Introduction to the Professional Behaviours

Workplace competencies are the knowledge, skills, and behaviours needed to successfully perform a job (Sanghi, 2016). These competencies are commonly referred to as general and technical competencies. While technical competencies are skills typically associated with a particular profession (for example, an accountant should be familiar with spreadsheets), general competencies, also called behavioural competencies, are the non-technical skills needed in the workplace, such as effective communication (Sanghi, 2016). This paper describes the process used to develop the "Professional Behaviours," or the general competencies needed to be most effective in the workplace (a full list of these competencies can be found in Appendix B). In addition to the steps already taken to develop this list of behaviours, this paper outlines the process for further validation.

The Establishment of Professional Bodies

One of the first groups of individuals to form what is now referred to as a professional body were medical doctors, which formed in England in 1518. Its name was the Royal College of Physicians. Over the years, this professional body developed and refined its rules and regulations regarding the requirements of membership and lobbied their government to give it the right to self-govern. This included the power to determine who could join this body, under what circumstances would membership be withdrawn, and the professional conduct members were expected to display. Today there are seventeen separate regulated professional licensing bodies in Canada (Government of Alberta, 2019).

One of the distinguishing features of this collective group of professional bodies is the fact that each of them has established a professional code of conduct that their members are required to follow (Institute for Global Ethics, 2008). While each code is ascribed to a specific group, they tend to consist of a somewhat similar list of twenty to sixty professional behaviours.

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For example, members are expected to be honest, knowledgeable, ethical, and follow the laws established by their government. As a member of a professional body, individuals are allowed to call themselves professionals.

However, referring to members of these various recognized bodies as professionals has left individuals who were not members of one of these bodies to think of themselves as something less than a professional. A non-professional. While these non-professionals could also conduct themselves in an honest, knowledgeable, ethical, and law-abiding manner, they were not formally allowed by some government law or statute to refer to themselves as professionals. In fact, they could be more honest, knowledgeable, ethical, and law-abiding than a designated professional but are not considered, under the eyes of the law, to be "professionals" (Government of Alberta, 2019).

The Recognition of Essential Skills

Approximately forty years ago, a growing number of employers began to more formally share their concerns regarding the deficiencies they were seeing with workers entering the workforce. The vocalization of their concerns led the U.S. Department of Labor to conduct a study in conjunction with The American Society for Training and Development. This research started in 1986 and resulted in a book published on the essential skills needed in the workplace (Carnevale, Gainer, & Meltzer, 1990).

Fifteen skills in seven skill groups were identified by employers as essential skills to all positions in the workplace, ranging from the most basic entry level position to the most senior (Carnevale, et al., 1990). These skills are in addition to and separate from the technical skills needed by various distinct groups of employees. In fact, the lack of these essential skills is the most common reason employees are terminated (Cleverism, 2019).

Over the next twenty-five years, other terms have been introduced to describe any number of these skills. Some authors have described them collectively as soft skills, and, more recently, some of these skills are referred to as emotional I.Q. skills (Akers & Grover, 2018). During this same period, many management books, self-help books, papers, and reports began to more commonly use the terms professional skills and professional behaviours. Employees were asked to behave in a professional manner, but few books, articles, or employers fully described what behaviours were considered professional. This lack of consistency left employees unsure as to how they should act.

At the same time, few universities or colleges did much to change their curriculum or graduation requirements (O'Connor, Buckley, Seery & Cleveland-Innes, 2016). Students received their education in the occupation and/or discipline they were enrolled; however, little time was spent helping students formally develop the essential or professional skills employers also consider important.

In 2011, McKinsey & Company was commissioned by nine Organization for Economic Cooperation and Development (OECD) countries to answer questions about what countries can do to successfully transition youth people from education to employment. This report shared McKinsey's findings such as the fact that seventy-five million youth were unemployed within these countries; half of youth were not sure that their post-secondary education had improved their employability, and almost forty percent of employers stated that a lack of many essential skills was the main reason for job vacancies and high youth unemployment. While the United States participated in this research, Canada chose not to participate.

