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# 01. Acknowledgements

Many people have contributed to the development of this competency model. We extend our appreciation to the individuals who participated in focus groups and interviews to provide their valuable feedback. Their contribution helped to ensure this framework is responsive and relevant to the needs of Administrative Support Professionals within the Public Service. We also thank them for their commitment to, and enthusiasm for learning.

We acknowledge the involvement of the team at the Centre for Learning and Development, Public Service Secretariat. Their ongoing feedback and guidance has been instrumental to this framework.

## 02. Introduction

The Administrative Support Competency Framework was developed for the use of Administrative Support Professionals within the Core Public Service, irrespective of department, division, branch, work function or position. This booklet is designed to assist in the development of learning plans. The use of learning plans is a means of approaching learning and development in a systematic and strategic manner. The process of developing a learning plan will assist you in identifying and prioritizing your learning needs, as well as support the requirements of your department and the organization.

The purpose of this Framework is to:

- introduce the administrative support competency model
- illustrate the steps involved in developing a learning plan

This Guide contains the *Background* to the Administrative Support Competency Framework. It also includes the *Competency Assessment Model* overview and the *Steps to Developing your Learning Plan*. This Guide provides the *Self-Assessment* and *Manager Assessment* tools, which will assist you in identifying learning priorities.

For additional direction on the process, you may wish to contact your Manager of Organizational Development for your Sector.

## 03. Background

The Administrative Support Competency Framework endorses learning and development opportunities to strengthen the professional capacity of administrative support personnel across the Newfoundland and Labrador Public Service. Your success as part of this community is vital to building this capacity.

The goals for the Administrative Support Competency Framework are:

- To develop critical knowledge and skills needed to improve organizational and individual effectiveness and performance
- To foster a learning culture that respects career advancement
- To promote consistency in information management practices in the public service

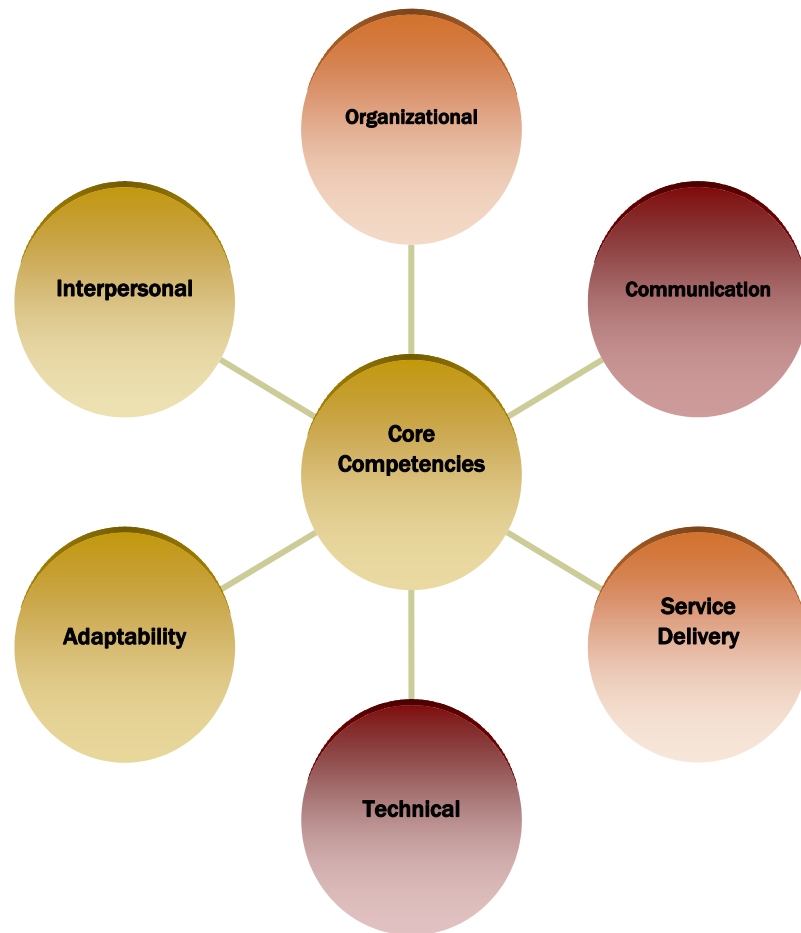
The onus of continuous learning must be placed with both individuals and the organization to maintain and build competency. This framework was developed to promote continuous learning in the Newfoundland and Labrador public service through the introduction of a structured and systematic approach to learning, specifically for administrative support professionals.

