisive...*

- Ability to accurately collect, gather, code, record, monitor, verify, calculate or forecast money and/or financial/statistical information such as budgets, accounts receivables and payables, collections, invoices, bank deposits and statistics. **(I - Bring/Learn)**

Personal attributes which may link with this skill statement include: independent, accurate, attentive to detail...

- Ability to accurately collect and compile statistics, calculate grants, fees, entitlements and interest payments and perform accounting functions in a timely manner. **(S - Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, consistent...



- Ability to accurately calculate, collect, deposit, reconcile, verify, and/or audit money, payroll, fees, assets, receivable or payables in accordance with established policies and guidelines. **(S - Learn)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, consistent...

Electronic records management, electronic support and evaluation of software:

- Ability to design, establish, update or archive hard copy or electronic records management systems in order to preserve, locate and retrieve information. **(I - Bring)**

Personal attributes which may link with this skill statement include: creative, innovative, accurate...

- Ability to provide support and orientation to people in office procedures and the use of office equipment such as photocopiers, fax machines, computers, printers and telephones to ensure proper and efficient usage of equipment. **(I - Bring/Learn)**

Personal attributes which may link with this skill statement include: patient, approachable, informative...

- Ability to evaluate and accurately select appropriate software programs and files. **(S - Bring)**

Personal attributes which may link with this skill statement include: decisive, analytical...

The operation and maintenance of electronic equipment:

- Ability to operate, troubleshoot, maintain and/or arrange for the repair of a variety of office equipment according to procedures in order to minimize delays in service and ensure efficient usage. **(E – Learn, I & S – Bring/Learn)**

Personal attributes which may link with this skill statement include: resourceful, adaptable, independent, patient, tolerant...



Systems job type occupations only:

- Ability to design, establish, update, archive and maintain electronic or manual filing systems to preserve, locate and retrieve easily accessible and up-to-date information. **(E – Bring/Learn, I & S – Bring)**

Personal attributes which may link with this skill statement include: accurate, organized, focused, creative, innovative, resourceful...

- Ability to diagnose or troubleshoot hardware and/or software and network problems to determine and perform necessary repairs, provide direction and training to users and consult appropriate resources to maintain and/or improve technical and operational requirements. **(S – Bring/Learn)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, approachable...

- Ability to accurately develop programs, formats and systems, to prepare and monitor and/or provide input for statistical and/or financial reports in a timely manner. **(S – Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, creative...

- Ability to analyze, administer, monitor and enhance the performance of computerized data and/or systems by the design, development, testing and implementation of necessary changes to ensure the information and functional needs are met. **(S - Learn)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, creative...

- Ability to independently analyze, diagnose and correct network problems by investigating, evaluating and implementing corrective measures to maintain or restore computer operation. **(S - Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail, decisive...



- Ability to administer and maintain a Local Area Network or Wide Area Network to ensure that the security and integrity of the network is not jeopardized. **(S - Bring)**

Personal attributes which may link with this skill statement include: independent, attentive to detail, decisive...

- Ability to install, configure and support operating systems, hardware and software applications and programs for stand alone or network users to ensure systems are operating in a controlled and efficient manner. **(S – Bring)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, focused...

Safety/Stress/Security

- Ability to recognize symptoms of stress in self and others AND take steps to minimize its impact and ensure good health and well being. **(All Levels – Bring/Learn)**

Personal attributes which may link with this skill statement include: patient, adaptable, sensitive...

- Ability to quickly and accurately assess and respond to potentially volatile and dangerous situations in order to ensure the safety of self and/or others. **(I & S –Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, assertive, calm...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Program Support group include:

To Be...

- accurate
- approachable
- assertive
- attentive to detail
- calm
- compassionate/
understanding/ sensitive
- confident
- cooperative
- creative/ innovative
- decisive
- respectful
- equitable
- supportive
- diplomatic
- fair/ open-minded/
objective
- flexible/ adaptable
- focused
- patient
- perceptive
- persistent
- positive
- self-motivated
- trustworthy
- welcoming
- accommodate individual
differences
- empathetic

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Service Desk - ITO

Occupational Family/Code – Science & Technology: SNW

Profile created: 2005 05

Profile updated: 2007 01

Occupation Summary	<u>Selection of Competencies</u>	Knowledge	Skills	Personal Attributes
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Employees in Service Desk roles in the Information Technology Office are the single points of contact for users regarding all technology incidents, service requests and how-to inquiries. They are involved in diagnosing, assessing, diverting, and identifying ways to fix users' computer service problems. There are two separate but related Service Desk roles:

Service Desk (Tier 1) - Employees in these roles are involved in reporting incidents and making service requests. They keep users informed of service events, actions and opportunities that are likely to impact users' ability to pursue their day-to-day activities. They are responsible for the initial problem solving of incidents relating to desktop, server and network problems with a target of solving 80% of the incidents in the first instance.

Remote DeskTop (Tier 2) - Employees in these roles are involved in providing advanced troubleshooting for desktop operating systems, server performance, network connectivity and performance, and standard and proprietary applications. They support clients and their applications using advanced remote control technology with a combined target of solving 95% of the incidents in the first instance.

For some positions, employees may need to be available after hours to perform some of the duties.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of ministry programs standards, policies and expectations. **(Learn)**

Specifically:

- *Client focused service management*
 - *ITIL process and procedures*
 - *Service level agreements*
-

Technical

- Knowledge of database concepts, theories and principles. **(Bring – Tier 2)**
- Knowledge of networking architecture. **(Bring)**
- Knowledge of operating systems. **(Bring)**

Specifically:

- *Microsoft operating systems such as Windows XP, Windows 2000*
- Knowledge of computer hardware and architecture. **(Bring)**

Specifically:

- *Hardware – hard drive, memory*
- *Network – switches, routers, hubs*



- Knowledge of commercial software applications. **(Bring)**

Specifically:

- *Various desktop support applications (MS Office XP/2000)*
 - *Remote support applications*
-



Skills

Skills are those demonstrated abilities, or proficiencies, which one has learned from his/her past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to orally explain or present (technical) information to a wide variety of technical and non-technical individuals and/or groups in a clear, accurate and understandable manner. **(Bring)**

Personal attributes which may link with this skill statement include: concise, creative...

- Ability to actively listen, paraphrase and ask precise questions in order to clarify and understand information being received. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic/tactful, patient, quick to learn...

- Ability to demonstrate and promote the use and value of new technology, programs and services in a manner that creates understanding, captures interest and enhances users' computer skills. **(Bring - Tier 2)**

Personal attributes which may link with this skill statement include: concise, logical, creative...

Leadership

- Ability to constructively lead, advise and encourage others to achieve success in their work and contribute to the effectiveness of the work team. **(Learn- Tier 2)**

Personal attributes which may link with this skill statement include: diplomatic/tactful, respectful...



Problem Solving

- Ability to independently interpret, comprehend and apply technical instructions and concepts to successfully acquire, install, modify, configure and maintain hardware and software components and administer networks. **(Bring)**

Personal attributes which may link with this skill statement include: logical, thorough, adaptable/flexible, concise...

- Ability to diagnose technical problems such as delays, malfunctions and errors in order to determine the true cause of the problem and provide a (workable/reasonable/optimal) solution in a reasonable timeframe. **(Bring)**

Personal attributes which may link with this skill statement include: creative, logical, thorough, organized...

- Ability to identify and respond to issues and concerns of others who may be angry or frustrated to reach a mutual understanding. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic/tactful...

Team/Independence

- Ability to work independently and participate as a team member to meet the needs of clients and co-workers and to build productive, positive work relationships. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable/flexible, patient, team player...

Organizational

- Ability to independently prioritize and organize one's own workload to meet tight deadlines and successfully complete projects in a changing environment. **(Bring)**

Personal attributes which may link with this skill statement include: organized, thorough...



Analytical

- Ability to gather, understand and synthesize specialized information in a way that can be applied to meet the needs of the organization and within given constraints. **(Bring – Tier2)**

Personal attributes which may link with this skill statement include: organized, thorough...

Technical

- Ability to create and or modify a sequence of computer instructions in order to compile, link, build and test computer executables that meet design requirements within established guidelines. **(Bring- Tier 2)**

Personal attributes which may link with this skill statement include: logical, creative, quick to learn, methodical...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are the underlying characteristics, which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, which can be described as feelings, attitudes, habits and traits. Each of these is demonstrated through one's behaviour.

The personal attributes are stated under the skill competencies for which they may be most critical.

Personal attributes for Service Desk positions include:

To Be...

- Logical
- Organized
- Methodical
- Concise
- Adaptable/flexible
- Creative
- Diplomatic/tactful
- Thorough
- Patient
- Respectful
- Team player
- Learning oriented (quick to learn)

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Shop Supervisor (Fleet Services Supervisor)

Occupational Family/Code – Building and Shop Trades: TSS

Profile created: 2000 12

Profile updated: 2007 01

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Fleet Service Supervisors work as team leaders in a moderate to large repair depot under the general direction of the Fleet Services Manager. Fleet Service Supervisors supervise and co-ordinate the day to day activities of a large team of Journeypersons and non-Journeypersons in repair, maintenance, fabrication and service delivery activities associated with the provincial highway fleet.

The Fleet Service Supervisor:

- Performs various economic analyses such as cost/benefit analyses relating to optimum repair/replacement strategies and provides written reports to document the results.
- Must have a general understanding of the core business of the clients and be able to forecast staffing requirements in order to maximize the efficiency of the depot while meeting the level of service requirements of the clients.
- Monitors monthly expenditures, assists in annual budget development, prepares daily and monthly reports, and develops and implements administrative policies.
- Participates in the recruitment and selection of staff.
- Supervises and manages activities associated with the inventory to maximize productivity of depot staff and ensure the provision of supplies for clients while keeping in mind the cost of inventory.
- Inputs, edits, updates, retrieves, maintains, formats and transmits data with accuracy, creating and generating queries, reports and other documents using word processing, databases, spreadsheets, communications and other software packages.

The Fleet Service Supervisor must have knowledge of theories, principles and practices related to the heavy equipment field that is typically gained through successful completion of a relevant Journeyperson trade.

These duties are normally performed in the shop environment but overnight travel to other locations in the province is occasionally required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of union management procedures and how they relate to human resource processes. **(Learn)**
 - Knowledge of relevant legislation, regulations, acts, agreements, policies and/or procedures. **(Bring)**
-

Theories/Principles

- Knowledge of office/administration procedures and protocols. **(Learn)**
 - Knowledge of basic math and accounting principles. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of theories, principles and practices related to mechanical repairs. **(Bring)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to facilitate discussions and/or develop and deliver presentations, training sessions and/or meetings to promote programs and share information. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: confident, positive...

- Ability to verbally and in writing provide clear and concise information in response to inquiries at a level appropriate to the recipient and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: service oriented, decisive...

- Ability to accurately and concisely record, compose or edit various documents such as letters, memos, reports using correct grammar, spelling and punctuation for your own or other's signature. **(Bring)**

Personal attributes which may link with this skill statement include: confident, independent...

- Ability to provide clear, concise and accurate information and/or explanations to people in response to questions, concerns or complaints raised. **(Bring)**

Personal attributes which may link with this skill statement include: confident, supportive ...

- Ability to actively listen to clients and staff who may be hostile, angry, rude, confused or frustrated to diffuse potentially dangerous or threatening situations. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, understanding, approachable...



- Ability to provide clear, concise instruction to individuals and/or groups of employees to assign and complete tasks in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: confident, positive, approachable, attentive to detail...

- Ability to provide clear, concise instruction on detailed assignments to individual and/or groups of employees to enhance skills and improve job performance. **(Bring)**

Personal attributes which may link with this skill statement include: supportive, proactive...

Leadership

- Ability to guide and coach employees to build a team that can meet its goals and objectives. **(Bring)**

Personal attributes which may link with this skill statement include: team player, approachable, understanding...

- Ability to advise and guide individual and groups of employees in conflict and dispute. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, decisive, understanding...

- Ability to instruct, guide, coach and encourage others to enhance their job performance and further develop their skills. **(Bring)**

Personal attributes which may link with this skill statement include: proactive, understanding...

- Ability to assign work to others taking into consideration priorities, employees' workloads and skills and the work that needs to be accomplished. **(Bring)**

Personal attributes which may link with this skill statement include: confident, decisive...



- Ability to fairly and objectively select qualified candidates in accordance with clearly stated job requirements. **(Learn)**

Personal attributes which may link with this skill statement include: flexible, independent, decisive...

- Ability to develop, coach, and encourage assigned staff and/or people under your direction, recognizing commendable achievements to ensure a healthy, productive and safe, harmonious work environment. **(Bring)**

Personal attributes which may link with this skill statement include: supportive, confident...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to accurately apply relevant and applicable acts, regulations, policies and procedures. **(Bring)**

Personal attributes which may link with this skill statement include: service oriented, decisive...

- Ability to collect and analyze relevant data to make accurate and timely decisions on a variety of issues. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, proactive...

Interpersonal

- Ability to develop and maintain open and honest working relationships with staff and clients in order to accomplish organizational objectives. **(Bring)**

Personal attributes which may link with this skill statement include: team player, supportive...



- Ability to interact, influence and promote positive behaviour change in staff & clients in order to meet the goals and objectives of the organization. **(Bring)**

Personal attributes which may link with this skill statement include: understanding, approachable...

- Ability to interact diplomatically to determine or mediate a solution when encountering difficult or confrontational clients or staff. **(Bring)**

Personal attributes which may link with this skill statement include: approachable, confident...

- Ability to actively listen to, acknowledge concerns, provide explanations and/or options to diffuse or resolve difficult situations with people in a calm and courteous manner. **(Bring)**

Personal attributes which may link with this skill statement include: supportive, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Organizational

- Ability to balance diverse and conflicting workload pressures accomplishing organizational goals while meeting the needs of the team. **(Bring)**

Personal attributes which may link with this skill statement include: independent, flexible...

- Ability to plan, organize, prioritize and assign a high volume workload taking into consideration task complexity, frequent interruptions and continuous deadlines, available resources and multiple reporting relationships. **(Bring)**

Personal attributes which may link with this skill statement include: independent, confident, open minded...



- Ability to identify and maintain inventory and equipment ensuring adequate levels are maintained to ensure service delivery. **(Bring)**

Personal attributes which may link with this skill statement include: proactive, service oriented...

Analytical

- Ability to accurately forecast and analyze expenditures in order to meet allocated budget. **(Learn)**

Personal attributes which may link with this skill statement include: decisive, confident...

- Ability to independently, or as part of team, develop, implement and/or update short and long term strategies, and operational plans consistent with established (ministry) goals and objectives using statistical, financial, technical, scientific and program reports or sources. **(Learn)**

Personal attributes which may link with this skill statement include: independent, team player, open minded...

- Ability to organize, analyze and assess information in order to evaluate options in response to repair or replace decisions, changing needs and priorities. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, confident...

Technical

- Ability to diagnose problems, repair, trouble-shoot or arrange for repair of light and heavy equipment to restore operation. **(Bring)**

Personal attributes which may link with this skill statement include: service oriented, proactive...



- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing databases, spreadsheets, communications and other software packages with speed and accuracy. **(Bring)**

Personal attributes which may link with this skill statement include: attention to detail, service oriented...