McKinsey & Company was later contracted by the Conference Board of Canada to conduct a parallel study (2015). The results confirmed that Canada's employers were also concerned about the lack of many essential skills in graduates from Canada's post-secondary

institutions. In fact, the gap between the views of Canadian employers and its post-secondary system is even higher than the aforementioned 2011 report. Eighty-three percent of post-secondary providers in Canada felt their youth were prepared for the workforce, whereas only 34 percent of employers held the same view. This gap is almost 10% greater than the gap found in the 2011 McKinsey report noted above.

In 2017, the Canadian government responded to the McKinsey & Company (2015) report by announcing it was investing several hundred million dollars over the next five years to fund the Future Skills Centre (Employment and Social Development Canada, 2017).This Centre will test and measure innovative approaches to identify emerging, in-demand skills. It will then help Canadians develop the skills they need to succeed. The Centre will be jointly led by Ryerson University, the Conference Board of Canada, and Blueprint, a research organization. Provincial governments will receive a portion of these funds to address gaps on a more regional basis.

The Need for Professional Behaviours

While a number of organizations have their own behavioural competencies, there is a need for a universal set of descriptors that can be used throughout Canada, and ultimately, other countries around the world. These descriptors will not only provide a common language but will also allow these behaviours to be identified and developed through training. The gap between the skills that employers want and the skills with which students leave college are not aligned (McKinsey & Company, 2011 & 2015).

Given this misalignment, the Professional Behaviours can be used to identify which skills individuals need support with, allowing them to receive the training they need to be successful in the workforce. There is abundant evidence that kinds of skills embedded in the Professional Behaviours can be developed through instruction (ACT, 2015; Belfield, et al., 2015; Durlak, et al., 2011, & Zins, et al., 2004). Additionally, many research studies have found that particular

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behavioural traits are related to success in the workplace, such as job performance and satisfaction (Judge, Heller, & Mount, 2002; Ng, Eby, Sorensen, & Feldman, 2005; Sackett, & Walmsley, 2014), and to academic success in school (Farrington, et al., 2012; Gaertner & McClarty, 2014).

The proposed study is designed to refine a list of essential competencies that are important for success in any occupation or position within an organization and can provide each employee with a better understanding of the behaviours they currently have or can gain in order to be successful. These behaviours are skills that allow employees to become more effective members of their organizations and may help them to perform better, as well as find greater satisfaction in their work. Notably, the research proposed in this study is designed to further validate the importance of this broad list of behaviours in the workplace. The behavioural statements put forth in this study can be found in Appendix B.

It is firmly believed that these skills should be referred to as professional behaviours as this will serve to address each individual as a professional and to more clearly describe what behaviours one can learn. Viewing oneself as a professional may allow each employee, regardless of position, to change their view of themselves, their view of those they work with, and their views related to their position in the organization. This increase in self-efficacy could help promote better task performance and job satisfaction (Judge & Bono, 2001).

Creating the List of Professional Behaviours

The behaviours found in the list of Professional Behaviours, were initially developed as a result of reviewing a number of documents and resources, including online articles, books, and publications by professional bodies. In order to determine what kind of competencies already

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existed, the researcher used Google to search for this information. Each Google article tended to consist of variations of the same list of up to twelve behavioural items.

Next, the researcher turned to a wide range of management books and personal development books that included descriptions of behaviours that corporate leaders consider essential in the development of an effective organization. Most of these books either outline the types of behaviour needed in the workplace or they made statements that allowed the researcher to infer the types of behaviours that employees should adopt if they wanted to be successful. A brief description of the resources that guided the development of the Professional Behaviours can be found in Appendix A.

In addition to searching online and consulting books, this review further included reviewing the codes of professional conduct listed by a number of professional bodies (Government of Alberta, 2019). While most of these consisted of twenty to thirty behaviours, the most comprehensive list consisted of sixty-six items required of members of the Chartered Professionals in Human Resources of Canada (2016). The researcher also reviewed reports by ACT, an educational company, which has developed descriptions of behaviours considered important for success in work and school as part of its Holistic Framework (ACT, 2015 & ACT, 2017).