The competencies identified in this guide are considered to be core competencies related to administrative support positions across the Newfoundland and Labrador Public Service irrespective of department or work function.

## 04. Competency Assessment Model

The assessment tools provide you with an opportunity to assess your personal strengths and areas for improvement in your role as an administrative support professional.

The tool includes six competency clusters and several behaviour descriptors for each cluster. These competencies are the key behavioural competencies for administrative support employees in the Government of Newfoundland and Labrador.



## 05. Administrative Support Core Competencies

This framework contains six competencies which are specific behaviors and skills that are generally relevant to all administrative support positions irrespective of department, division, branch, work function or position.

The six competencies contained within the framework have been adapted from research into other government jurisdictions, industry research, as well as internal focus group meetings held across the province. The focus group research includes perspectives from both administrative support professionals at all responsibility levels, as well as management personnel. The following six competencies have been identified.

**Organization** – Effective management, organization, and prioritization of office functions as well as the workday/week/month for people, management and other stake-holders.

**Communication** – Clearly conveying and receiving messages to meet the needs of all. This involves listening, interpreting and delivering verbal, non-verbal, written and electronic messages.

**Service Delivery** – Understanding and meeting the needs of clients. Clients are individuals or groups who use the department's services.

**Technical** – Ability to accurately and thoroughly utilize office technology and to demonstrate practical knowledge of information management, e-mail management and privacy protection issues.

**Adaptability** – Personal willingness and ability to work in, and adapt to change.

**Interpersonal** – Working cooperatively and productively with others to achieve results.

## 06. Administrative Support Professional Competency Model

### Organization

1. Develops and uses systems to organize and keep track of information or work progress.
2. Prioritizes tasks in a fast paced, changing environment through frequent interruptions and changing deadlines.
3. Organizes information or materials for others.
4. Carefully prepares for meetings, travel, and conferences for others.
5. Accurately tracks, monitors and purchases office equipment and inventory to ensure office functionality.
6. Demonstrates expert knowledge of office policies and procedures.
7. Carefully reviews and checks the accuracy of information in work reports provided by management, management information systems or other individuals.
8. Identifies what needs to be done and takes action before being asked or required to.

### Communications

9. Listens attentively to peoples ideas and concerns.
10. Speaks clearly and can be easily understood.
11. Demonstrates ability to provide explanation and/or options to resolve difficult or confrontational situations.
12. Expresses ideas clearly and concisely in writing.
13. Uses appropriate business style writing.
14. Able to clearly and accurately explain issues, policies, procedures and other pertinent information to clients and co-workers.
15. Clearly and concisely, composes/proofreads/edits documents such as letters, memos and e-mail.
16. Demonstrates correct use of grammar, spelling and punctuation in all produced documents.
17. Able to relay/redirect complete and accurate messages to appropriate persons/departments.
18. Keeps his/her manager informed about progress and problems; avoids surprises.

## Service Delivery

19. Responds with courtesy, clarity and accuracy to inquiries from clients and other departments and agencies.
20. Has a strong sense of urgency about solving problems and getting work done.
21. Asks clear concise questions in order to obtain information from clients.
22. Behaves courteously to calmly acknowledge the concerns of clients who may be hostile, rude, confused and/or frustrated.
23. Effectively diffuses/de-escalates difficult or confrontational situations.
24. Applies due diligence and sound judgment when responding to requests and dealing with confidential information.
25. Demonstrates an understanding of regulations, policies and guidelines to assist clients.
26. Quickly and effectively solves client's problems.

## Technical

27. Effectively applies technical knowledge to solve a range of problems with office equipment and computerized business machines.
28. Able to establish and maintain electronic and paper filing systems so that information can be readily retrieved
29. Demonstrates ability to use office software to create, format and edit forms and presentations
30. Efficiently retrieves, inputs, edits, formats, transmits and links electronic file data.
31. Accurately creates, generates and maintains diverse reports & documents utilizing databases, spreadsheets and communications.
32. Demonstrates knowledge of Information Management policies with regard to office level processes, procedures, and practices.
33. Uses electronic mail in a manner consistent with Government e-mail management policy and guidelines.
34. Accurately and consistently applies Government policies and guidelines to the use of electronic records management, physical records management and disposal, as well as faxing information.
35. Understands and adheres to the policies, procedures and guidelines of the Government Purchasing Agency.