- Ability to accurately perform mathematical calculations. **(Bring)**

Personal attributes which may link with this skill statement include: attention to detail...

Safety/Stress/Security

- Ability to support staff to cope with stresses and the implementation of changes in the workplace. **(Bring)**

Personal attributes which may link with this skill statement include: supportive, understanding, positive...

- Ability to accurately assess and respond immediately to potentially threatening situations to ensure safety of staff and/or clients. **(Bring)**

Personal attributes which may link with this skill statement include: confident, proactive...

- Ability to recognize symptoms of stress in self and others and take steps to minimize its impact to ensure good health and well being. **(Learn)**

Personal attributes which may link with this skill statement include: supportive, understanding, positive...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Shop Supervisor (Fleet Services Supervisor) include:

To Be...

- decisive
- proactive
- understanding
- supportive
- respectful
- objective
- empathetic
- independent
- a team player
- confident
- service oriented
- welcoming
- equitable
- flexible/open minded
- positive
- approachable
- attention to detail
- accommodate individual differences

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Fire Control Coordinator, Fire Fighter

Occupational Family/Code – General Operations - GFC, GFF

Profile created: 2003 02

Profile updated: 2006 10

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The **Forest Protection Officer** is responsible for forest protection and fire management activities within an assigned district. You are responsible for planning fire suppression activities (i.e. equipment maintenance, evacuation, and fire risks), overall fire suppression efforts in the district, and providing training on fire suppression techniques. This includes performing administrative functions related to fire suppression such as preparing fire reports and schedules, purchasing goods, and contracting for equipment to be used in fire fighting. Other activities include supervision of fire suppression staff.

The **Duty Officer** collects and interprets weather and indices, analyzes SFMS outputs and assesses resource needs and fire information on a regional basis. You will develop regional alerts, detection requirements and position personnel, aircraft and equipment to ensure preparedness objectives are met. You will provide support for sustained action fires. The Duty Officer ensures contracts, reports and information are complete, accurate and distributed to appropriate parties in a timely manner. Other duties include the supervision of support staff, ensuring records are maintained and archived. You must be able to prioritize resource deployment in multiple fire situations. The Duty Officer is responsible for analyzing regional fire data, identifying trends, preparing reports that include their recommendations. You will develop and delivery training modules, public presentations and communications related to prevention, education, and current fire conditions.

The **Fire Base Supervisor** is responsible for operational delivery of the forest protection area preparedness plan and to coordinate suppression activities. You will develop the area fire plan and provide advice and work closely with local governments, First Nations and industry regarding risk assessment/management and protection. You will provide leadership and direction to ministry fire staff, contractors, FSIN and Northern Works crews and emergency fire fighting personnel. The Fire Base Supervisor is responsible to authorize, issue and monitor burning permits ensuring permit holders are in compliance with legislation and will issues notices of violation where applicable. You will develop and deliver training modules to fireline personnel and develop and deliver public presentations to promote fire education and prevention. You will be responsible for over winter fires, review of forest harvesting plans to mitigate fire hazard and to develop prescribed fire plans. You will promote, develop and supervise wildland urban interface projects and conduct annual inspections of heavy equipment contracted to Saskatchewan Environment.



The **Fire Technician** provides leadership, direction and work performance feedback to emergency fire fighters, First Nations and Northern Works personnel and will supervise initial attack leaders, members and observer staff when required. You will be responsible for pre-suppression and fire suppression activities and will train and deliver fire programs including prevention and education and fire suppression tactics/techniques to emergency fire fighters, the public, FSIN/Northern Works and industry. You will be responsible for the administration and inspection of burning permits within the Forest Protection Area and to develop burning permit programs on First Nations reserves. Fire Technicians conduct field inspections to assess fire hazard and manage/mitigate risk. You must complete field inspections to assess the extent of forest disease and monitor salvage logging operations. Additional duties include inspection of heavy equipment, assigning contracts and negotiating equipment rental rates. You will prepare fire reports, identify and record monthly accomplishments, fire mapping and complete and maintain equipment inventories. Responsibilities will also include over winter fires, check scaling, forest operation compliance inspections, reviewing forest harvesting plans to mitigate fire hazard and the develop prescribed fire plans. This position is responsible for the promotion, development and supervision of wildland urban interface projects.

Chief Air Attack Officer

The Chief Air Attack Officer manages and coordinates provincial air attack sections and supervises all Air Attack Officers and Loader positions. Typical work associated with supervision includes recruitment and selection of staff, employee orientation and training, establishing work schedules and resolve disputes. You will develop and administer training and evaluation program, develop performance-testing criteria, perform evaluation flights and determine competence. You will manage procurement activities for fire retardants and foam concentrates used in aerial suppression by determining tender specifications, preparing tender documents, reviewing bid submissions and making recommendation concerning the successful bid. Using analytical and planning skills, you will manage operation and maintenance of all tanker bases and develop guidelines and procedures. You will liaise with national agencies; prepare documents to address government concerns and respond to complaints made to the Minister's office. You will respond to public requests for information and prepare technical reports.

Air Attack Officer

The Air Attack Officer directs fire bombing aircraft in aerial fire suppression activities by determining attack strategies, attack priorities and relaying bombing instructions to pilots. Using your expertise in fire management you will assess fire behavior and spread potential and relay this information to fire managers and ground crews. You will ensure proper airspace safety is maintained through use of correct procedures in the fire control zone and conduct post-mission debriefing sessions to analyze each operation for areas of improvement, or to identify problems. You will also instruct Initial Attack Crews on tanker activity as well as work on maintenance and construction projects. You will be required to perform administrative functions such as completing air tanker evaluation reports, attendance forms, expense claims and other routine forms. You will also write reports associated with tanker activities including incident reports, equipment evaluations and retardant/foam evaluation reports.



Fire Base Support

The Fire Base Support maintains and updates the inventory of base and satellite fire cache equipment and fuels. You will perform equipment inventory checks, analysis, and reconciliation and write offs and instruct staff on the proper use and handling of equipment and fuels. The Fire Base Support will record the movement of equipment, fuels, food, etc. You will perform periodic testing of equipment and maintain and distribute base commissary. Performing as a radio operator you will relay clear and concise information to Emergency Fire Fighters on sustained fire situations and assist in scanning fires using infrared scanners. You will also be required to clean and maintain facilities.

Smokey

This position assists in the delivery of the Forest Fire Pre-Suppression Program, acting as “Smokey Bear” for television, schools, public and other functions. This position will compile reports, and provide other administrative assistance. Extensive travel is required. When time permits, other assigned duties will be as relayed in the Initial Attack Member description.

Fire Coordinator

The Fire Coordinator manages a fixed and variable fire budget, verifying and approving expenditures to ensure program needs for technical, communication and safety equipment are met. This position will ensure the worksite is fully operational by the start of fire season, the Fire Base and Industry Fire plans are completed and distributed and compliance with guidelines and policies. The Fire Coordinator gathers information and prepares responses for briefing notes. Other duties include the coordination of the First Nations/Northern Works contract fire fighter program and management of the Escaped Fire Program. You will conduct briefings, activate and coordinate escaped fire teams, maintain contact with teams, and ensure proper training is provided, maintaining certification on fire behavior. You will perform on-site inspections of fire camps, manage a fireproofing, fuels management, forest protection program, coordinate the community protection program and manage fire equipment program and safety program.

In this position you will also perform typical work associated with the supervision of staff such as: staffing actions and job specifications, interviewing, hiring, orientation, establishment of work schedules, resolve disputes, training, etc.

Initial Attack Crew Leader

The Initial Attack Crew Leader plans, coordinates and implements pre-suppression activities. The position will be required to research, develop and update wildland fire management plans, prioritizing pre-suppression and suppression needs. Other duties include administrative functions related to fire suppression, First Nations Agreements and Northern Works Agreements as well as the coordination of public presentations. You will provide advice and work with local governments, municipalities, industry and First Nations groups on fire prevention policy and procedures, authorize, issue and monitor burning permits, check on compliance in regards to conditions of burning permits and investigate and issue Notice of Violations.

As the Crew Leader you will also perform typical duties associated with the supervision of staff such as: determining staffing actions and job specifications, competitions, interviews, hiring, orientation, establish work schedules, resolve disputes, training, etc.



Initial Attack Crew Member

The Initial Attack Crew Member performs initial attack functions and fire suppression activities such as trenching, controlling burns, felling trees, pumping water and extinguishing fires. This position repairs and maintains firefighting equipment, provides fire-fighting instruction for Emergency Fire Fighters, First Nation crews and Northern Works crews, Emergency Fire Fighters, camp managers, etc. This position also cleans and maintains fire management facilities and works on sustained action fires assuming various roles such as looking after commissary, groceries, scanning,. The Initial Attack Crew member will participate in scheduled physical fitness and wellness programs.

Working conditions can include working undefined hours and working in remote locations in inclement conditions. While responding to fires, you are often exposed to extreme heat and smoke. You may be required to be on call for extended periods and temporarily assigned to other locations in the province. In addition, a class 4 driver's license is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable federal and provincial legislation, regulations, policies, guidelines, agreements and programs. **(Bring/Learn)**
 - Knowledge of administrative and personnel related acts, policies, procedures, guidelines and collective agreements. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of multi-cultural beliefs, values and perspectives with particular emphasis on Aboriginal culture. **(Bring/Learn)**
 - Knowledge of terminology, theories, principles of forestry, fire management, environment, ecological protection, sustainable development and the interrelationship between them. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring – Supervisors only/Learn)**
-

Technical

- Knowledge of wild land fire prevention, prescribed fire pre-suppression and suppression techniques, fire behaviour and its effect on the ecosystem. **(Bring/Learn)**
 - Knowledge of human resource, administrative and financial management principles and practices. **(Bring/Learn)**
 - Knowledge of aircraft types, capabilities and limitations. **(Bring/Learn)**
 - Knowledge of the Incident Command System. **(Bring/Learn)**
 - Knowledge of search and rescue, outdoor survival, First Aid and CPR techniques. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to develop and facilitate presentations and training programs to inform the public, staff, stakeholders at a level appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, organized, adaptable...

- Ability to verbally and in writing provide accurate information and compose clear, concise proposals and reports, accurately fill in forms and develop plans at a level appropriate to the recipient within tight deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: organized, focused, diplomatic...

- Ability to independently plan, facilitate and lead public consultation processes in conjunction with other ministries, agencies, stakeholders and Aboriginal groups in the development and implementation of agreed upon strategies. **(Bring/Learn)**

Personal attributes which may link with this skill include: confident, persuasive, adaptable...

Leadership

- Ability to lead, coach, evaluate, and provide performance feedback to assigned staff and/or others according to the standards, objectives and mandate of the ministry. **(Bring)**

Personal attributes which may link with this skill statement include: firm, persuasive, approachable...



- Ability to recruit, assess and select qualified candidates, provide constructive feedback according to the Collective Agreement(s) and ministry and government policies and procedures. **(Learn)**

Personal attributes which may link with this skill statement include: open-minded, flexible, realistic...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: flexible, open-minded, and courteous...

Problem Solving

- Ability to anticipate, recognize, assess, mediate and resolve conflict and take timely actions to de-escalate crises/stressful situations. **(Bring)**

Personal attributes which may link with this skill statement include: open-minded, persuasive, and courteous...

- Ability to accurately identify issues, concerns or problems, consider various options and determine and implement an appropriate course of action. **(Bring)**

Personal attributes which may link with this skill statement include: focused, open-minded, decisive...

Interpersonal

- Ability to recognize, understand and accommodate cultural and gender differences in a sensitive and respectful manner. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: cross-culturally aware, adaptable, open-minded...



- Ability to use tact and diplomacy when mediating and facilitating discussions with co-workers, stakeholders, media and the public and private sectors. **(Bring/Learn)**

Personal attributes, which may link with this skill statement, include: open-minded, organized, consistent, decisive...

- Ability to establish and maintain positive and professional work relationship with clients, communities and co-workers. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring – Supervisors only/Learn)**

Personal attributes which may link with this skill statement include: adaptable, culturally sensitive/aware, understanding...

Team/Independence

- Ability to work independently and as a team member with colleagues, agencies and others to meet program and client needs. **(Bring)**

Personal attributes which may link with this statement include: organized, self-motivated, focused, creative...

Organizational

- Ability to establish, assess, assign and adjust priorities in response to objectives and deadlines in both emergency situations and normal operations. **(Bring)**

Personal attributes, which may link with this skill statement, include: adaptable, focused, organized...

Analytical

- Ability to accurately assess and prioritize fire and emergency situations in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, independent...



- Ability to promptly develop, implement and update safe, effective and cost efficient preparedness and/or suppression plans based on fire hazard, applicable fire management and forest protection policies and guidelines, and available resources. **(Bring)**

Personal attributes which may link with this skill statement include: independent, proactive, innovative...

- Ability to collect evidence, compile, identify, document and analyze information to accurately determine the cause of a fire, or track of government assets, equipment and funds and/or equipment under contract. **(Bring)**

Personal attributes which may link with this skill statement include: focused, organized, creative...

- Ability to anticipate, evaluate, plan and implement strategies to protect and preserve the values at risk. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, proactive, firm...

- Ability to accurately estimate, forecast, authorize, verify and manage budget expenditures within allocations to meet program requirements. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: organized, adaptable...

- Ability to accurately reference, interpret and appropriately apply (federal, provincial, municipal and local) legislation, policies, programs and agreements. **(Bring/learn)**

Personal attributes which may link with this skill statement include: firm, independent, accountable...

- Ability to correctly evaluate policies, guidelines and agreements to make recommendations and/or develop and suggest revised forest protection program delivery options. **(Learn)**

Personal attributes which may link with this skill statement include: focused, innovative, persuasive...



Technical

- Ability to safely and proficiently operate, maintain and make minor emergency repairs to various equipment. **(Bring)**

Personal attributes which may link with this skill statement include: independent, practical...

- Ability to responsibly and safely use, store and maintain firearms for nuisance wildlife control in accordance with policy. **(Learn)**

Personal attributes which may link with this skill statement include: accountable, organized...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing databases, spreadsheets accurately and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: organized, independent, creative...

- Ability to accurately analyze and interpret data using modeling software such as Prometheus and Spatial Fire Management Systems. **(Learn)**

Personal attributes which may link with this skill statement include: accurate, independent, organized...

Safety/Stress/Security

- Ability to independently, accurately and quickly recognize, evaluate and respond to multiple and extreme crisis/stressful/dangerous situations to ensure safety of self, others and protection of the values at risk, while maintaining composure. **(Bring)**

Personal attributes which may link with this skill statement include: firm, proactive, focused...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the GFF and GFC positions include:

To Be...

- a team player
- organized
- calm/ level-headed
- accountable
- self-motivated/
independent
- sensitive/ aware cross-
cultural
- approachable
- innovative
- diplomatic
- focused
- a self-starter/ creative/
initiative
- polite
- a leader
- adaptable/flexible
- persuasive/facilitative
- intuitive/ proactive
- firm/ decisive
- open-minded
- realistic/ practical
- courteous
- non-judgmental

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Family Law Social Workers

Occupational Family/Code – Human Services: HFL

Profile created: 1997 03

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Family Law Division workers are part of an inter-disciplinary team of social workers, registrars and the judiciary responsible for assessing families experiencing separation and divorce in order to recommend child custody and access. They prepare written recommendations which focus on "the best interests of the child" in response to court orders and present these recommendations in pre-trial conferences or at trial. Family Law Division workers develop and deliver public education seminars and provide information to the legal profession, the general public and community agencies about separation and divorce related issues. They organize and monitor court-ordered supervised access visits.