Review Process

The process described above enabled the researcher to construct a large and comprehensive list of generic workplace behaviours. This list was then shared with some two hundred Columbia College Calgary managers and employees. Each had an opportunity to add to, delete from, or modify the list. Their feedback was used to revise and improve the list. Next, the

researcher shared the more updated list with some four hundred employers that had a working relationship with one or more Columbia College employees. Again, respondents were asked to add to, delete from, or modify the list of professional behaviour descriptors. Their feedback again allowed the research to refine the list of behaviours. Finally, in preparation for the next stage of research, the list was reviewed to make sure that each behavioural statement included only one construct, or main idea. This was done to ensure that the statements would be ready for further validation by means of a survey.

Proposed Study Methodology

The next part of the process needed to further validate the Professional Behaviours includes 1) the administration of a survey to groups of professionals, and 2) data analysis. What follows is a brief description of each stage of the proposed methodology.

Survey

Using the Professional Behaviours (found in Appendix B), the researcher will develop and administer surveys designed to measure the effectiveness of the behavioural statements. These statements will be measured by subject-matter experts through the use of a Likert scale, which is a commonly used scale for many kinds of evaluation and social science research (Croasmun & Ostrom, 2011). Participants will be asked to rate the importance of each behaviour in terms of job-related effectiveness using a scale of 1-4. This scale will include "not important" (1), "somewhat important" (2), "important" (3) and "very important" (4).

In addition to rating each statement, participants will be asked to provide some demographic information, such as their field of work, job title, and years of experience, including any supervisory experience. In order to combat survey fatigue (Porter, Whitcomb, & Weitzer, 2004), each survey respondent will receive only 45-50 behavioural statements in addition to the questions related to their demographic information. Splitting the survey into four blocks will

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allow the survey to be completed quickly, resulting in greater participation. The sets of behavioural statements will be assigned randomly to survey participants. This random assignment will also overcome any effects of statements being rated in a particular order (Stack, 1992) and ensure that each behaviour has as much complete data as possible. Using Cochran's sample size formula, the estimated sample size necessary to generalize these results (using an alpha of .05) is 384 participants for each group of items (Barlett, Kotrlik, & Higgins, 2001). Because 100% participation cannot be assured, each survey block (composed of 45-50 statements) will be sent to at least 960 individuals, which assumes a 40% participation rate.

The researcher will send the survey to a number of organizations that have members who would have the expertise necessary to rate the statements. These organizations include, but are not limited to:

- The Canadian Federation of Independent Business

- The Institute for Performance and Learning (Canada)

- The Association for Talent Development

- The Chartered Professionals in Human Resources of Canada

Data Analysis

The data analysis portion of the study will be completed to determine which statements in the Professional Behaviours are considered not important, somewhat important, important, or very important in the workplace. When the survey window has closed, the data will be compiled to describe the participants, including the number and types of employment fields, number and type of job titles, and the number of years of workplace experience, including years of supervisory experience. The descriptive statistics for each item will also be included, such as the portion within each level of the Likert-scale, standard deviation, and visual displays of the data

(e.g., bar graphs). Behaviours that are rated as at least somewhat important (or a mean of ≥ 3.0) and have a standard deviation less than one point ($\sigma_x < 1.0$) will be retained in the Professional Behaviours list.

Future Directions

When the list of Professional Behaviours has been refined through the data analysis process, the researcher plans to use these statements to develop several assessment tools. These assessment tools will be used to help individuals discover their professional areas of strength and areas that need further development. The researcher also plans to develop learning materials to support individuals building their skills in each of these areas.

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Institute for Global Ethics. (2008). Best practices - Creating codes of ethics in professional associations. Retrieved from http://www.afsa.org/sites/default/files/Portals/0/best_practices_creating_codes.pdf

Judge, T. A., & Bono, J. E. (2001). Relationship of core self-evaluations traits—self-esteem, generalized self-efficacy, locus of control, and emotional stability—with job satisfaction and job performance: A meta-analysis. *Journal of Applied Psychology, 86*(1), 80-92.

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Appendix A: Annotated Bibliography

Achor, S. (2010). *The happiness advantage.* Crown Business.

> This author heavily researched industry psychology and identified seven principles that can help both employees and employers achieve greater success.

Buckingham, Marcus, & Coffman, C. (1999). *First, break all the rules*. New York: Simon & Schuster.

> In 1999, two Vice-Presidents at the Gallup Corporation wrote *First, Break all the Rules*, which involved over 80,000 managers in 400 companies from 25 countries. Their research identified twelve core elements needed to track, focus, and keep the most talented employees.