## Adaptability

36. Understands and accepts other points of view and recognizes the value of different approaches.
37. Switches to a different strategy when an initially selected one is unsuccessful.
38. Demonstrates openness to new organizational structures, procedures and technology.
39. Accepts change even when there is ambiguity.
40. Steps into co-workers tasks when needed or required. Willingly takes on new tasks.
41. Works creatively within standard procedures to fit a specific situation.
42. Applies special techniques to manage situations involving stress or change.

## Interpersonal

43. Respects and welcomes diversity of clients and co-workers.
44. Respects the confidentiality of information or concerns shared by others.
45. Values contributing to teamwork in order to achieve common goals.
46. Listens and responds constructively to other team members ideas.
47. Expresses disagreement constructively (e.g. by emphasizing points of agreement, suggesting alternatives that may be acceptable to the group.)
48. Promotes co-operation with other government departments and agencies.

Personal Attributes Associated with Successful Administrative Support Professionals:

Accurate	Approachable	Calm
Compassionate	Sensitive	Confident
Cooperative	Innovative	Respectful
Diplomatic	Open-minded	Flexible
Patient	Positive	Self-motivated
Trustworthy	Accommodating	Empathetic

## 07. Steps in Developing Your Learning Plan

### STEP 1: Complete the Self Assessment

The self-assessment tool is the foundation for the development of your individual learning plan. This tool (Form 1) will allow you to consider the leadership behaviours which you are using frequently and those which require development. If possible, you should complete a self-assessment on an annual basis to ensure your learning plans reflect your current learning priorities.

It is essential that you allot sufficient time to complete the assessment with minimal distractions. The assessment will require approximately 30-45 minutes. Review each statement carefully and consider examples of how you have demonstrated the behaviour.

The self-assessment tool uses a frequency scale to help you determine how frequently you demonstrate the identified behaviours:

- **Almost Never** – I rarely act in this manner
- **Occasionally** – I sometimes act in this manner
- **Frequently** – I regularly act in this manner and I can provide recent examples
- **Almost Always** – I always behave in this way and I can illustrate with many recent examples

You are also asked to indicate how important these behaviours are in your current role as an administrative support professional in the Public Service of Newfoundland and Labrador:

- **Not important** – this behaviour is not relevant in this role
- **Somewhat Important** – relevant, but you can be successful without application of this behaviour
- **Important** – it would be difficult to be successful without application of this behaviour
- **Critical** – it would be impossible to be successful without application of this behaviour

Be honest and objective in your assessment to ensure your results will be meaningful. **Remember your first instincts are usually accurate!**

## **STEP 2: Meet with your manager**

This meeting should be considered to be a positive event where you and your manager will discuss each of the competencies. The partnership formed between you and your manager should form the basis of your professional development goals and plans. For the meeting with your manager, be sure to allow ample time to devote to your discussion. You will proceed through a discussion of each competency. A significant part of your discussion should be on the criticality of each behaviour to the stated priorities for your work.

Your discussion with your manager should link your assessment to your performance goals, and specific plans and initiatives of the department. This discussion will assist both of you with making decisions regarding the learning priorities.

## **STEP 3: Determine priority learning**

To determine which competencies are considered to be priority learning, review your completed assessment and manager assessment(s). Ask yourself, "Is this competency critical to the achievement of results within the next 6-12 months?" As well, look for those competencies that you rated the frequency as "rarely" or "seldom" and you considered them to be "important" or "critical" to be applied in your current role. These identified competencies can be considered as opportunities for priority learning.

The discussion with your manager will assist in informing which of the competencies you should consider as areas of priority learning. Your discussion should incorporate your individual work plan, the strategic plans for the department/division and the goals of the organization.

## **STEP 4: Complete the Learning Plan**

A learning plan is a valuable tool that provides a systematic way of identifying and addressing your specific development needs. Through the process of developing a learning plan, you will identify and prioritize your learning needs. It is important to be realistic in achieving your learning goals. Prioritize your goals and seek to accomplish one to two every 6-12 months.