Family Law Division workers may be required to travel and/or drive throughout the city or in rural areas in order to conduct family assessments. They will be required to work flexible hours. They may encounter rude or angry people. A criminal record clearance is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable procedures, policies, legislation and court processes. **(Learn)**
-

Theories/Principles

- Knowledge of the dynamics of separation and divorce on adults and children. **(Bring/Learn)**
 - Knowledge of human growth and child development. **(Bring)**
 - Knowledge of social and family systems theory and contributing factors to family functioning. **(Bring)**
 - Knowledge of principles and techniques of adult and child learning. **(Bring/Learn)**
 - Knowledge of the systemic barriers that affect clients (sexism, racism, gender, poverty and socio-economic issues). **(Bring)**
 - Knowledge of cultural beliefs, values, perspectives and practices. **(Bring)**
 - Knowledge of counselling and intervention theories and practices. **(Bring)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to organize, present and record information in a clear, concise, complete, accurate and timely manner which allows others to understand the reasons for decisions/recommendations or the need for further action. **(Bring)**

Personal attributes which may link with this skill statement include: creative, thorough, attentive to detail...

- Ability to plan and conduct interviews and discussions with adults and children who may display a broad range of emotions, to gather, share and clarify information. **(Bring)**

Personal attributes which may link with this skill statement include: empathetic, patient, tactful...

- Ability to develop, deliver and facilitate clear and concise information sessions and educational modules using language appropriate to the audience. **(Learn)**

Personal attributes which may link with this skill statement include: thorough, flexible, self-confident...

Leadership

- Ability to provide leadership by encouraging, co-operating, and advising others to promote and maintain healthy and positive relationships and achieve client, team and ministerial goals. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic, flexible, tactful...



Problem Solving

- Ability to identify and recommend appropriate community resources in response to specific client needs. **(Learn)**

Personal attributes which may link with this skill statement include: open-minded, creative, flexible...

- Ability to investigate, assess and evaluate family and individual functioning within the context of separation and divorce to make custody and access recommendations considering the best interests of the child. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, thorough, empathetic...

Interpersonal

- Ability to promote healthy communities, share resources and provide quality service to individual clients and families. **(Learn)**

Personal attributes which may link with this skill statement include: diplomatic, tactful, creative...

- Ability to develop and maintain open and honest work relationships with a challenging and diverse range of individuals, interest groups and related service providers. **(Bring)**

Personal attributes which may link with this skill statement include: open-minded, non-judgmental, flexible...

- Ability to recognize and accommodate cultural and socio-economic differences when considering client needs. **(Bring)**

Personal attributes which may link with this skill statement include: open-minded, non-judgmental...

Team/Independence

- Ability to work independently, interdependently and participate as a contributing member of a variety of work teams within the workplace, community and other ministries/agencies. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, adaptable, tactful...



Organizational

- Ability to independently and interdependently plan, establish and adjust for high volume, diversity and conflicts related to case specific and/or program/ministerial development. **(Bring)**

Personal attributes which may link with this skill statement include: creative, adaptable, thorough...

Analytical

- Ability to interpret and apply the intent of legislation and regulations to complex, controversial and/or ambiguous situations with disputed or limited facts. **(Learn)**

Personal attributes which may link with this skill statement include: thorough, attentive to detail...

- Ability to gather, analyze and integrate conflicting and incomplete information from numerous sources into an understandable and objective description of events. **(Bring)**

Personal attributes which may link with this skill statement include: thorough, attentive to detail, creative...

Technical

- Ability to access, retrieve, input and process information using various electronic systems in an accurate and timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: thorough, attentive to detail...

Safety/Stress/Security

- Ability to recognize indicators of stress and take steps to minimize its impact on job performance, well being and safety of yourself and others. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable, flexible, self-confident...



- Ability to recognize potential risks to the safety and well being of clients, staff and community and take timely and appropriate action to respond to crisis situations. (Bring)

Personal attributes which may link with this skill statement include: self-confident, attentive to detail...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Justice Family Law Social Workers include:

To Be...

- child focused
- ethical/ honest
- thorough/ attentive to detail
- aware of own biases, emotions and beliefs/ self-confident
- open-minded/ non-judgmental
- empathetic/ sensitive
- accepting/ respectful of differences in people
- accommodating
- inquisitive
- diplomatic, tactful
- creative/ adaptable/ flexible
- caring/ supportive of co-worker
- energetic
- patient

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Child & Family Services/Income Security/Integrated Workers

Occupational Family/Code – Human Services: HCP, HYC, HCS, HFS, HIS, HIU

Profile updated: 2023 04

Profile created: 1996 08

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The duties for program workers within human services will vary depending on the position, the program being delivered and the location of the position. Some positions provide specialized functions within a program area and others perform integrated cross-program roles. For certain positions candidates are required to have a BSW, BISW, or an alternative bachelor level social work degree from an accredited university, as approved by the CASW/CASSW or an applicable Human Service degree plus relevant related experience, or a Social Work certificate plus relevant related experience. For further clarification, refer to the Ministry of Social Services.

Within the Child and Family Programs Division, you will work with various individuals and agencies. Your primary client may be families, children, youth, teen parents, foster parents and/or adoptive parents. You may investigate referrals, assess family functioning and determine risk of safety to children. When safety risks are too great, children may be removed from their home and placed in foster care. You may provide counseling to families at risk to develop plans to better deal with the problems they are experiencing and work with them in establishing the supports they require. You may work with children in care and their foster parents and caregivers to plan and prepare the child's return home. Children may be placed in care on a permanent basis and will require long-term care and planning. You may work with young parents to provide pregnancy counseling/planning, adoption planning, facilitate parenting support and information groups for young parents. You may conduct intensive home studies for prospective adoptive parents, facilitate adoption placements and provide post-placement support and adoption finalization.

Within the Income Security Division, you will be required to provide income support services for families and individuals to lessen, remove, or prevent the causes and effects of poverty, hunger and dependency. Income Security Programs encourage and support employment and other measures to assist client and community independence. The Division partners with other ministries, organizations, and community agencies, both regionally and provincially to develop services which contribute to the social and economic well-being of low-income children, families and individuals. As an Income Security Worker, you will use systems-centered, strength-based, and solution-focused approach to assess the client's strengths, interests, personal, family, and social stresses, resources and support systems to assist them to meet their needs. You may be required to apply crisis and/or risk management techniques in some situations. Using information gathered through the assessment process, you will determine the eligibility for social assistance, the benefit level and other services to which the client may be entitled, and work with clients and communities to develop plans for personal growth and/or enhanced independence of the individual client and people on social assistance.



You may be required to travel and/or operate a vehicle throughout cities or rural areas. You may have to transport families and carry children, or work within a youth custody facility or group home where crisis intervention is required. You will be required to work flexible hours and/or shift work. A criminal record clearance is required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable procedures, policies, regulations and legislation. **(Learn)**
 - Knowledge of the inter-relationships between various policies/programs. **(Learn)**
-

Theories/Principles

- Knowledge of child abuse and neglect indicators and affects. **(Bring)**
- Knowledge of community services and resources and the extent to which these resources and services support the citizens of the community. **(Learn)**
- Knowledge of the indicators and dynamics of domestic violence, poverty, disabilities, family relationships, abuse and neglect and their impact on the client's ability to effect necessary change when executing a case plan. **(Learn)**
- Knowledge of poverty and other socio-economic issues and how they impact on people. **(Bring)**
- Knowledge of human growth and development and the impact of influencing factors. **(Bring)**
- Knowledge of the systemic barriers that affect clients and communities. **(Bring)**
- Knowledge of multi-cultural beliefs, values and perspectives with particular emphasis on First Nations and Metis. **(Bring)**
- Knowledge of community approaches to working with clients. **(Learn)**
- Knowledge of a range of theories and intervention strategies. **(Bring)**



- Knowledge of the principles and techniques of adult and child learning. **(Learn)**
 - Knowledge of interviewing skills and techniques. **(Bring)**
 - Knowledge of therapeutic and treatment principles, modalities and interventions (e.g. family-centered, strength-based, solution-focused). **(Learn)**
 - Knowledge of principles, practices and ethics of social work. **(Bring/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to plan and conduct interviews with individuals who may display a broad range of emotions to gather and evaluate relevant information, assess risk factors/capacities/family dynamics and the need for services. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, empathetic, patient, focused, respectful...

- Ability to verbally and in writing communicate information to a variety of audiences that persuades, convinces, builds support, educates and promotes understanding. **(Bring)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...

- Ability to develop and deliver presentations about ministry programs and client needs to agencies, community, and/or groups using language appropriate to the audience. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...

- Ability to organize, present and record information in a clear, concise, complete, accurate, appropriate and timely manner which allows others to understand the reasons for a decision/recommendations or the need for further action. **(Bring)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...



- Ability to develop, deliver and facilitate clear and concise information sessions and educational modules using language appropriate to the audience. **(Learn)**

Personal attributes which may link with this skill statement include: focused, confident, client service oriented...

- Ability to advocate on behalf of clients to ensure access to services and resources, remove barriers to independence and promote client well-being. **(Bring)**

Personal attributes which may link with this skill statement include: resourceful, supportive of others, honest...

Leadership

- Ability to lead, encourage, advise and cooperate with people to promote and maintain healthy, positive relationships while achieving client, team and ministry goals. **(Learn)**

Personal attributes which may link with this skill statement include: empathetic, respectful, confident, team player, supportive of others...

- Ability to establish and maintain a network of community contacts with a diverse range of individuals. **(Learn/Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, empathetic, respectful...

Problem Solving

- Ability to apply a case management model when assessing, developing, implementing, evaluating and adjusting case plans in collaboration with the client and others to establish goals and meet diverse client and family needs. **(Bring)**

Personal attributes which may link with this skill statement include: confident, client service oriented, flexible...



- Ability to apply the family-centered, strength-based, solution-focused case management model when assessing, developing, implementing, evaluating and adjusting case plans in collaboration with the client and others to establish goals and meet diverse client and family needs. **(Learn)**

Personal attributes which may link with this skill statement include: confident, focused, client service oriented, flexible...

- Ability to access appropriate community resources in response to specific client needs. **(Learn)**

Personal attributes which may link with this skill statement include: innovative, creative, client service oriented...

- Ability to assess the current and historical environment of the client, family and/or community and consider all factors when developing case plans. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, client service oriented...

- Ability to assess, develop, implement, evaluate and adjust case plans in order to reduce risk and enhance individual/family functioning. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, client service oriented...

- Ability to develop, maintain, implement and adjust case plans in collaboration with the client and others to establish goals and meet diverse client and family needs. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, client service oriented...

- Ability to evaluate client interview data regarding life situations, employability and other circumstances to determine the extent to which available programs and services can address applicant needs and integrate this into a case plan. **(Learn)**

Personal attributes which may link with this skill statement include: client service oriented, flexible, focused...



Interpersonal

- Ability to develop and maintain open and honest work relationships with a challenging and diverse range of individuals, interest groups and related service providers. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, objective, supportive of others...

- Ability to develop partnerships with communities, share resources and provide quality service to individual clients and families. **(Learn)**

Personal attributes which may link with this skill statement include: goal oriented, creative, flexible...

- Ability to recognize and value cultural and socio-economic differences in developing case plans with the client. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, non-judgmental, impartial, fair, sensitive...

- Ability to develop and maintain positive relationships with a diverse range of clients and team members within the workplace, or community and/or other government ministries and agencies. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, objective, supportive of others...

Team/Independence

- Ability to work independently, interdependently, and participate as a contributing member of a variety of teams within the workplace, community and other government ministries/agencies to meet client and ministry goals and objectives. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, goal-oriented, team player...



Organizational

- Ability to independently plan and balance diverse and conflicting workload pressures, in a timely manner accomplishing program goals while meeting client needs. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, goal oriented, client service oriented...

Analytical

- Ability to interpret and apply the intent of legislation and social policies to complex controversial and/or ambiguous situations with disputed or limited facts. **(Learn)**

Personal attributes which may link with this skill statement include: confident, creative, focused...

- Ability to understand and use legal authority in a fair and sensitive manner and provide the rationale for decisions and actions. **(Learn)**

Personal attributes which may link with this skill statement include: focused, flexible, client service oriented...

- Ability to examine, understand and appropriately apply mathematical concepts when calculating and explaining complex budget calculations from income information. **(Bring)**

Personal attributes which may link with this skill statement include: analytical, attentive to detail...

Technical

- Ability to access, retrieve, input and process information using various electronic systems in an accurate and timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: focused, goal oriented...



- Ability to input, update, edit, retrieve, maintain, merge, format and transmit information/data using a variety of hardware/software and/or electronic systems accurately and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: consistent, focused, conscientious...

Safety/Stress/Security

- Ability to recognize symptoms of stress and take steps to minimize their impact on job performance, well being and safety of self and others. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, positive, empathetic...

- Ability to recognize potential risks to the safety and well being of self, clients, staff and community and take timely actions to respond to or de-escalate crisis situations including recognizing when to extricate yourself from the situation. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: self-confident, positive, empathetic...

- Ability to develop, assess and consider options for addressing urgent client situations and implement solutions which reduce client risks. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, positive, empathetic...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioral examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Child and Family Services/Integrated Workers include:

To Be...

- client-service-oriented
- diligent
- honest/ trustworthy
- self-confident
- flexible/ resilient
- insightful/ intuitive
- realistic
- positive/ hopeful/ confident
- task-oriented/ goal-oriented/
- focused
- decisive
- accurate/ precise/ concise
- reliable/ responsible
- empowering
- creative/ innovative
- compassionate/ supportive/ empathetic/ sensitive/ understanding/ respectful
- a team player
- proactive/ motivated
- accountable
- fair/ impartial/ objective/
- open-minded/ non-judgmental
- patient
- tolerant
- calm/ level-headed
- approachable/ personable
- a role model

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Stockkeeper/Storekeeper

Occupational Family/Code – Program Support: PSK

Profile created: 2002 09

Profile updated: 2007 01

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Stockkeepers/Storekeepers identify and order products from outside suppliers using manuals and catalogues as well as update and maintain automated inventory tracking systems. They issue, receive and source inventory and non-inventory items, manage yearly inventory taking process and balance results against automated records. Stockkeepers/Storekeepers review tender submissions from suppliers and recommend suitable vendors, process invoices, reconcile statements and distribute them for payment. They also pickup and deliver parts and operate equipment such as a fork lift, front end loader or trucks. They respond to inquiries regarding policies, procedures and financial guidelines related to purchasing, supplies, CVA's and equipment specification. Stockkeepers/Storekeepers are required to perform moderate to heavy lifting to distribute products both indoors and outdoors and are required to have a class 5 operators license with the ability to upgrade to a 1A.

Stockkeepers'/Storekeepers' knowledge is typically gained through successful completion of a relevant Journeyperson trade.