Carnegie, D. (1936). *How to win friends & influence people.* New York: Gallery Books.

> *How to Win Friends and Influence People* is still a best-seller today. This book provides the reader with a number of useful behaviours related to creating relationships that will assist them in achieving greater success in their work life.

Collins, J. (2001). *Good to great.* New York: HarperCollins Publishers Inc.

> The author of the book *Good to Great* provided insight as to how employers should treat their employees. The clear message was that each company needs to decide if its employees are simply pairs of mindless hands or whether can they be engaged as valuable contributors, decision makers, and informal leaders who can question what is going on, help resolve daily issues and challenges faced in the workplace by considering alternative actions, and come up with more efficient and effective ways to perform tasks and help the organization to succeed.

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Covey, S. R. (2004). *The 8th Habit, from effectiveness to greatness.* New York: Free Press.

The 8th Habit, from Effectiveness to Greatness reintroduced the idea of seven habits of highly effective people and described how these behaviours can lead each individual to greater personal and professional success.

Garcia, H and Miralles, F. (2016). *Ikigai, the Japanese secret to a long and happy life.* New York: Penguin Books.

Ikigai, written by Garcia and Miralles (2016), is based on a 1,200 year old Japanese belief regarding what leads an individual to success at work and in life. There are four quadrants that make up this belief system. The first quadrant states that we should do work we love or at least like very much. The second quadrant says that we should do what we are good at. Third, we should help others by doing what makes them happier and as a result, helps to make the world a better place. And fourth, we should do work we can earn a living at. Helping employees understand these four quadrants may help them view their company, fellow employees, customers, and work differently. It may further help them to make plans that will lead them to greater success in their future and that approximate the notion of Ikigai.

Hansen, M. T. (2018). *Great at work.* New York: Simon & Schuster.

Morten Hansen identified seven practices following an extensive literature review and five years of research in *Great at Work*. These practices, which consisted of 43 related behaviours, were designed to increase the performance of each individual in the workplace that applied those practices. Hansen's book is the latest in the line of books, reports, and articles describing many of the essential skills employees should demonstrate if they want to succeed in the workplace.

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Hasson, G. (2017). *Positive thinking.* John Wiley & Sons Ltd.

> *Positive Thinking* is a powerful book that helps its reader understand the two forces each of us has within us, positive and negative. It is meant to help us learn how to adopt a more positive attitude at work and how this attitude will increase our performance while at the same time increase our satisfaction with life and work.

His Holiness the Dalai Lama & Cutler, H. C. (2003). *The art of happiness at work*. New York: Riverhead Books.

> This book was designed to help organizations and their managers better understand what today's employees are seeking and how they can achieve greater organizational success by gaining a better understanding of the needs of their employees.

Lee, K., & Ashton, M. C. (2012). *The H factor of personality.* Waterloo, ON: Wilfred Laurier University Press.

> In their book, *The H Factor of Personality*, the authors describe the "H-factor," or the Honesty-Humility factor that describes part of a person's personality. Understanding the H-factor, as well as the other five broad personality traits, can help individuals to better understand themselves as well as their peers, supervisors, and customers. Understanding the personalities of those you interact with can help you to relate to them more effectively and develop better working relations, which will improve everyone's performance.

Medina, J. (2008). *Brain rules*. Seattle: Pear Press.

> Twelve principles for surviving and thriving at work were introduced in John Medina's *Brain Rules*. By following his twelve principles, individuals will improve their behaviour

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and performance as team members. Medina is a neuroscientist who wants to help people better understand their brains and the brains of people with whom they work. In this book, Medina provides support for his ideas with scientific evidence. For example, he found that our brains perform much better and we can make even better decisions when we are able to physically exercise during our workday, get enough rest, and are less stressed.

Sinek, S. (2009). *Start with why.* New York: The Penguin Group.

Start with Why was written to help leaders inspire members of their organization and to help each employee to develop a 'why' mindset that will help them to become a more effective problem-solving member of their organization.

Walton, M. (1986). *The Deming management method*. New York: The Putnam Publishing Group.

The Deming Management Method outlined processes developed by Dr. Edward Deming. Statistical process control is a technique used as a form of quality control advocated by Deming. When used in manufacturing weapons during the Second World War, the quality of weapons improved significantly. Deming's approach to quality manufacturing helped the United States and its allies to win the Second World War, however, Deming noted a considerable drop in product quality in the fifteen years following the war.