Please complete a learning plan for each of the competency areas you wish to address. Your manager must approve the plan through provision of his/her signature, prior to its submission to the Strategic Human Resource Department for your Sector.

## Step 5: Action the Learning Plan

When the learning plan is received by the Manager of Organizational Development, Strategic Human Resources Division, they may contact you offering suggestions that you may consider in addressing your learning goals.

A blended learning approach is recommended when addressing competency development, recognizing and respecting the unique learning styles for individuals.

This approach can include learning methodologies such as:

- Books, articles or manuals
- On the job experiences
- E-Learning programs
- Coaching and mentoring relationships
- Development Opportunities
- Workshops and courses

Transferring your new learning to the workplace requires the support and encouragement of your manager. Having opportunities to practice new behaviours learned and allowing time for individuals to share information from the learning experience are examples of strategies that many organizations employ to support transfer of learning.

Should you have questions or comments, please contact your Manager of Organizational Development, Strategic Human Resources Management Division for your Sector; or the Centre for Learning and Development.

## 08. Competency Self-Assessment Tool

### Form 1

This competency self-assessment is designed to help you identify your areas of strength and areas for development within the Public Service of Newfoundland and Labrador.

The assessment tool is comprised of the behavioural descriptors for the Administrative Support Professionals Competency Framework for the Province of Newfoundland and Labrador. The behaviours are grouped in four competency clusters. This assessment will assist you in highlighting the behaviours you demonstrate repeatedly and which ones require development.



## Instructions

Please review each statement carefully. Before you record your response, you should try to recall examples of situations where you have demonstrated the behaviour. This will assist you in choosing the appropriate response. Using the following scale, please indicate how frequently you demonstrate the behaviour:

- **Almost Never** – I rarely act in this manner.
- **Occasionally** – I sometimes act in this manner.
- **Frequently** – I regularly act in this manner and I can provide recent examples.
- **Almost Always** – I always behave in this way and I can illustrate with many recent examples.

In column 2, using the following scale, you are asked to indicate how important these behaviours are in your current role:

- **Not Important** – this behaviour is not relevant in this role
- **Somewhat Important** – relevant, but you can be successful without application of this behaviour
- **Important** – it would be difficult to be successful without application of this behaviour
- **Critical** – it would be impossible to be successful without application of this behaviour

To determine whether the competency is considered a “priority learning area”, reflect on the following points:

- Review your completed assessment.
- Ask yourself, “Is this competency essential to the achievement of business results in the next 6-12 months?”
- Look for those competencies you rated as “Almost Never” or “Occasionally” and you considered these competencies to be “important” or “critical”.
- Your discussion with your manager will also inform which of the competencies are considered to be priority learning for you. The departmental goals and needs should be a significant consideration.
- If your manager completed the “Manager Feedback” form, use the results to validate your assessment.
- By scoring “Frequently” or “Almost Always” for some behaviours, this indicates that you may have strength in this competency area.
- The lower ratings may indicate that you have not had opportunities to demonstrate these competencies.

## Summary Page

Upon your completion of the self-assessment and management assessment tools (if completed), review the following:

What behaviours do I demonstrate “almost always” or “frequently”?

What behaviours do I demonstrate “almost never” or “occasionally”?  
Were any of these behaviours considered to be “critical” or “very important”?

**Priority Learning:**

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Be realistic as you identify learning priorities. Consider working toward 1-2 learning goals in the next 6-12 months.