Duties are normally performed in the shop environment but overnight travel to other locations in the province is occasionally required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of Occupational Health and Safety regulations and relevant acts, legislation, policies and procedures related to warehousing/shipping and transportation of dangerous goods. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of contracting principles related to purchasing/procurement. **(Bring/Learn)**
 - Knowledge of theories, principles and practices related to mechanical repairs. **(Bring)**
 - Knowledge of inventory management principles and practices. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of office administrative procedures, protocols and office equipment. **(Bring/Learn)**
- Knowledge of ministerial industry programs, processes and specialized terminology. **(Bring/Learn)**
- Knowledge of all types of transportation industry parts, part applications and the location of parts. **(Bring)**

Knowledge of parts sourcing, purchasing and inventory storage systems. **(Bring)**



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to listen, accurately comprehend and verbally, and in writing, respond to inquiries from clients, other agencies or the general public providing clear, concise information and directions. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, accurate, focused...

- Ability to ask clear and concise questions in order to obtain relevant information from clients or suppliers and relay complete and accurate messages to appropriate persons, respond appropriately, redirect to pertinent ministry, agency or service. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, attention to detail, client service oriented...

- Ability to liaise with other agencies, staff, ministries and the public to obtain, exchange, co-ordinate or confirm information while maintaining confidentiality and staying within policies and procedures. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: co-operative, assertive, diplomatic...

- Ability to read, understand and apply instructions identified in instructional manual, policies and guidelines (i.e.: SPMC Customer Guide to Procurement Services, Guide to Delegation Manual). **(Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, decisive, attention to detail...



- Ability to clearly facilitate training sessions and/or meetings to promote a better understanding of programs and information. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, calm, self-motivated...

- Ability to accurately, concisely and in a timely manner, compose, record, proofread and/or edit a variety of correspondence. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, creative, focused...

Leadership

- Ability to clearly communicate information to individuals or groups to enhance their knowledge about purchasing policies, programs, procedures and computer operations and other work related job duties. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: fair, diplomatic, sensitive...

- Ability to objectively and accurately evaluate and provide feedback regarding employee performance to help others achieve success in their work. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: fair, compassionate, confident...

- Ability to lead, guide, coach, advise and encourage co-workers and/or assigned staff to establish and maintain a harmonious and co-operative work environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, creative, perceptive...

- Ability to assign work to employees, taking into consideration employees' workloads and skills and the work that needs to be accomplished. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, creative, perceptive...



- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.
(Bring - Supervisor only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to identify, clarify and analyze relevant issues, concerns or problems to provide options/recommendations and implement solutions in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: creative, perceptive, client service oriented...

- Ability to collect, record and analyze relevant data to make accurate and timely decisions on a variety of issues. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, attention to detail...

Interpersonal

- Ability to establish and maintain open and honest work relationships with other agencies, staff, ministries, and the general public to obtain, exchange, co-ordinate and/or confirm information. **(Bring)**

Personal attributes which may link with this skill statement include: honest, creative, diplomatic...

- Ability to diplomatically facilitate a discussion of relevant issues and mediate a mutually agreeable or workable solution with a wide variety of people who may be difficult or confrontational.
(Bring/Learn)

Personal attributes which may link with this skill statement include: diplomatic, creative...

- Ability to influence, persuade or convince others to reach mutually acceptable or workable solutions/agreements. **(Bring)**

Personal attributes which may link with this skill statement include: positive, diplomatic, calm...



- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to work independently and/or as a contributing member of a variety of teams to complete work assignments, achieve common goals and contribute towards a positive work environment. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic, positive, self motivated...

Organizational

- Ability to accurately and in a timely manner, coordinate and/or schedule appointments, meetings and equipment pick ups and delivery. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail...

- Ability to accurately compile, sort and distribute high volumes of incoming and outgoing mail and/or parts/supplies/inventory in a timely manner. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail, client service oriented...

- Ability to independently assess/establish/assign/adjust your own and/or other's workloads taking into consideration changing priorities, tight deadlines and constant interruptions. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, fair, creative...



- Ability to independently assess, establish and adjust and/or accurately complete multiple tasks while taking into consideration task complexity, frequent interruptions, deadlines/quota, available resources and multiple reporting relationships. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, fair, creative...

- Ability to precisely plan, schedule and coordinate travel logistics for meetings and parts delivery and pick up according to prearranged time frames. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, creative...

- Ability to find, purchase, maintain and organize inventory such as parts, office supplies and/or equipment to ensure adequate resources are available. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail...

Analytical

- Ability to compile analyze, evaluate relevant information in response to inquiries, produce detailed reports and make recommendations and/or identify solutions. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, perceptive...

- Ability to thoroughly evaluate, recommend and/or implement improvements to a variety of administrative systems to improve efficiency in the workplace. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: perceptive, attentive to detail...

- Ability to accurately reference, interpret and appropriately apply acts and regulations, contracting principles, policies and guidelines to daily operations. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, focused...



- Ability to search and assess information and other data, to develop reports and/or make decisions about purchasing and inventory management to make optimum business decisions. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: accurate, focused...

Technical

- Ability to accurately file, retrieve and maintain hard copy and electronic files in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail...

- Ability to input, update, edit, retrieve, maintain, merge, format and transmit information/data using a variety of hardware, software and/or electronic systems with speed and accuracy. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail...

- Ability to accurately perform mathematical calculations to balance invoices, budgets, petty cash, procurement cards. **(Bring)**

Personal attributes which may link with this skill statement include: accurate, attentive to detail...

Safety/Stress/Security

- Ability to apply the principles of standard precautions and proper safety practices according to established protocols, safety guidelines and existing legislation to protect self, co-workers, the public and the environment. **(Bring)**

Personal attributes which may link with this skill statement include: focused, calm...

- Ability to responsibly receive, handle, label, document and store hazardous materials within established guidelines. **(Bring)**

Personal attributes which may link with this skill statement include: focused, accurate, attentive to detail...



- Ability to recognize symptoms of stress in self and others and take steps to minimize its impact and ensure good health and well being. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: perceptive, focused, calm...

- Ability to quickly and accurately assess and respond to potentially volatile and dangerous situations in order to ensure the safety of self and/or others. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: perceptive, focused, calm...

- Ability to safely load and unload inventory from transport vehicles using equipment such as a fork lift, front-end loader and/or hyster. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: focused, attentive to detail, calm...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Stockkeeper/Storekeeper include:

To Be...

- accurate
- approachable
- assertive
- diplomatic
- fair/open-minded/objective
- trustworthy
- calm
- self-motivated
- positive
- respectful
- objective
- equitable
- courteous
- compassionate/understanding
- sensitive
- focused
- patient
- organized
- positive
- persistent
- approachable
- welcoming
- supportive
- empathetic
- confident
- co-operative
- client service oriented
- flexible/adaptable
- perceptive
- team player
- tactful
- attentive to detail
- accommodate individual differences

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Curriculum Development and Co-ordination/Correspondence Teacher

Occupational Family/Code – Program Consultation and Instructional: CSE, ICT

Profile created: 1999 05

Profile updated: 2006 10

Occupation Summary	<u>Selection of Competencies</u>	Knowledge	Skills	Personal Attributes
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Curriculum Development & Co-ordinator (often referred to as Educational Consultants) **CSE:**

Educational consultants provide advice and direction to Ministry of Education and regional office personnel and school boards regarding the implementation of curricula, policies and initiatives. They identify desirable educational outcomes and coordinate strategic change in the development and implementation of specific core curriculum specialty areas from kindergarten to grade 12 for the provincial school system. They coordinate curriculum needs assessments, and design and develop specific curriculum areas to ensure a comprehensive high quality program that is flexible, relevant and current for all Saskatchewan schools. They plan, develop and coordinate curriculum in-service to develop expertise and leadership in schools and school divisions. In addition, they provide advice and direction on provincial and national projects and initiatives.

Curriculum Development requires a teaching certificate as per LEADS Act.

Superintendents of Education CSE:

Superintendents of Education plan, evaluate and may approve educational funding and programs for students. They also coordinate educational programming, including consultation and staff development, among various stakeholders in the local community (e.g., school divisions, other government ministries, advocacy and interest groups). They evaluate and approve conditional ministry funding, alternative education programs, shared services plans, individual student personal program plan, and school division provision of support services, for School Divisions. They develop and deliver professional development for teachers and administrators to enhance the delivery of services and programming for students. They plan, coordinate and administer ministerial initiatives, programs and services at the regional and local level; submit, analyze and interpret data relevant to ministerial budget reviews; provide guidance and mediation in resolving disputes involving school division personnel, families and advocacy representatives; identify opportunities and develop strategies that will establish or expand collaborative interministerial and/or interagency initiatives.

Superintendents of Education requires a professional 'A' teaching certificate, one year of graduate study and two years teaching experience as per LEADS Act.

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Correspondence Teacher ICT:

Correspondence School Teachers are responsible for teaching and tutoring students by distance education methods, using delivery modes such as print, audio tape, videotape, on-line systems, and CD-ROM. The teaching responsibilities include counseling to encourage learning, developing enrichment and remedial materials, evaluating submitted assignments, setting and evaluating comprehensive examinations, determining final standings, and maintaining student records. Correspondence School Teachers are also responsible for designing, developing, and adapting instructional and evaluation materials for the actualization of the prescribed secondary curricula. They select the appropriate delivery modes to meet the needs of students. Other duties include participating in committees and pilot projects, both within the school and the ministry and with provincial and national educational stakeholders. As well, they train and oversee the work of fee-for-service teachers.

Correspondence Teachers require a teaching certificate as per Teacher's Certification & Classification Regulations and Education Act.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of educational acts and regulations. **(Bring/Learn)**
 - Knowledge of ministry policies and procedures. **(Learn)**
 - Knowledge of the legislation, regulations, policies and procedures of other ministries. **(Learn)**
 - Knowledge of research techniques, methodologies and ethics. **(Bring)**
-

Theories/Principles

- Knowledge of educational principles and preferred practices. **(Bring)**
- Knowledge of curriculum development and implementation processes. **(Bring/Learn)**
- Knowledge of principles, goals, initiatives, and components of Core Curriculum. **(Bring)**
- Knowledge of clientele, educational community/constituencies, and special interest groups. **(Bring)**
- Knowledge of areas of specialty. **(Bring)**
- Knowledge of educational partnerships. **(Learn)**
- Knowledge of instructional methods, techniques and approaches. **(Bring)**
- Knowledge of theories and practice of assessment. **(Bring)**
- Knowledge of change theory and its implications for human and organizational behaviour. **(Bring/Learn)**



- Knowledge of learning theories. **(Bring)**
 - Knowledge of cultural diversity. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisors only/Learn)**
-

Technical

- Knowledge of computer technology, applications and databases. **(Bring/Learn)**

Knowledge of print and non-print resource development methods/materials. **(Bring/Learn)**



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to write a range of internal and public documents such as curriculum documents, instructional materials, policy and procedure and training manuals, correspondence, minutes, briefing notes, memoranda of understanding, Orders-in-Council, contracts, clearly and concisely for a variety of audiences. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, creative, assertive, diplomatic, responsive...

- Ability to develop and deliver a range of presentations on educational topics using a variety of formats and techniques appropriate for the audience. **(Bring)**

Personal attributes which may link with this skill statement include: enthusiastic, diplomatic, assertive, educational leader, responsive...

- Ability to fluently speak and/or read and write in French, Aboriginal or Heritage languages. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic, consistent, educational leader, responsive...

Leadership

- Ability to plan, co-ordinate and facilitate meetings, projects, workshops or conferences, engaging participants to achieve desired outcomes. **(Bring)**

Personal attributes which may link with this skill statement include: enthusiastic, assertive, self-directed, flexible, reliable/committed...



- Ability to guide, coach, instruct and motivate individuals and groups (staff, students and/or educators) to enhance their knowledge, skills and attitudes and to foster the development of a culture of life-long learning. **(Bring)**

Personal attributes which may link with this skill statement include: enthusiastic, consistent, diplomatic, educational leader, team player, trustworthy...

- Ability to recruit, select, train and/or monitor personnel to ensure compliance with pre-established expectations, responsibilities and standards of work performance. **(Learn)**

Personal attributes which may link with this skill statement include: enthusiastic, diplomatic, assertive, educational leader, team player, trustworthy...

- Ability to engage in strategic planning activities that articulate vision, goals, resources, processes and outcomes. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: enthusiastic, reflective, creative, risk taker, educational leader, team player, responsive...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to identify solutions to complex problems and recommend strategies or make decisions to address issues and concerns within a context of available resources, stringent timelines, divergent perspectives and/or opposing viewpoints. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, creative, assertive, risk taker, flexible, responsive...



- Ability to negotiate and mediate to achieve compromise or resolve conflict in situations that may be highly contentious or controversial, such as, delivery of services to students, issues of educational partners, special interest groups and reference committees, intra/inter-ministerial, inter-provincial, national initiatives and projects. **(Bring)**

Personal attributes which may link with this skill statement include: creative, diplomatic, assertive, educational leader, flexible...

- Ability to negotiate and prepare contracts to meet the needs of interested parties, and administer and monitor these contracts to ensure the terms of the agreements are met. **(Learn)**

Personal attributes which may link with this skill statement include: creative, consistent, diplomatic, assertive, analytical...

- Ability to conceptualize, design/develop innovative and educationally sound materials, programs and special initiatives to meet the evolving needs of the educational community. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, creative, educational leader, self-directed, analytical, responsive...

Interpersonal

- Ability to liaise and/or collaborate with the public, organizations, agencies, other ministries, branches, and ministry staff to obtain, exchange and confirm information and/or to make informed decisions that reflect educational goals and perspectives. **(Bring)**

Personal attributes which may link with this skill statement include: consistent, diplomatic, risk taker, assertive, educational leader, flexible, responsive...



- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Organizational

- Ability to organize and manage multiple projects taking into consideration conflicting and changing priorities in order to meet deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: self-directed, team player, flexible, reliable/committed...

Analytical

- Ability to research, identify, evaluate and select resources from a variety of sources to develop and support curriculum documents, instructional materials and a variety of other documents and/or presentations. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, creative, educational leader, self-directed, analytical, reliable/committed...



- Ability to identify and critically examine various components of complex issues, problems, trends and/or needs within the context of (appropriate) timelines, divergent perspectives, public needs, ministerial and educational goals. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, self-directed, analytical...

- Ability to synthesize information and ideas from a variety of sources in order to develop educational resources and/or programs such as in-service plans, instructional materials, curriculum documents and evaluation criteria, to meet specific objectives. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, self-directed, analytical, reliable/committed...

- Ability to interpret and apply relevant federal, provincial statutes/regulations, policies, procedures, agreements and contracts relating to ministerial and educational goals. **(Bring)**

Personal attributes which may link with this skill statement include: consistent, analytical, self-directed...

- Ability to anticipate emerging trends, issues and needs and their implications for policy and program development and informed decision making. **(Bring)**

Personal attributes which may link with this skill statement include: reflective, creative, risk taker, analytical, responsive...

Technical

- Ability to design new or adapt existing computer/technological applications and maintain them, to respond to educational needs and initiatives, taking into account design alternatives and ministry resources. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, self-directed, analytical, reliable/committed, responsive...