This eventually led Deming to develop the Fourteen Points related to management and leadership practices and the Seven Deadly Diseases that were negatively impacting employee behaviour, customer satisfaction, and corporate long-term growth. Much of Edward Deming's work was eventually re-introduced by leading companies around the

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world by the mid-eighties. His insight led to greater focus on quality of product and services, understanding customer needs, continuous improvement, employee satisfaction, and teamwork.

Wrzesniewski, A., McCauley, C., Rozin, P., & Schwartz, B. (1997). Jobs, careers, and callings: People's relations to their work. *Journal of Research in Personality, 31*, 21-33. Wrzesniewski et al. found there are three different types of people in the workplace. One group includes people who are primarily focused on work as simply a means of earning a living, with little interest in other employees or customers. A second group includes people who are primarily concerned with their career and are less concerned about the needs of other employees or customers. The third group is primarily concerned with helping others meet their needs. Helping employees understand the distinction between these three groups can assist them in better understanding what their personal priority is at work. This may help caring individuals to feel more comfortable about their behaviour. It may also help others to adjust their attitudes and adopt behaviours that more clearly recognize that when they help others succeed, then they too will experience greater satisfaction and success at work.

Appendix B: The Professional Behaviours

Professional Approach to Ethical Behaviour

1. Demonstrates pride in their work
2. Acts with honesty and integrity
3. Acts honorably in a moral/ethical manner
4. Is pleasant and polite to others

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5. Interacts with others in a positive and friendly way
6. Asks how they may help others
7. Shows caring towards others
8. Shows a desire to help others succeed regardless of their position
9. Acts in a reliable and responsible manner
10. Demonstrates discipline in their work
11. Holds themselves accountable
12. Shows engagement in their work
13. Works with enthusiasm
14. Shows loyalty to the organization
15. Works diligently
16. Finds meaning in their work regardless of their position
17. Finds fulfillment in their work regardless of their position
18. Is proactive in their approach to work
19. Is constructive in their approach to work
20. Contributes to a safe and secure workplace
21. Contributes to an environmentally friendly workplace
22. Contributes to an environmentally friendly world
23. Views adverse experiences and/or failures as learning opportunities
24. Attempts to recover quickly from adverse experiences and/or failures by adopting new behaviours
25. Keeps personal bias out of the workplace
26. Is cognizant of workplace norms
27. Shows interest in actively learning about other cultures
28. Shows respect for cultures different than their own
29. Shows respect for individuals' right for gender identification
30. Shows support for language and policies that support gender identification rights
31. Dresses appropriately for the workplace
32. Is appropriately neat, clean, and well-groomed for work
33. Contributes to the organization and/or local community through volunteering, coaching, or mentoring others
34. Is active in their professional association (where appropriate)
35. Adheres to all government laws
36. Adheres to all organizational policies, procedures, and regulations
37. Respects their supervisor's directives
38. Adheres to the directions of their supervisor
39. Follows their position duties and responsibilities

Interpersonal Relations and Teamwork

1. Treats all individuals in an equal, fair, and just manner
2. Does not label or discriminate against others

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3. Respects others' personal and professional boundaries
4. Regardless of position or title, serves as a role model to others
5. Acts as a synergistic team member
6. Interacts collaboratively with other teams
7. Interacts with team members in a cooperative and collaborative manner
8. Is personable and sociable with others
9. Has a sense of humor
10. Is considerate and sensitive to others' views
11. Uses tact and diplomacy when expressing opinions
12. Acts respectfully and courteously to others
13. Is well-mannered and sincere in interactions with others
14. Does not belittle or insult others
15. Does not intimidate others
16. Does not inappropriately use profanity in the workplace
17. Views each client, patient, student, customer, and team member as valued person
18. Feels the needs of customers (clients, students, patients, etc.) should be addressed before their organization can succeed
19. Makes themselves available and approachable
20. Aims to develop a close rapport with all stakeholders
21. Offers assistance to others when appropriate
22. Offers support and/or assistance to others when appropriate
23. Shows flexibility and makes allowances for others when appropriate
24. Helps build a positively connected team where people enjoy working together
25. Helps build a positively connected organization
26. Recognizes their own successes are due to teamwork
27. Recognizes that success is the result of satisfied internal and external customers
28. Uses active listening to understand and respect others' feelings and points of view
29. Is supportive when others are experiencing difficulties
30. Is open to constructive criticism
31. Takes responsibility for one's errors by apologizing and correcting themselves
32. Avoids conflicts of interest
33. Respects others' workspace and privacy
34. Seeks help from others when needed
35. Demonstrates an interest in working with others
36. Demonstrates an interest in learning from others