Learner's Name: _____ Date: _____																
<b>Organization</b>						How frequently do you demonstrate this behaviour?					How important is this behaviour in my current role?					
<i>Effective management, organization and prioritization of office functions as well as the workday/week/month for people, management and other stake-holders.</i>						Almost Never	Occasionally	Frequently	Almost Always	Not Applicable		Not Important	Somewhat Important	Important	Critical	Priority Learning
Develops and uses systems to organize and keep track of information or work progress.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prioritizes tasks in a fast paced, changing environment through frequent interruptions and changing deadlines.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizes information or materials for others.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carefully prepares for meetings, travel, and conferences for others.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurately tracks, monitors and purchases office equipment and inventory to ensure office functionality.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates expert knowledge of office policies and procedures.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carefully reviews and checks the accuracy of information in work reports provided by management, management information systems or other individuals.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies what needs to be done and takes action before being asked or required to.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communication	How frequently do you demonstrate this behaviour?						How important is this behaviour in my current role?				Priority Learning
	Almost Never	Occasionally	Frequently	Almost Always	Not Applicable		Not Important	Somewhat Important	Important	Critical	
<i>Clearly conveying and receiving messages to meet the needs of all. This involves listening, interpreting and delivering verbal, non-verbal, written and electronic messages</i>											
Listens attentively to peoples ideas and concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks clearly and can be easily understood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to provide explanation and/or options to resolve difficult or confrontational situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses ideas clearly and concisely in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses appropriate business style writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to clearly and accurately explain issues, policies, procedures and other pertinent information to clients and c0-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearly and concisely, composes/proofreads/edits documents such as letters, memos and e-mail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates correct use of grammar, spelling and punctuation in all produced documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to relay/redirect complete and accurate messages to appropriate persons/departments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeps his/her manager informed about progress and problems; avoids surprises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Service Delivery	How frequently do you demonstrate this behaviour?						How important is this behaviour in my current role?				
	Almost Never	Occasionally	Frequently	Almost Always	Not Applicable		Not Important	Somewhat Important	Important	Critical	
<i>Understanding and meeting the needs of clients. Clients are individuals or groups who use the departments services</i>											
Responds with courtesy, clarity and accuracy to inquiries from clients and other departments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a strong sense of urgency about solving problems and getting work done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asks clear concise questions in order to obtain information from clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaves courteously to calmly acknowledge the concerns of clients who may be hostile, rude, confused and/or frustrated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively diffuses/de-escalates difficult or confrontational situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies due diligence and sound judgment when responding to requests and dealing with confidential information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an understanding of regulations, policies and guidelines to assist clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quickly and effectively solves clients problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Technical	How frequently do you demonstrate this behaviour?						How important is this behaviour in my current role?				
	Almost Never	Occasionally	Frequently	Almost Always	Not Applicable		Not Important	Somewhat Important	Important	Critical	
<i>Ability to accurately and thoroughly utilize office technology and to demonstrate practical knowledge of Information Management, E-mail Management and Privacy Protection Issues.</i>											
Effectively applies technical knowledge to solve a range of problems with office equipment and computerized business machines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to establish and maintain electronic & paper filing systems so that information can be readily retrieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to use office software to create, format & edit forms and presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Efficiently retrieves, inputs, edits, formats, transmits and links electronic file data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurately creates, generates and maintains diverse reports and documents utilizing databases, spreadsheets and communications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of Information Management policies with regard to office level processes, procedures and practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses electronic mail in a manner consistent with Governments e-mail management policy and guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurately and consistently applies Government policies and guidelines to the use of electronic records management, physical records management and disposal as well as faxing information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands and adheres to the policies, procedures and guidelines of the Government Purchasing Agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adaptability	How frequently do you demonstrate this behaviour?						How important is this behaviour in my current role?				
	Almost Never	Occasionally	Frequently	Almost Always	Not Applicable		Not Important	Somewhat Important	Important	Critical	
<i>Personal willingness and ability to work in, and adapt to change</i>											
Understands and accepts other points of view and recognizes the value of different approaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Switches to a different strategy when an initially selected one is unsuccessful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates openness to new organizational structures, procedures and technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts change even when there is ambiguity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steps into co-workers tasks when needed or required. Willingly takes on new tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works creatively within standard procedures to fit a specific situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies special techniques to manage situations involving stress or change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interpersonal	How frequently do you demonstrate this behaviour?						How important is this behaviour in my current role?				
	Almost Never	Occasionally	Frequently	Almost Always	Not Applicable		Not Important	Somewhat Important	Important	Critical	
<i>Working cooperatively and productively with others to achieve results.</i>											
Respects and welcomes diversity of clients and co-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respects the confidentiality of information or concerns shared by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Values contributing to teamwork in order to achieve common goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listens and responds constructively to other team members ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses disagreement constructively (e.g. by emphasizing points of agreement, suggesting alternatives that may be acceptable to the group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes co-operation with other government departments and agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 09. Manager Assessment Tool

### Form 2

This assessment tool is comprised of the behavioural descriptors for the Administrative Professionals Competency Framework for the Province of Newfoundland and Labrador. The behaviours are grouped in four competency clusters. The model includes key behaviour descriptors for each cluster.