- Ability to input, edit, update, retrieve and format information accurately, using various software packages and applications. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: consistent, self-directed, reliable/committed...

- Ability to effectively use presentation software (such as PowerPoint, Corel, Presentation, Hyperstudio) and equipment such as LCD panels or data projectors. **(Learn)**

Personal attributes which may link with this skill statement include: creative, self-directed, analytical, flexible, trustworthy...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Curriculum Development & Co-ordinator/ Correspondence Teachers include:

To Be...

- enthusiastic (to look forward to the next challenge; to be optimistic)
- reflective (to recognize own strengths and weaknesses; to reflect on personal success, ways of learning/working)
- creative (to be a believer, dreamer, creative, innovative, and a critical thinker)
- consistent (to present information consistently)
- diplomatic (to be sensitive, tactful, empathetic, approachable, courteous)
- risk taker (willingness to try something new)
- optimistic (to be congenial, with a sense of humour)
- assertive (to be self-confident, proactive, convincing, influencing, and provides clarity and exhibits conviction)
- respectful
- objective
- equitable
- flexible
- welcoming
- educational leader (to be self-confident, open minded, proactive and an advocate)
- self-directed (to be autonomous/independent)
- analytical (to be logical attentive to detail; to see parts of whole)
- team player (to be co-operative, congenial, open)
- open/accepting (to be patient, understanding to tolerate ambiguity)
- flexible (to be able to adapt to change, and cope with multiple roles/tasks/projects/expectations/ demanding workload)
- reliable/committed (to be hard-working, responsible, conscientious and punctual)
- trustworthy (to be honest, discreet)
- responsive (to be helpful, friendly and prompt)
- accommodate individual differences
- understanding
- supportive
- empathetic
- open-minded

Equipment Operators and Supervisors of Operations

Occupational Family/Code – General Operations: GHM

Profile created: 2002 04

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Equipment operators are key to the maintenance and enhancement of transportation and park infrastructure and have important supervisory and operations roles in the construction and maintenance of provincial highways and associated right-of-ways. Some may work in specialty areas supporting the maintenance of bridges, airports or providing traffic guidance services and may also support ministerial programs in data collection, testing and materials location. These employees operate, service and do basic repair to the equipment related to a designated area.

The Supervisor of Operations (SO) is often a natural progression from the Equipment Operation role. These staff have similar responsibilities and tasks as the more junior levels but are in charge of a work crew and have more supervisory and accountability responsibilities around program delivery for a specified area. SO's are in contact with the public, landowners, contractors, municipalities and towns regarding questions or concerns. The SO's provide informational reports for effective road systems management and ensure their staff follows OH&S regulations and ministry roadwork policies.

Employees in this classification are required to obtain and maintain the appropriate valid driver's license and operate various types of road maintenance or heavy duty equipment such as trucks, brooms, packers, oil distributors, loaders, graders, stripers, cranes, snowmobile trail groomer, i.e., ski dozer and jackhammers. The positions may require operating road equipment and/or directing traffic in adverse roadway and severe weather conditions and there could be extensive travel involved. As well, they work in physically demanding conditions such as high elevations, confining spaces, worksites with obstructions or limited access and egress, deep snow, mud and oil and are expected to do physical labour, heavy lifting and climbing.

Benefits include flexible/modified hours, work with new and advanced technologies and equipment, opportunities to travel the province and the ability to be innovative. If you are interested in outdoor, active work and would like to be a part of team who ensure public safety, consider this as a career.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of acts, codes, standards, regulations, agreements and procedures applicable to the relevant discipline (e.g. road, airport, sign, or bridge maintenance). **(Bring/Learn)**
 - Knowledge of workplace safety and traffic control procedures. **(Bring/Learn)**
 - Knowledge of occupational health, workplace hazardous materials and dangerous goods policies and practices. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of ministerial organizational structure, policies, procedures, standards and applicable administrative processes. **(Bring/Learn)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of procedures and equipment operation related to their particular assignment (e.g. roads, airports, gravel location, bridges, traffic guidance, park maintenance, winter recreation trails). **(Bring/Learn)**
- Knowledge of provincial road infrastructure and authorities. **(Bring/Learn)**
- Knowledge of routine equipment maintenance. **(Bring/Learn)**
- Knowledge of the Torrens Land Registration System. **(Bring/Learn)**
- Knowledge of basic mechanical, pneumatic, hydraulic, electrical, fuel and lubrication systems of heavy equipment. **(Bring/Learn)**



- Knowledge of the applied rate of various types of material in order to operate controls such as clutches, hydrodrums and levers. **(Bring/Learn)**
 - Knowledge of the appropriate and safe use of hand and power tools. **(Bring/Learn)**
 - Knowledge of pesticide and herbicide application. **(Learn)**
 - Knowledge of the effects that equipment/machinery can have on ecosystems and how to limit those effects. **(Bring/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to listen to, accurately comprehend and orally respond to enquiries from co-workers, contractors, municipal officials, and the public and/or relay information in an accurate, clear, concise and courteous manner. **(Bring)**

Personal attributes which may link with this skill statement include: calm, confident, even tempered...

- Ability to provide clear, concise information and/or explanations to contractors, the public, landowners, municipal officials and other government entities. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, service oriented, approachable...

- Ability to record and organize instructions, minutes or information in a clear, accurate and understandable manner. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: independent, focused...

- Ability to verbally provide clear, concise and accurate explanations of policies, procedures, standards, entitlements and other information. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail...

- Ability to accurately comprehend information and instructions from written material. **(Bring)**

Personal attributes which may link with this skill statement include: focused, attentive to detail...



Leadership

- Ability to identify, collect and record relevant information through observation and enquiries. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, attentive to detail...

- Ability to objectively evaluate work performance while encouraging employees to meet set work goals and standards. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: decisive, supportive...

- Ability to instruct, guide, coach and encourage others to enhance their job performance and further develop their skills. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: leader, supportive...

- Ability to assign work to others taking into consideration priorities, employees' workloads and skills and the work that needs to be accomplished. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: accountable, flexible...

- Ability to provide concise instruction to individuals or groups of employees to enhance skills and improve job performance. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, confident...

- Ability to implement decisions with limited time and information to protect public safety. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, service oriented, initiative...



- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.
(Bring - Supervisor only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to collect and analyze relevant data to make accurate and timely decisions on a variety of quality control issues.
(Bring/Learn)

Personal attributes which may link with this skill statement include: focused, attentive to detail...

- Ability to accurately identify, develop, evaluate and implement sound solutions to resolve quality control issues and problems.
(Bring/Learn)

Personal attributes which may link with this skill statement include: decisive, adaptable, confident...

- Ability to identify problems, explore options and implement appropriate solutions. **(Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, proactive...

- Ability to identify, design and contribute to the development of new ideas and approaches that will improve work processes and systems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: innovative, service oriented...

Interpersonal

- Ability to calmly listen, assess and clarify problems and respond with options to the public, co-workers and contractors who may be upset, confused or angry. **(Bring)**

Personal attributes which may link with this skill statement include: calm, independent, confident...



- Ability to develop and maintain positive work relationships with co-workers, managers, consultants, contractors, cottage owners, the public and other government stakeholders. **(Bring)**

Personal attributes which may link with this skill statement include: approachable, even tempered, open minded...

- Ability to interact diplomatically to determine or mediate a solution when encountering difficult or confrontational situations. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: leader, empathetic...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...

Team/Independence

- Ability to independently, or as part of a team, assess, plan and adjust urgent or routine work priorities to meet required objectives in consideration of deadlines, resource availability and weather conditions. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: team player, flexible...

Organizational

- Ability to independently organize duties, determine and adjust priorities to complete tasks and meet work objectives. **(Bring)**

Personal attributes which may link with this skill statement include: service oriented, independent...

- Ability to identify, prioritize and maintain inventory levels to ensure timely service delivery. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: pro-active, accountable...



- Ability to plan, organize and prioritize a high volume workload taking into consideration, task complexity, weather conditions, conflicting deadlines or frequent interruptions. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: decisive, adaptable, accountable...

- Ability to maintain paper and/or electronic records in order to quickly locate information or to support organizational data systems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail...

Analytical

- Ability to identify areas for improvement and recommend or contribute to the development of new methods to improve work processes. **(Bring)**

Personal attributes which may link with this skill statement include: innovative, service oriented...

- Ability to examine, understand and appropriately apply instructions, policies, standards and procedures to issues relevant to transportation infrastructure preservation, construction, or to materials location or traffic guidance. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, decisive...

- Ability to accurately compile, calculate and summarize data to make adjusting entries related to data systems or the budget. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, focused...



- Ability to inspect and assess level of road or bridge damage or signing concerns, the extent of threats to the safety or well being of others and take effective, corrective action. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: decisive...

Technical

- Ability to accurately and in a timely manner, input, access, retrieve and print data using computer hardware/software and utilize other technological equipment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: accountable, attentive to detail...

- Ability to accurately adjust rates of material application for quality control. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, focused...

- Ability to inspect equipment for efficiency and safety and to make minor repairs to equipment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, conscientious...

- Ability to read and interpret engineering or workzone plans (traffic, sign, bridge, right of way, cross section, drainage) or legal survey plans in order to follow related workinstructions. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, focused...

Safety/Stress/Security

- Ability to drive or operate equipment under stressful or adverse road and weather conditions. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: calm, confident, adaptable...



- Ability to apply the principles of standard precautions and proper safety practices according to established protocols, safety guidelines and existing legislation to protect self, co-workers, the public and the environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: decisive, pro-active...

- Ability to receive, handle and properly label and store materials that may be hazardous or have environmental impact. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, attentive to detail...

- Ability to recognize potential risks to self, co-workers and the public and respond in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: pro-active, decisive...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Equipment Operators and Supervisors of Operations include:

To Be...

- decisive
- pro-active
- understanding
- conscientious
- courteous
- leader
- reliable
- supportive
- respectful
- welcoming
- objective
- independent
- a team player
- calm
- persistent
- innovative
- accountable
- confident
- service oriented
- flexible/open minded
- accommodate individual differences
- focused
- adaptable
- take initiative
- positive
- approachable
- attentive to detail
- even tempered
- self motivated
- empathetic
- equitable

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Journey Heavy Equipment Mechanic and Journeyperson Welder, Trades Apprentice, Trades Helper, Trades Person, Supervisory Journeyperson

Occupational Family/Code – Building and Shop Trades: TAA, THE, TJM, TJW, TTH, TTP

Profile created: 2001 05

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Journeyperson Heavy Equipment Mechanic (THE)

Diagnose equipment problems and determine methods of repair, estimate materials and parts and time required. They repair and perform maintenance on heavy duty mechanical, hydraulic and pneumatic systems. They provide repair and maintenance advice to non-journey persons and equipment operators.

Journeyperson Welder (TJW)

Perform welding duties such as building or repairing metal equipment using arc and acetylene welding, silver soldering and brazing. Positions may require journeyperson status.

Trades Apprentice (TAA)

Performs work relating to a recognized trade program such as mechanics, carpentry, electrical, and welding while working towards a Journey Certificate.

Trades Helper (TTH)

Provides manual labour and semi-skills support to senior workers in the applicable trades (e.g. care and maintenance of trade related equipment, delivers materials, supplies, tools and equipment or carries out the installation/removal of machinery, materials and equipment).

Trades Person (TTP)

Performs the majority of the duties of a trade with the exception of those requiring journeyperson certification.

Supervisory Journeyperson (TJM)

Supervises journeyperson staff and performs journeyperson status duties in applicable trade.

- Travel may be required with the possibility of staying out overnight.



- Journeyperson papers in either Heavy Equipment, Truck and Transport, Agricultural Equipment Repair, Welding and Machining may be required.
- Driver's Licence Class 5 with the ability to upgrade to 1A may be required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of the existence of relevant regulations and acts related to heavy equipment mechanical repair/welding/machining. **(Bring)**
-

Theories/Principles

- Knowledge of theories, principles and practices related to mechanical repairs. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to deliver presentations, training sessions and meetings to promote programs and share information with clients and colleagues. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, service oriented...

- Ability to verbally and in writing provide clear and concise, accurate information in response to inquiries at a level appropriate to the recipient and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, service oriented...

- Ability to read, examine, comprehend and appropriately apply information and instructions from written materials. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, independent, attentive to detail...

- Ability to accurately and concisely record, compose or edit various documents such as letters, memos, reports using correct grammar, spelling and punctuation for your own or other's signature. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, positive...

- Ability to actively listen to clients and colleagues who may be hostile, angry, rude, confused or frustrated in order to diffuse potentially threatening situations. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, positive, supportive...



Leadership

- Ability to guide, coach and encourage others to enhance their job performance and further develop their skills. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, positive, understanding...

- Ability to provide clear, concise instruction on detailed tasks to individuals and/or groups of co-workers to enhance their skills and improve job performance. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, positive, decisive...

- Ability to develop, coach, encourage staff and/or people under your direction, recognizing achievements to promote a healthy, productive and safe, harmonious work environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, understanding, positive...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to collect and analyze relevant data to make accurate and timely decisions on a variety of repairs or issues. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, proactive...

- Ability to diagnose technical problems associated with repairs to determine the cause of the problem and provide a workable solution in a reasonable time frame. **(Bring)**

Personal attributes which may link with this skill statement include: independent, service oriented...



- Ability to accurately identify problems, explore options and implement solutions using applicable acts and regulations, policies, standards and guidelines. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: resourceful, attentive to detail, innovative...

- Ability to identify, propose and/or contribute to the development of new ideas and approaches to improve work processes and systems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: innovative, resourceful...

Interpersonal

- Ability to develop and maintain positive work relationships with co-workers, managers, suppliers and other stakeholders. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, tolerant, understanding...

- Ability to influence, persuade and convince others to reach mutually acceptable and workable solutions/agreements. **(Learn)**

Personal attributes which may link with this skill statement include: positive, approachable, understanding...

- Ability to interact diplomatically to determine or mediate a solution when encountering difficult or confrontational clients or colleagues. **(Learn)**

Personal attributes which may link with this skill statement include: positive, approachable, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...



Team/Independence

- Ability to work independently and as a contributing team member to complete work assignments to meet client needs and build positive work relationships. **(Bring)**

Personal attributes which may link with this skill statement include: service oriented, independent, team player...

Organizational

- Ability to plan, organize, prioritize a high volume workload taking into consideration task complexity, frequent interruptions and continuous deadlines, and multiple reporting relationships. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, independent ...

- Ability to identify, prioritize and maintain inventory to ensure adequate levels are maintained to ensure service delivery. **(Learn)**

Personal attributes which may link with this skill statement include: independent, proactive ...

Analytical

- Ability to participate as part of team, to develop short/long term strategies and operational plans using statistical, financial and technical sources. **(Learn)**

Personal attributes which may link with this skill statement include: team player, service oriented...

- Ability to organize, analyze and assess information and evaluate options to make decisions to repair, replace or rebuild. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, confident...

- Ability to analyze work processes, identify areas that need improvement and recommend and/or contribute to the development of new and improved work methods. **(Bring)**

Personal attributes which may link with this skill statement include: team player, innovative, resourceful...