Communication
1. Consistently utilizes effective speaking and listening skills
2. Consistently utilizes effective writing skills
3. Helps to keep team members informed of changes in the department and/or organization
4. Develops more effective ways to verbally communicate

5. Develops more effective ways to non-verbally communicate
6. Respects others privacy and confidentiality
7. Does not engage in gossip
8. Contributes to group discussion by sharing ideas
9. Encourages others to feel safe when sharing ideas in a group discussion
10. Modifies the format and/or content of what they have to say to best suit the needs of the individuals they are attempting to communicate with
11. Deals with difficult situations and/or sensitive issues in a respectful manner
12. Avoids engaging in disagreements in public
13. Follows the organization's technology use policy

Negotiating or Conflict Resolution
1. Identifies customer or employee issues when a conflict first arises by listening to and determining their wants, needs, and concerns.
2. Effectively negotiates to help others resolve issues in conflict by focusing on facts and not emotions
3. Mentors others to resolve issues with facts and not emotions
4. Seeks assistance from qualified professionals, such as a supervisor or human resources specialist, to resolve situations involving harassment, bullying, or violence
5. Respects privacy, confidentiality, and personal boundaries when finding resolutions

Self-Concept and Confidence
1. Effectively manages their personal emotions
2. Has a healthy regard for self and others
3. Demonstrates self-confidence by acknowledging own strengths and areas needing improvement
4. Projects a positive self-concept
5. Does not dominate interactions with others
6. Functions well in ambiguous situations by maintaining composure and self-control
7. Assumes responsibility and/or leadership when required
8. Remains humble when in a position of leadership
9. Demonstrates self-efficiency
10. Follows through on commitments to achieve outcomes
11. Considers themselves equal to others and demonstrates such in their interactions

Life-Long Learning and Professional Development
1. Continuously increases their knowledge and skills to become more competent (e.g. credit courses, workshops, seminars, conferences, professional books, journals)
2. Shares newly developed approaches based on leading edge research
3. Monitors changes outside the organization and recommends internal changes

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4. Stays informed of changes affecting their profession, department, organization, and/or industry
5. Explores ways to adjust to changes affecting their profession, department, organization, and/or industry
6. Acknowledges when they do not know something
7. Seeks to increase their competences and skills when needed
8. Tries to adopt new approaches when needed
9. Pursues a path of self-improvement that will lead to a more relevant, meaningful, and enjoyable life (self-actualization)

Problem Solving/Decision Making
1. Identifies work-related problems or challenges
2. Uses effective problem-solving skills to find suitable solutions to work-related problems
3. Helps others to view problems, obstacles, and concerns as challenges and possibly opportunities
4. Seeks input from those affected by work-related or customer-based problems
5. Effectively identifies problems as opposed to symptoms
6. Describes problems in their simplest terms
7. Assesses and analyzes problems by using various techniques such as brainstorming, reframing, and lateral thinking
8. Engages in research (using experts as needed) to determine the most efficient and effective solutions to problems
9. Avoids impulsive behaviour when working on solutions to problems
10. Tries to make fair and just decisions that contribute to the common good
11. Tries to ensure that fair and just decisions are support by all stakeholders
12. Effectively implements solutions in a timely manner
13. Works with others (inside and outside of the department) to achieve success
14. Monitors and evaluates solutions and takes further corrective action as needed
15. Acknowledges people's different learning styles in the process of making decisions

Innovative and Creative Thinking
1. Continually asks 'why', 'what if', and 'why not' questions
2. Contributes to continuous incremental improvements to current products, processes, and/or services
3. Recognizes that the needs of customers change, which often requires improved methods and procedures to increase the efficient and effective delivery of current products, process, and/or services
4. Uses creative problem-solving to create new products, processes, and/or services
5. Utilizes new technological innovations, and/or environmental changes to develop 'new' products, processes, and/or services