- Ability to observe, assess and accurately measure the condition of equipment, components and systems to maintain working order and achieve optimum efficiency. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough...

Technical

- Ability to inspect equipment, diagnose problems, repair, trouble-shoot or arrange for repair of equipment to restore operation. **(Bring)**

Personal attributes which may link with this skill statement include: confident, independent...

- Ability to effectively operate and accurately maintain paper and/or electronic data collection records. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing databases, spreadsheets, and other software packages with accuracy. **(Learn)**

Personal attributes which may link with this skill statement include: confident, independent...

- Ability to accurately perform mathematical calculations. **(Bring)**

Personal attributes which may link with this skill statement include: confident, attentive to detail...

Safety/Stress/Security

- Ability to accurately assess and respond immediately to potentially threatening situations to ensure safety of staff and/or clients. **(Learn)**

Personal attributes which may link with this skill statement include: confident, decisive, proactive...



Technical

- Ability to recognize symptoms of stress in self and others and take steps to minimize its impact to ensure good health and well being. **(Learn)**

Personal attributes which may link with this skill statement include: proactive, supportive, understanding...

- Ability to receive, handle, safely store and appropriately label materials that may be hazardous or have environmental impact according to proper policies and procedures. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: conscientious, attentive to detail, proactive...

- Ability to accurately apply standard safety precautions and practices according to established protocols, safety guidelines and existing legislation to protect co-workers, the public and the environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: proactive, thorough...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Journey Heavy Equipment Mechanic, Journeyperson Welder, Trades Helper, Trades Person, and Supervisory Journeyperson include:

To Be...

- decisive
- pro-active
- understanding
- flexible
- willing to learn
- open-minded
- equitable
- empathetic
- objective
- supportive
- independent
- a team player
- thorough
- tolerant
- confident
- service oriented
- resourceful
- innovative
- positive
- approachable
- conscientious
- attentive to detail
- respectful
- welcoming
- accommodate individual differences

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Systems Analyst - ITO

Occupational Family/Code – Science & Technology: SIT, SIB

Profile created: 2005 05

Profile updated: 2007 01

Occupation Summary	<u>Selection of Competencies</u>	Knowledge	Skills	Personal Attributes
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Systems Analysts in the Information Technology Office are involved in working closely with their clients and other stakeholders in capturing and defining visions for IT solutions.

They realize these visions by examining the functionality required, business rules and constraints that apply, non-functional requirements, and risks. They sometimes must also analyze business areas to clarify the scope and vision for IT solutions, which may require techniques such as modelling workflow within and between business processes, examining organizational structures, modelling information needs, and assessing problems for root causes.

They translate the needs of clients into detailed requirements that can be developed either into a solution or acquired. This requires working closely not only with clients but also with those who provide IT solutions. They analyze information collected from clients and stakeholders to determine underlying needs and requirements. They do this by conducting interviews, surveys, requirements workshops, and by reviewing documentation such as policy and regulations manuals.

For some positions, employees may need to be available after hours to perform some of the duties.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of ministry programs, standards, policies and expectations. **(Learn)**

Specifically:

- *Software Engineering Framework established within the Corporate Applications Branch that marries the concepts of iterative and incremental requirements analysis and project management methodologies established by the Project Management Institute*
-

Theories/Principles

- Knowledge of strategic and project planning techniques. **(Bring)**

Specifically:

- *Project management methodology established by the Project Management Institute (PMI) otherwise known as Project Management Body of Knowledge (PMBOK)*
-

Technical

- Knowledge of database concepts, theories and principles. **(Bring)**
- Knowledge of requirements analysis and solution design techniques. **(Bring)**

Specifically:

- *Requirements analysis and solution design methodologies including the traditional waterfall approach and the iterative and incremental approach*



- Knowledge of programming concepts, techniques and languages. **(Bring)**

Specifically:

- *(note: an understanding of programming concepts and capabilities is required but direct programming is not a responsibility of the systems analyst)*
 - Knowledge of commercial software applications. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies, which one has learned from his/her past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to write a variety of detailed, accurate and clear (technical) material such as user, systems and requirements documentation and procedures, project plans, letters, requests for proposals, feasibility studies, recommendations and reports, at a level appropriate to the target groups. **(Bring)**

Personal attributes which may link with this skill statement include: logical, concise, thorough...

- Ability to orally explain or present (technical) information to a wide variety of technical and non-technical individuals and/or groups in a clear, accurate and understandable manner. **(Bring)**

Personal attributes which may link with this skill statement include: concise, creative, tactful/diplomatic...

- Ability to actively listen, paraphrase and ask precise questions in order to clarify and understand information being received. **(Bring)**

Personal attributes which may link with this skill statement include: diplomatic/tactful, patient...

- Ability to demonstrate and promote the use and value of new technology, programs and services in a manner that creates understanding, captures interest and enhances users' computer skills. **(Learn)**

Personal attributes which may link with this skill statement include: self-confident, concise, logical, creative...



Leadership

- Ability to constructively lead, advise and encourage others to achieve success in their work and contribute to the effectiveness of the work team. **(Learn)**

Personal attributes which may link with this skill statement include: honest/disciplined, assertive, diplomatic/tactful, respectful...

- Ability to assign work and evaluate employee performance taking into consideration priorities, workload and employees' skills. **(Learn)**

Personal attributes which may link with this skill statement include: organized, thorough, diplomatic/tactful...

- Ability to conceptualize, develop, monitor, adjust and implement projects, taking into consideration numerous and changing priorities, and/or resources to achieve project goals. **(Learn)**

Personal attributes which may link with this skill statement include: service oriented, logical, adaptable/flexible, thorough...

- Ability to facilitate a group process to successfully implement technological change and business transition within the organization. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, patient, assertive...

Problem Solving

- Ability to extract, recall, synthesize, conceptualize and apply ideas, processes and information to incorporate new technology and create new solutions in a constantly changing technological and business environment. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable/flexible, self-confident...



- Ability to identify and respond to issues and concerns of others who may be angry or frustrated to reach a mutual understanding. **(Learn)**

Personal attributes which may link with this skill statement include: diplomatic/tactful, assertive, patient, respectful...

Interpersonal

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Learn)**

Personal attributes which may link with this skill statement include: understanding, respectful...

Team/Independence

- Ability to work independently and participate as a team member to meet the needs of clients and co-workers and to build productive, positive work relationships. **(Bring)**

Personal attributes which may link with this skill statement include: adaptable/flexible, patient, respectful...

Organizational

- Ability to independently prioritize and organize one's own workload to meet tight deadlines and successfully complete projects in a changing environment. **(Bring)**

Personal attributes which may link with this skill statement include: organized, thorough, logical...

Analytical

- Ability to gather, understand and synthesize specialized information in a way that can be applied to meet the needs of the organization and within given constraints. **(Bring)**

Personal attributes which may link with this skill statement include: organized, thorough...



- Ability to identify, explore and evaluate options on data, processes and methodologies, information technology and potential systems design to make feasible recommendations.
(Bring)

Personal attributes which may link with this skill statement include: logical, concise...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are the underlying characteristics, which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, which can be described as feelings, attitudes, habits and traits. Each of these is demonstrated through one's behaviour.

The personal attributes are stated under the skill competencies for which they may be most critical.

Personal attributes for Systems Analysts include:

To Be...

- Honest/Disciplined
- Adaptable/Flexible
- Patient
- Logical
- Thorough
- Respectful
- Organized
- Diplomatic/Tactful
- Concise
- Self-confident
- Assertive
- Creative
- Service-oriented
- Understanding

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Tax Auditors

Occupational Family/Code – Finance and Revenue: FTA

Profile created: 1998 06

Profile updated: 2007 01

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Tax Auditors are also known as Business Auditors, Tax Information Officers, Collection Officers, Revenue Administrators, Revenue Administrators and Billing Officers. The duties for these positions will vary depending on the position and the program being delivered.

Responsibilities include providing technical and/or supervisory work in the assessment, collection and management/processing of revenue/taxation programs in accordance with regulations and legislation. Employees provide interpretations and tax instructions to the public and business sectors, conduct audits of vendors and consumer financial and operational records to ensure compliance with the provision of the taxing statutes and revenue programs. Senior positions will manage a phase of a revenue program or assist in the analysis, development and evaluation legislation and in the development and implementation of new programs.

Employees in these occupations must be able to resolve conflict with taxpayers and persuade/convince the taxpayer to provide the required records for an audit, accept audit findings, remit tax owing, etc. The jobs are required to conduct investigations, negotiate payment arrangements and when necessary enforce provincial tax legislation. Written communication of complex technical tax/audit/financial information is relayed in audit reports, tax bulletins, policy recommendations, etc.

Travel and working flexible hours will be expected.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable acts, regulations, policies, procedures, contracts, agreements, programs and systems. **(Bring/Learn)**
-

Theories/Principles

- Knowledge of accounting principles and procedures. **(Bring)**
 - Knowledge of accounting and/or auditing practices, standards and procedures. **(Bring/Learn)**
 - Knowledge of human resource management practices and principles. **(Bring/Learn)**
 - Knowledge of management practices and principles. **(Bring/Learn)**
 - Knowledge of human resource management practices including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-

Technical

- Knowledge of applicable computer hardware, software packages and databases. **(Bring)**
 - Knowledge of various business and industry operations, processes and practices. **(Bring)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to verbally and/or in writing explain financial/statistical/administrative matters/policies/procedures/regulatory matters/audit results at a level appropriate to the audience.
(Bring)

Personal attributes which may link with this skill statement include: confident, persuasive, diplomatic...

- Ability to ask clear, concise and relevant questions to obtain desired information to perform an audit and/or program and policy reviews/investigations or clarify a question or concern.
(Bring)

Personal attributes which may link with this skill statement include: logical, attentive to detail, diplomatic...

Leadership

- Ability to objectively evaluate work performance while encouraging employees to meet set work standards.
(Bring/Learn)

Personal attributes which may link with this skill statement include: diplomatic, assertive...

- Ability to instruct, guide, coach and encourage others to enhance their job performance and further develop their skills.
(Bring/Learn)

Personal attributes which may link with this skill statement include: assertive, patient, confident...



- Ability to provide clear, concise instruction on detailed material to individual and/or groups of employees to enhance skills and improve job performance. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: organized, creative, observant...

- Ability to assign work to others taking into consideration priorities, employees' workloads and skills and the work that needs to be accomplished. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, adaptable, assertive...

- Ability to fairly and objectively select qualified candidates in accordance with clearly stated job requirements. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: dedicated, adaptable...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.
(Bring - Supervisor only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to identify and contribute to the development of new ideas and approaches that will improve work processes and systems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: creative, open minded, flexible...



- Ability to (identify/design/select/implement/develop/contribute to the development of) new ideas and procedures and management practices, and approaches that will improve audit/collection/enforcement/work/financial/management processes and systems. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, organized, creative...

Interpersonal

- Ability to educate, influence, persuade or convince others in order to achieve understanding and negotiate/reach an agreement. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: conscientious, patient, considerate...

- Ability to calmly listen, assess and clarify problems and respond with options to clients/co-workers/vendors/stakeholders/consumers/public who may be angry/confused/upset/uncooperative. **(Bring)**

Personal attributes which may link with this skill statement include: confident, patient, diplomatic...

- Ability to calmly listen, assess and clarify and anticipate problems and respond with options and/or solutions to co-workers/tax collectors/tax payers/stakeholders/public who may be angry, confused, upset or uncooperative. **(Bring)**

Personal attributes which may link with this skill statement include: patient, logical, diplomatic...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...



Team/Independence

- Ability to work independently and work co-operatively with others in a team environment to establish, build and maintain positive working relationships and to ensure deadlines, goals and objectives are met. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, conscientious...

Analytical

- Ability to examine, understand and appropriately apply and/or enforce complex and sometimes conflicting policies, agreements, contracts, acts and regulations to daily operations and difficult or conflicting situations. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: logical, conscientious...

- Ability to review, interpret, evaluate financial data and systems/operational data/controls in order to select audits/form conclusions and/or make recommendations and assessments on validity/usefulness/correctness/compliance within established policies, procedures, guidelines, agreements and/or legislation. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: flexible, persuasive...

- Ability to identify the need for procedural changes to improve consistency and efficiency while ensuring compliance to government regulations. **(Learn)**

Personal attributes which may link with this skill statement include: flexible, logical, observant...

- Ability to identify/design/implement/monitor/evaluate/recommend accounting/auditing/management processes and systems to ensure financial integrity and control and/or effective, efficient delivery of service. **(Bring)**

Personal attributes which may link with this skill statement include: observant, conscientious...



- Ability to accurately compile, calculate and summarize data to make adjusting entries, and complete and/or approve, payment schedules. **(Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, organized...

- Ability to accurately compile, compare, calculate and summarize data and information to complete taxpayer contact reports, audit reports, supporting documents, working papers and collection activity reports. **(Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, organized, conscientious...

Technical

- Ability to accurately input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents utilizing internal and external micro and mainframe computerized systems. **(Bring)**

Personal attributes which may link with this skill statement include: attentive to detail, organized...

- Ability to accurately perform complex mathematical calculations. **(Bring)**

Personal attributes which may link with this skill statement include: attentive to detail...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for Tax Auditors include:

To Be...

- confident
- flexible
- observant
- adaptable
- considerate
- logical
- accommodate individual differences
- understanding
- conscientious
- assertive
- self motivated
- attentive to detail
- persuasive
- respectful
- objective
- open-minded
- empathetic
- organized
- patient
- diplomatic
- dedicated
- creative
- welcoming
- equitable
- supportive

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Journey Heavy Equipment Mechanic and Journeyperson Welder, Trades Apprentice, Trades Helper, Trades Person, Supervisory Journeyperson

Occupational Family/Code – Building and Shop Trades: TAA, THE, TJM, TJW, TTH, TTP

Profile created: 2001 05

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Journeyperson Heavy Equipment Mechanic (THE)

Diagnose equipment problems and determine methods of repair, estimate materials and parts and time required. They repair and perform maintenance on heavy duty mechanical, hydraulic and pneumatic systems. They provide repair and maintenance advice to non-journey persons and equipment operators.

Journeyperson Welder (TJW)

Perform welding duties such as building or repairing metal equipment using arc and acetylene welding, silver soldering and brazing. Positions may require journeyperson status.

Trades Apprentice (TAA)

Performs work relating to a recognized trade program such as mechanics, carpentry, electrical, and welding while working towards a Journey Certificate.

Trades Helper (TTH)

Provides manual labour and semi-skills support to senior workers in the applicable trades (e.g. care and maintenance of trade related equipment, delivers materials, supplies, tools and equipment or carries out the installation/removal of machinery, materials and equipment).

Trades Person (TTP)

Performs the majority of the duties of a trade with the exception of those requiring journeyperson certification.

Supervisory Journeyperson (TJM)

Supervises journeyperson staff and performs journeyperson status duties in applicable trade.

- Travel may be required with the possibility of staying out overnight.



- Journeyperson papers in either Heavy Equipment, Truck and Transport, Agricultural Equipment Repair, Welding and Machining may be required.
- Driver's Licence Class 5 with the ability to upgrade to 1A may be required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of the existence of relevant regulations and acts related to heavy equipment mechanical repair/welding/machining. **(Bring)**
-

Theories/Principles

- Knowledge of theories, principles and practices related to mechanical repairs. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to deliver presentations, training sessions and meetings to promote programs and share information with clients and colleagues. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, service oriented...

- Ability to verbally and in writing provide clear and concise, accurate information in response to inquiries at a level appropriate to the recipient and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, service oriented...

- Ability to read, examine, comprehend and appropriately apply information and instructions from written materials. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, independent, attentive to detail...

- Ability to accurately and concisely record, compose or edit various documents such as letters, memos, reports using correct grammar, spelling and punctuation for your own or other's signature. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, positive...

- Ability to actively listen to clients and colleagues who may be hostile, angry, rude, confused or frustrated in order to diffuse potentially threatening situations. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, positive, supportive...



Leadership

- Ability to guide, coach and encourage others to enhance their job performance and further develop their skills. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, positive, understanding...

- Ability to provide clear, concise instruction on detailed tasks to individuals and/or groups of co-workers to enhance their skills and improve job performance. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, positive, decisive...

- Ability to develop, coach, encourage staff and/or people under your direction, recognizing achievements to promote a healthy, productive and safe, harmonious work environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, understanding, positive...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to collect and analyze relevant data to make accurate and timely decisions on a variety of repairs or issues. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, proactive...

- Ability to diagnose technical problems associated with repairs to determine the cause of the problem and provide a workable solution in a reasonable time frame. **(Bring)**

Personal attributes which may link with this skill statement include: independent, service oriented...



- Ability to accurately identify problems, explore options and implement solutions using applicable acts and regulations, policies, standards and guidelines. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: resourceful, attentive to detail, innovative...

- Ability to identify, propose and/or contribute to the development of new ideas and approaches to improve work processes and systems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: innovative, resourceful...

Interpersonal

- Ability to develop and maintain positive work relationships with co-workers, managers, suppliers and other stakeholders. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, tolerant, understanding...

- Ability to influence, persuade and convince others to reach mutually acceptable and workable solutions/agreements. **(Learn)**

Personal attributes which may link with this skill statement include: positive, approachable, understanding...

- Ability to interact diplomatically to determine or mediate a solution when encountering difficult or confrontational clients or colleagues. **(Learn)**

Personal attributes which may link with this skill statement include: positive, approachable, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...



Team/Independence

- Ability to work independently and as a contributing team member to complete work assignments to meet client needs and build positive work relationships. **(Bring)**

Personal attributes which may link with this skill statement include: service oriented, independent, team player...

Organizational

- Ability to plan, organize, prioritize a high volume workload taking into consideration task complexity, frequent interruptions and continuous deadlines, and multiple reporting relationships. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, independent ...

- Ability to identify, prioritize and maintain inventory to ensure adequate levels are maintained to ensure service delivery. **(Learn)**

Personal attributes which may link with this skill statement include: independent, proactive ...

Analytical

- Ability to participate as part of team, to develop short/long term strategies and operational plans using statistical, financial and technical sources. **(Learn)**

Personal attributes which may link with this skill statement include: team player, service oriented...

- Ability to organize, analyze and assess information and evaluate options to make decisions to repair, replace or rebuild. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, confident...

- Ability to analyze work processes, identify areas that need improvement and recommend and/or contribute to the development of new and improved work methods. **(Bring)**

Personal attributes which may link with this skill statement include: team player, innovative, resourceful...



- Ability to observe, assess and accurately measure the condition of equipment, components and systems to maintain working order and achieve optimum efficiency. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough...

Technical

- Ability to inspect equipment, diagnose problems, repair, trouble-shoot or arrange for repair of equipment to restore operation. **(Bring)**

Personal attributes which may link with this skill statement include: confident, independent...

- Ability to effectively operate and accurately maintain paper and/or electronic data collection records. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing databases, spreadsheets, and other software packages with accuracy. **(Learn)**

Personal attributes which may link with this skill statement include: confident, independent...

- Ability to accurately perform mathematical calculations. **(Bring)**

Personal attributes which may link with this skill statement include: confident, attentive to detail...

Safety/Stress/Security

- Ability to accurately assess and respond immediately to potentially threatening situations to ensure safety of staff and/or clients. **(Learn)**

Personal attributes which may link with this skill statement include: confident, decisive, proactive...



Technical

- Ability to recognize symptoms of stress in self and others and take steps to minimize its impact to ensure good health and well being. **(Learn)**

Personal attributes which may link with this skill statement include: proactive, supportive, understanding...

- Ability to receive, handle, safely store and appropriately label materials that may be hazardous or have environmental impact according to proper policies and procedures. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: conscientious, attentive to detail, proactive...

- Ability to accurately apply standard safety precautions and practices according to established protocols, safety guidelines and existing legislation to protect co-workers, the public and the environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: proactive, thorough...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Journey Heavy Equipment Mechanic, Journeyperson Welder, Trades Helper, Trades Person, and Supervisory Journeyperson include:

To Be...

- decisive
- pro-active
- understanding
- flexible
- willing to learn
- open-minded
- equitable
- empathetic
- objective
- supportive
- independent
- a team player
- thorough
- tolerant
- confident
- service oriented
- resourceful
- innovative
- positive
- approachable
- conscientious
- attentive to detail
- respectful
- welcoming
- accommodate individual differences

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Journey Heavy Equipment Mechanic and Journeyperson Welder, Trades Apprentice, Trades Helper, Trades Person, Supervisory Journeyperson

Occupational Family/Code – Building and Shop Trades: TAA, THE, TJM, TJW, TTH, TTP

Profile created: 2001 05

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Performs work relating to a recognized trade program such as mechanics, carpentry, electrical, and welding while working towards a Journey Certificate.

Trades Helper (TTH)

Provides manual labour and semi-skills support to senior workers in the applicable trades (e.g. care and maintenance of trade related equipment, delivers materials, supplies, tools and equipment or carries out the installation/removal of machinery, materials and equipment).

Trades Person (TTP)

Performs the majority of the duties of a trade with the exception of those requiring journeyperson certification.

Supervisory Journeyperson (TJM)

Supervises journeyperson staff and performs journeyperson status duties in applicable trade.

- Travel may be required with the possibility of staying out overnight.



- Journeyperson papers in either Heavy Equipment, Truck and Transport, Agricultural Equipment Repair, Welding and Machining may be required.
- Driver's Licence Class 5 with the ability to upgrade to 1A may be required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of the existence of relevant regulations and acts related to heavy equipment mechanical repair/welding/machining. **(Bring)**
-

Theories/Principles

- Knowledge of theories, principles and practices related to mechanical repairs. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to deliver presentations, training sessions and meetings to promote programs and share information with clients and colleagues. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, service oriented...

- Ability to verbally and in writing provide clear and concise, accurate information in response to inquiries at a level appropriate to the recipient and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, service oriented...

- Ability to read, examine, comprehend and appropriately apply information and instructions from written materials. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, independent, attentive to detail...

- Ability to accurately and concisely record, compose or edit various documents such as letters, memos, reports using correct grammar, spelling and punctuation for your own or other's signature. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, positive...

- Ability to actively listen to clients and colleagues who may be hostile, angry, rude, confused or frustrated in order to diffuse potentially threatening situations. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, positive, supportive...



Leadership

- Ability to guide, coach and encourage others to enhance their job performance and further develop their skills. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, positive, understanding...

- Ability to provide clear, concise instruction on detailed tasks to individuals and/or groups of co-workers to enhance their skills and improve job performance. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, positive, decisive...

- Ability to develop, coach, encourage staff and/or people under your direction, recognizing achievements to promote a healthy, productive and safe, harmonious work environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, understanding, positive...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to collect and analyze relevant data to make accurate and timely decisions on a variety of repairs or issues. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, proactive...

- Ability to diagnose technical problems associated with repairs to determine the cause of the problem and provide a workable solution in a reasonable time frame. **(Bring)**

Personal attributes which may link with this skill statement include: independent, service oriented...



- Ability to accurately identify problems, explore options and implement solutions using applicable acts and regulations, policies, standards and guidelines. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: resourceful, attentive to detail, innovative...

- Ability to identify, propose and/or contribute to the development of new ideas and approaches to improve work processes and systems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: innovative, resourceful...

Interpersonal

- Ability to develop and maintain positive work relationships with co-workers, managers, suppliers and other stakeholders. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, tolerant, understanding...

- Ability to influence, persuade and convince others to reach mutually acceptable and workable solutions/agreements. **(Learn)**

Personal attributes which may link with this skill statement include: positive, approachable, understanding...

- Ability to interact diplomatically to determine or mediate a solution when encountering difficult or confrontational clients or colleagues. **(Learn)**

Personal attributes which may link with this skill statement include: positive, approachable, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...



Team/Independence

- Ability to work independently and as a contributing team member to complete work assignments to meet client needs and build positive work relationships. **(Bring)**

Personal attributes which may link with this skill statement include: service oriented, independent, team player...

Organizational

- Ability to plan, organize, prioritize a high volume workload taking into consideration task complexity, frequent interruptions and continuous deadlines, and multiple reporting relationships. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, independent ...

- Ability to identify, prioritize and maintain inventory to ensure adequate levels are maintained to ensure service delivery. **(Learn)**

Personal attributes which may link with this skill statement include: independent, proactive ...

Analytical

- Ability to participate as part of team, to develop short/long term strategies and operational plans using statistical, financial and technical sources. **(Learn)**

Personal attributes which may link with this skill statement include: team player, service oriented...

- Ability to organize, analyze and assess information and evaluate options to make decisions to repair, replace or rebuild. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, confident...

- Ability to analyze work processes, identify areas that need improvement and recommend and/or contribute to the development of new and improved work methods. **(Bring)**

Personal attributes which may link with this skill statement include: team player, innovative, resourceful...



- Ability to observe, assess and accurately measure the condition of equipment, components and systems to maintain working order and achieve optimum efficiency. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough...

Technical

- Ability to inspect equipment, diagnose problems, repair, trouble-shoot or arrange for repair of equipment to restore operation. **(Bring)**

Personal attributes which may link with this skill statement include: confident, independent...

- Ability to effectively operate and accurately maintain paper and/or electronic data collection records. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing databases, spreadsheets, and other software packages with accuracy. **(Learn)**

Personal attributes which may link with this skill statement include: confident, independent...

- Ability to accurately perform mathematical calculations. **(Bring)**

Personal attributes which may link with this skill statement include: confident, attentive to detail...

Safety/Stress/Security

- Ability to accurately assess and respond immediately to potentially threatening situations to ensure safety of staff and/or clients. **(Learn)**

Personal attributes which may link with this skill statement include: confident, decisive, proactive...



Technical

- Ability to recognize symptoms of stress in self and others and take steps to minimize its impact to ensure good health and well being. **(Learn)**

Personal attributes which may link with this skill statement include: proactive, supportive, understanding...

- Ability to receive, handle, safely store and appropriately label materials that may be hazardous or have environmental impact according to proper policies and procedures. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: conscientious, attentive to detail, proactive...

- Ability to accurately apply standard safety precautions and practices according to established protocols, safety guidelines and existing legislation to protect co-workers, the public and the environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: proactive, thorough...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Journey Heavy Equipment Mechanic, Journeyperson Welder, Trades Helper, Trades Person, and Supervisory Journeyperson include:

To Be...

- decisive
- pro-active
- understanding
- flexible
- willing to learn
- open-minded
- equitable
- empathetic
- objective
- supportive
- independent
- a team player
- thorough
- tolerant
- confident
- service oriented
- resourceful
- innovative
- positive
- approachable
- conscientious
- attentive to detail
- respectful
- welcoming
- accommodate individual differences

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Journey Heavy Equipment Mechanic and Journeyperson Welder, Trades Apprentice, Trades Helper, Trades Person, Supervisory Journeyperson

Occupational Family/Code – Building and Shop Trades: TAA, THE, TJM, TJW, TTH, TTP

Profile created: 2001 05

Profile updated: 2006 11

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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Journeyperson Heavy Equipment Mechanic (THE)

Diagnose equipment problems and determine methods of repair, estimate materials and parts and time required. They repair and perform maintenance on heavy duty mechanical, hydraulic and pneumatic systems. They provide repair and maintenance advice to non-journey persons and equipment operators.

Journeyperson Welder (TJW)

Perform welding duties such as building or repairing metal equipment using arc and acetylene welding, silver soldering and brazing. Positions may require journeyperson status.

Trades Apprentice (TAA)

Performs work relating to a recognized trade program such as mechanics, carpentry, electrical, and welding while working towards a Journey Certificate.

Trades Helper (TTH)

Provides manual labour and semi-skills support to senior workers in the applicable trades (e.g. care and maintenance of trade related equipment, delivers materials, supplies, tools and equipment or carries out the installation/removal of machinery, materials and equipment).

Trades Person (TTP)

Performs the majority of the duties of a trade with the exception of those requiring journeyperson certification.

Supervisory Journeyperson (TJM)

Supervises journeyperson staff and performs journeyperson status duties in applicable trade.

- Travel may be required with the possibility of staying out overnight.



- Journeyperson papers in either Heavy Equipment, Truck and Transport, Agricultural Equipment Repair, Welding and Machining may be required.
- Driver's Licence Class 5 with the ability to upgrade to 1A may be required.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of the existence of relevant regulations and acts related to heavy equipment mechanical repair/welding/machining. **(Bring)**
-

Theories/Principles

- Knowledge of theories, principles and practices related to mechanical repairs. **(Bring)**
 - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to deliver presentations, training sessions and meetings to promote programs and share information with clients and colleagues. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, service oriented...

- Ability to verbally and in writing provide clear and concise, accurate information in response to inquiries at a level appropriate to the recipient and in a timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, service oriented...

- Ability to read, examine, comprehend and appropriately apply information and instructions from written materials. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, independent, attentive to detail...

- Ability to accurately and concisely record, compose or edit various documents such as letters, memos, reports using correct grammar, spelling and punctuation for your own or other's signature. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: confident, positive...

- Ability to actively listen to clients and colleagues who may be hostile, angry, rude, confused or frustrated in order to diffuse potentially threatening situations. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: approachable, positive, supportive...



Leadership

- Ability to guide, coach and encourage others to enhance their job performance and further develop their skills. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, positive, understanding...

- Ability to provide clear, concise instruction on detailed tasks to individuals and/or groups of co-workers to enhance their skills and improve job performance. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, positive, decisive...

- Ability to develop, coach, encourage staff and/or people under your direction, recognizing achievements to promote a healthy, productive and safe, harmonious work environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: supportive, understanding, positive...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to collect and analyze relevant data to make accurate and timely decisions on a variety of repairs or issues. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, proactive...

- Ability to diagnose technical problems associated with repairs to determine the cause of the problem and provide a workable solution in a reasonable time frame. **(Bring)**

Personal attributes which may link with this skill statement include: independent, service oriented...



- Ability to accurately identify problems, explore options and implement solutions using applicable acts and regulations, policies, standards and guidelines. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: resourceful, attentive to detail, innovative...

- Ability to identify, propose and/or contribute to the development of new ideas and approaches to improve work processes and systems. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: innovative, resourceful...

Interpersonal

- Ability to develop and maintain positive work relationships with co-workers, managers, suppliers and other stakeholders. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, tolerant, understanding...