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6. Uses their knowledge of industry, inspirational thoughts, and imagination to come up with new ideas
7. Creates new ideas that may suggest radical changes and/or revolutionary thinking that results in 'new' products, processes, or services

Organization and Time Management Skills
1. Takes immediate action to solve simple challenges (e.g., labels and files important documents and materials instead of putting then in piles around their work area)
2. Develops a plan to take action on complex challenges
3. Uses project management tools (such as electronic calendar) to schedule regularly occurring meetings
4. Regularly monitors progress and status of goals/projects; and when needed, adjusts schedule and when appropriate informs stakeholders
5. Regularly assesses and compares the progress and status of current goals/projects with that of similar or previous goals/projects
6. Adopts alternative tools/means/procedures in order to complete a goal/project on or ahead of schedule
7. Maintains a high level of engagement even when tasks are tedious, highly challenging and/or extend over a period of time
8. After being distracted, quickly returns to a project in order to remain on task
9. Maintains an organized office, desk, files, documents, and/or work area
10. Prepares in advance for appointments and meetings
11. Sets personal goals to complete assignments or reports in an accurate and timely manner
12. Works with others to set team goals to complete assignments or reports in an accurate and timely manner
13. Does not procrastinate
14. Lets others know as soon as possible if they are unable to meet a commitment, must change a priority, or they need help
15. Consistently arrives to work early or on time
16. Is rarely absent

Stress Management
1. Maintains composure while under pressure and/or during difficult times
2. Remains positive, even when experiencing negative situations
3. Remains hopeful and resilient during negative situations
4. Appropriately deals with negative situations
5. Maintains a balance between personal and professional life
6. Tries to ensure that personal issues rarely impact work performance
7. Minimizes negative stress during challenging situations
8. Remains productive during challenging situations
9. Maintains emotional control and encourages others to do the same

Leadership Style

1. Effectively contributes to the organization's vision, mission, directions, goals, and behavioural expectations
2. Encourages all members of the organization to adopt a positive leadership style
3. Does not use threats or punishment as part of leadership style
4. Encourages interest and enthusiasm in others
5. Contributes to positive employee morale
6. Coaches, advises, mentors, and/or counsels others within their team and when appropriate, outside their team
7. Where possible, motivates others to feel rewarded through recognition, praise, and empowerment
8. Creates and/or promotes a healthy environment
9. Helps team members channel their energy to become more engaged and excited at work
10. Helps team members experience greater satisfaction in their work
11. Seeks new opportunities or approaches that will increase internal and external customer satisfaction, respect, and loyalty
12. Networks with others in order to build positive relationships that will benefit the organization
13. Bases leadership practice on collective vision, beliefs, and professional attitudes and values
14. Contributes to a sense of shared values that unite others to a common cause and/or direction
15. Encourages and promotes a culture based on trust, respect, transparency, and authenticity, where no members, regardless of position, are treated any better than any other members

Performance

1. Continually seeks new knowledge and skills to more efficiently and effectively perform their job duties and responsibilities
2. Contributes to the outcomes and/or financial success of the organization through efficiently and effectively performing job
3. Increases individuals' job security through efficiently and effectively performing their work
4. Is committed to continuous improvement in the quality of goods/services and their customer/patient/client/student experience
5. Contributes to the long-term growth and success of the organization by providing outstanding quality of customer service and/or product delivery
6. Provides such an outstanding quality of customer service and/or product delivery that current customers refer new customers on an ongoing basis
7. Feels successful only when all internal and external customers succeed
8. Feels satisfied and fulfilled when all internal and external customers succeed
9. Adjusts quickly and smoothly to new work routines and schedules
10. Starts work on goals/projects/tasks without prompting
11. Puts forth extra effort to complete goals/projects/tasks more quickly as needed
12. Seeks or offers to complete additional unassigned work/goals/projects/tasks

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13. Conducts research prior to and after setting new goals
14. Avoids behaviours that will negatively impact the quality and/or speed of outcomes of the work they are responsible for
15. Finds their work meaningful, satisfying, challenging, and rewarding

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