- Ability to influence, persuade and convince others to reach mutually acceptable and workable solutions/agreements. **(Learn)**

Personal attributes which may link with this skill statement include: positive, approachable, understanding...

- Ability to interact diplomatically to determine or mediate a solution when encountering difficult or confrontational clients or colleagues. **(Learn)**

Personal attributes which may link with this skill statement include: positive, approachable, understanding...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...



Team/Independence

- Ability to work independently and as a contributing team member to complete work assignments to meet client needs and build positive work relationships. **(Bring)**

Personal attributes which may link with this skill statement include: service oriented, independent, team player...

Organizational

- Ability to plan, organize, prioritize a high volume workload taking into consideration task complexity, frequent interruptions and continuous deadlines, and multiple reporting relationships. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, independent ...

- Ability to identify, prioritize and maintain inventory to ensure adequate levels are maintained to ensure service delivery. **(Learn)**

Personal attributes which may link with this skill statement include: independent, proactive ...

Analytical

- Ability to participate as part of team, to develop short/long term strategies and operational plans using statistical, financial and technical sources. **(Learn)**

Personal attributes which may link with this skill statement include: team player, service oriented...

- Ability to organize, analyze and assess information and evaluate options to make decisions to repair, replace or rebuild. **(Bring)**

Personal attributes which may link with this skill statement include: decisive, confident...

- Ability to analyze work processes, identify areas that need improvement and recommend and/or contribute to the development of new and improved work methods. **(Bring)**

Personal attributes which may link with this skill statement include: team player, innovative, resourceful...



- Ability to observe, assess and accurately measure the condition of equipment, components and systems to maintain working order and achieve optimum efficiency. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough...

Technical

- Ability to inspect equipment, diagnose problems, repair, trouble-shoot or arrange for repair of equipment to restore operation. **(Bring)**

Personal attributes which may link with this skill statement include: confident, independent...

- Ability to effectively operate and accurately maintain paper and/or electronic data collection records. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough...

- Ability to input, edit, update, retrieve, maintain, format and transmit data, create and generate queries, reports and documents using word processing databases, spreadsheets, and other software packages with accuracy. **(Learn)**

Personal attributes which may link with this skill statement include: confident, independent...

- Ability to accurately perform mathematical calculations. **(Bring)**

Personal attributes which may link with this skill statement include: confident, attentive to detail...

Safety/Stress/Security

- Ability to accurately assess and respond immediately to potentially threatening situations to ensure safety of staff and/or clients. **(Learn)**

Personal attributes which may link with this skill statement include: confident, decisive, proactive...



Technical

- Ability to recognize symptoms of stress in self and others and take steps to minimize its impact to ensure good health and well being. **(Learn)**

Personal attributes which may link with this skill statement include: proactive, supportive, understanding...

- Ability to receive, handle, safely store and appropriately label materials that may be hazardous or have environmental impact according to proper policies and procedures. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: conscientious, attentive to detail, proactive...

- Ability to accurately apply standard safety precautions and practices according to established protocols, safety guidelines and existing legislation to protect co-workers, the public and the environment. **(Bring/Learn)**

Personal attributes which may link with this skill statement include: proactive, thorough...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Journey Heavy Equipment Mechanic, Journeyperson Welder, Trades Helper, Trades Person, and Supervisory Journeyperson include:

To Be...

- decisive
- pro-active
- understanding
- flexible
- willing to learn
- open-minded
- equitable
- empathetic
- objective
- supportive
- independent
- a team player
- thorough
- tolerant
- confident
- service oriented
- resourceful
- innovative
- positive
- approachable
- conscientious
- attentive to detail
- respectful
- welcoming
- accommodate individual differences

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Verification Workers

Occupational Family/Code – Human Services: HVN

Profile created: 1997 11

Profile updated: 2007 01

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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The principal role of the verification worker is to confirm the circumstances of clients receiving social assistance benefits through the Ministry of Social Services, Saskatchewan Assistance Plan.

Circumstances to be verified are those which may affect a client's eligibility for benefits. These may range from confirmation of income or other assets, family complement, or utility or housing costs.

Verification may be obtained through file reviews, home visits, or contact with landlords, employers, other family members, utility companies or representatives from other financial support programs.

A verification worker may be required to travel and/or drive a motor vehicle throughout the city or in rural areas in order to conduct home visits. They may encounter rude or angry people. They are required to keyboard verification findings into the automated system. In situations where actual circumstances contradict those reported by the client, the verification worker may be required to explain their findings in court or at appeal hearings. A criminal record clearance is required prior to offer of employment.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable acts, regulations, policies, procedures and current issues. **(Learn)**
-

Technical

- Knowledge of ministry electronic and computer systems. **(Learn)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to clearly and concisely compose reports, chronological recordings, memos and letters. **(Bring)**

Personal attributes which may link with this skill statement include: accountable, objective, non-judgmental...

- Ability to explain events and share information in an organized, clear and concise manner. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, approachable, patient...

- Ability to conduct interviews in a non-intrusive manner, to verify circumstances and gather information of a confidential nature. **(Bring)**

Personal attributes which may link with this skill statement include: empathetic, non-judgmental, observant...

- Ability to provide information on relevant services, programs and agencies in response to client circumstances. **(Learn)**

Personal attributes which may link with this skill statement include: confident, objective, patient...

Problem Solving

- Ability to gather and record pertinent information using prescribed methods, referencing procedures manuals to verify client circumstances. **(Bring)**

Personal attributes which may link with this skill statement include: objective, observant, flexible...



Interpersonal

- Ability to interact with people from all cultures, age groups, religions, gender, sexual orientation and socio-economic backgrounds in a sensitive manner. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, flexible, empathetic...

- Ability to develop and maintain community contacts and a network of resources to obtain information to verify client circumstances. **(Bring)**

Personal attributes which may link with this skill statement include: approachable, assertive, flexible...

Team/Independence

- Ability to independently and interdependently work with co-workers, agencies and others to consistently meet program and client needs. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, observant, assertive...

Organizational

- Ability to interdependently and independently organize duties, determine and adjust priorities to complete tasks and meet agreed upon deadlines within established guidelines. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, assertive, understanding...

Analytical

- Ability to observe and accurately report on client circumstances in relation to basic and special needs as defined by the program. **(Bring)**

Personal attributes which may link with this skill statement include: observant, non-judgmental, empathetic...



- Ability to recognize signs of physical, mental, emotional, sexual and financial abuse, as well as addictions and substance abuse encountered during verification visits and advise the caseworker. **(Learn)**

Personal attributes which may link with this skill statement include: observant, compassionate, decisive...

Technical

- Ability to access, retrieve, input and process information using various electronic systems in an accurate and timely manner. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, patient...

Safety/Stress/Security

- Ability to anticipate, and use judgment when applying prescribed protocols in hostile, aggressive, dangerous, and/or violent situations which pose a risk to self and/or others. **(Bring)**

Personal attributes which may link with this skill statement include: observant, confident, assertive...

- Ability to recognize indicators of stress in self and others and take steps to minimize its impact to ensure good health and well being. **(Bring)**

Personal attributes which may link with this skill statement include: observant, flexible, positive...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Verification Workers include:

To Be...

- confident and positive in order to support, motivate and encourage others to make positive choices (assertive, flexible, honest/accountable, and observant)
- non-judgmental in order to respond without prejudices or pre-conceived opinion, and to establish and maintain communication and build rapport (objective/fair/impartial)
- approachable/non-threatening/personable in order to effectively interact with people from all cultures, religions, sexual orientation, age groups, gender and socio-economic backgrounds
- empathetic in order to build a trusting relationship and provide quality service (understanding/sensitive, kind/compassionate/caring, patient/supportive/encouraging)

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Victim Witness Co-ordinators

Occupational Family/Code – Human Services: HVC

Profile created: 1997 05

Profile updated: 2007 01

Occupation Summary	<u>Selection of Competencies</u>	Knowledge	Skills	Personal Attributes
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The victim witness co-ordinators prepare victims and crown witnesses for court. They provide court orientation to victims and witnesses to introduce them to the criminal court process. They conduct assessments of victims and witnesses to determine supports which may be needed or agency referrals which may assist in ensuring they are receiving the services they require and are able to testify in court. They may present their recommendations to the court. They attend court with a victim or witness or co-ordinate this through other court accompaniment programs.

Coordinators must be comfortable working extensively with children within the context of the justice system, including preparing child victims and witnesses for various court processes. They should have in-depth knowledge of victim trauma and the grieving process particularly for children; persons with physical and cognitive disabilities; and victims of sexual assault and the ability to respond to these issues.

Victim witness co-ordinators deliver presentations to community groups on victimization issues and victims support programs. They deliver training sessions to volunteers on the provision of court orientation and accompaniment.

Co-ordinators may be required to travel and/or drive throughout the city or in rural areas in order to attend court or conduct home visits. They will be required to work flexible hours. They may encounter people who are rude or angry toward them or toward the victims or witnesses. They must be comfortable explaining their recommendations in court and delivering presentations to groups of people.



Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

Acts/Regulations/ Legislation

- Knowledge of applicable acts, regulations and policies. **(Learn)**
-

Theories/Principles

- Knowledge of human growth and development and family dynamics. **(Bring)**
- Knowledge of social work practices and principles. **(Bring)**
- Knowledge of principles and techniques of adult and child learning. **(Learn)**
- Knowledge of the systemic barriers that affect clients (sexism, racism, gender, poverty and socio-economic issues). **(Bring)**
- Knowledge of cultural beliefs, values, perspectives and practices. **(Bring)**
- Knowledge of impact of victimization particularly on vulnerable populations. **(Bring)**
- Knowledge of the criminal justice system with particular emphasis on criminal courts. **(Bring)**
- Knowledge of community and government services which may assist in meeting the needs of victims. **(Bring)**
- Knowledge of union management procedures and how they relate to human resource processes. **(Learn)**
- Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse workforce. **(Bring - Supervisor only/Learn)**
- Knowledge of victim trauma and the grieving process. **(Bring)**



- Knowledge of community services and resources and the extent to which these resources and services support the citizens of the community. **(Learn)**
 - Knowledge of interviewing skills and techniques. **(Bring)**
-



Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

Communication

- Ability to organize, present and record information in a clear, concise, complete, accurate and timely manner which allows others to understand the reasons for decisions/recommendations or the need for further action. **(Bring)**

Personal attributes which may link with this skill statement include: thorough, attentive to detail...

- Ability to develop, deliver and facilitate clear and concise information sessions and educational modules using language appropriate to the audience. **(Learn)**

Personal attributes which may link with this skill statement include: patient, client focused, flexible, confident...

- Ability to accurately comprehend and explain applicable court rules and regulations, policies and procedures, and other court/legal related documents. **(Learn)**

Personal attributes which may link with this skill statement include: patient, understanding, firm but fair...

- Ability to thoroughly, clearly and using language at a level appropriate to the client, teach court proceedings and process to prepare children and adults to testify in court. **(Bring)**

Personal attributes which may link with this skill statement include: client focused, adaptable, thorough...



- Ability to plan and conduct interviews with individuals who may display a broad range of emotions to gather and evaluate relevant information, assess capacities and the need for services. **(Bring)**

Personal attributes which may link with this skill statement include: non-judgmental, empathetic, patient, focused, respectful...

Leadership

- Ability to promote self-reliance, professional growth and team work with volunteers and staff to create a healthy work environment, ensure effective service, and meet program goals. **(Bring)**

Personal attributes which may link with this skill statement include: client focused, supportive...

- Ability to guide, coach and monitor employee performance to ensure compliance with pre-established responsibilities and standards of work performance. **(Learn)**

Personal attributes which may link with this skill statement include: flexible, patient, thorough...

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.
(Bring - Supervisor only/Learn)

Personal attributes which may link with this skill statement include: respectful, supportive, empathetic...

Problem Solving

- Ability to recognize the effects and implications of various forms of abuse and apply appropriate intervention strategies.
(Bring)

Personal attributes which may link with this skill statement include: attentive to detail, empathetic, child focused...



- Ability to assess and evaluate special needs of vulnerable child and adult victims/witnesses to make appropriate recommendations regarding services required or actions to be taken. **(Bring)**

Personal attributes which may link with this skill statement include: client focused, empathetic, adaptable ...

- Ability to refer clients to appropriate, available services, programs and agencies in response to client needs. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, adaptable, thorough ...

Interpersonal

- Ability to liaise with other agencies, individuals and communities to develop positive working relationships, policies and protocols, address complaints and establish partnerships. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, creative, tactful...

- Ability to recognize and accommodate people from all cultures, age groups, religions, gender, sexual orientation and socio-economic backgrounds in a sensitive and respectful manner. **(Bring)**

Personal attributes which may link with this skill statement include: accepting/respectful of differences in people, non-judgmental, empathetic...

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring - Supervisor only/Learn)**

Personal attributes which may link with this skill statement include: welcoming, objective, understanding...



Team/Independence

- Ability to work independently or as a team member with co-workers, agencies and others to consistently meet program and client needs. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, adaptable, thorough...

Organizational

- Ability to independently organize duties, determine and adjust priorities to complete tasks and meet deadlines. **(Bring)**

Personal attributes which may link with this skill statement include: thorough, flexible, client focused...

- Ability to organize, manage, prioritize and accommodate changes to workloads of self and others in order to promote effective performance. **(Learn)**

Personal attributes which may link with this skill statement include: thorough, flexible, adaptable...

Analytical

- Ability to thoroughly gather, examine and question court/legal information; to explain court orders and proceedings to clients and/or to satisfactorily conclude legal/court related investigations. **(Learn)**

Personal attributes which may link with this skill statement include: focused, attentive to detail...

Technical

- Ability to access, retrieve, input and process information using various electronic systems in an accurate and timely manner. **(Learn)**

Personal attributes which may link with this skill statement include: attentive to detail, thorough...



Safety/Stress/Security

- Ability to recognize and defuse hostile, aggressive, dangerous, and/or violent situations in order to ensure safety of self and/or others. **(Bring)**

Personal attributes which may link with this skill statement include: self-confident, tactful...

- Ability to recognize stress in self and take steps to minimize its impact to ensure good health and well being. **(Bring)**

Personal attributes which may link with this skill statement include: flexible, optimistic, self-confident...

- Ability to recognize stressful situations for self and others and develop and implement coping and preventative strategies. **(Bring)**

Personal attributes which may link with this skill statement include: insightful/intuitive, sensitive, positive, empathetic...

- Ability to deal with difficult and sensitive written and verbal information and intense emotional content over a prolonged period of time. **(Learn)**

Personal attributes which may link with this skill statement include: sensitive, compassionate, optimistic, open minded...



Personal Attributes

(Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioural examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Victim Witness Co-ordinators include:

To Be...

- empathetic/ sensitive
- patient/ tolerant
- client focused
- child focused
- open-minded/
non-judgmental
- ethical/ honest
- welcoming
- objective
- self-confident
- understanding
- creative/ adaptable/
flexible
- aware of own biases,
emotions, beliefs and
limitations
- caring/ supportive
- equitable
- diplomatic/tactful
- thorough/attentive to
detail
- optimistic/humorous
- curious
- energetic
- accommodate
individual differences
- respectful

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