Your employee has asked you to provide feedback on how often you observe him/her demonstrating the key behaviours in each of the four competency areas. Feedback is valuable in bringing greater objectivity and focus to the identification of key areas for development. Constructive feedback, which is specific and clear, assists the individual in creating a Learning Plan that is relevant and achievable.



## Instructions

Each competency area lists a number of key behaviours, which are the demonstration of that competency. Please review each statement carefully. Using the frequency scale below, assess how frequently you have observed the individual demonstrating the behaviours under each competency.

Before you record your response, you should try to recall examples of situations where you have observed your employee demonstrate the behaviour. This will assist you in choosing the appropriate response.

- **Almost Never** – rarely acts in this manner.
- **Occasionally** – sometimes acts in this manner.
- **Frequently** – regularly acts in this manner and I can provide recent examples.
- **Almost Always** – always behaves in this way and I can illustrate with many recent examples.

Once completed, please return the assessment to your employee. Your honest and constructive feedback serves as a significant component in his/her development.

Learner's Name: _____ Date: _____									
Manager's Name: _____									
<b>Organization</b>					How frequently does your employee demonstrate this behaviour?				
<i>Effective management, organization and prioritization of office functions as well as the workday/week/month for people, management and other stake-holders.</i>					Almost Never	Occasionally	Frequently	Almost Always	Not Applicable
Develops and uses systems to organize and keep track of information or work progress.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prioritizes tasks in a fast paced, changing environment through frequent interruptions and changing deadlines.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizes information or materials for others.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carefully prepares for meetings, travel, and conferences for others.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurately tracks, monitors and purchases office equipment and inventory to ensure office functionality.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates expert knowledge of office policies and procedures.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carefully reviews and checks the accuracy of information in work reports provided by management, management information systems or other individuals.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies what needs to be done and takes action before being asked or required to.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Communication</b>	How frequently does your employee demonstrate this behaviour?				
<i>Clearly conveying and receiving messages to meet the needs of all. This involves listening, interpreting and delivering verbal, non-verbal, written and electronic messages.</i>	Almost Never	Occasionally	Frequently	Almost Always	Not Applicable
Listens attentively to people's ideas and concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks clearly and can be easily understood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to provide explanation and/or options to resolve difficult or confrontational situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses ideas clearly and concisely in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses appropriate business style writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to clearly and accurately explain issues, policies, procedures and other pertinent information to clients and co-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearly and concisely, composes/proofreads/edits documents such as letters, memos and e-mail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates correct use of grammar, spelling and punctuation in all produced documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to relay/redirect complete and accurate messages to appropriate persons/departments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeps his/her manager informed about progress and problems; avoids surprises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Service Delivery	How frequently does your employee demonstrate this behaviour?				
<i>Understanding and meeting the needs of clients. Clients are individuals or groups who use the department services.</i>	Almost Never	Occasionally	Frequently	Almost Always	Not Applicable
Responds with courtesy, clarity and accuracy to inquiries from clients and other departments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a strong sense of urgency about solving problems and getting work done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asks clear concise questions in order to obtain information from clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaves courteously to calmly acknowledge the concerns of clients who may be hostile, rude, confused and/or frustrated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively diffuses/de-escalates difficult or confrontational situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies due diligence and sound judgment when responding to requests and dealing with confidential information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an understanding of regulations, policies and guidelines to assist clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quickly and effectively solves clients problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Technical</b>	How frequently does your employee demonstrate this behaviour?				
<i>Ability to accurately and thoroughly utilize office technology and to demonstrate practical knowledge of Information Management, E-mail Management and Privacy Protection Issues.</i>	Almost Never	Occasionally	Frequently	Almost Always	Not Applicable
Effectively applies technical knowledge to solve a range of problems with office equipment and computerized business machines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to establish and maintain electronic & paper filing systems so that information can be readily retrieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to use office software to create, format & edit forms and presentations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Efficiently retrieves, inputs, edits, formats, transmits and links electronic file data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurately creates, generates and maintains diverse reports and documents utilizing databases, spreadsheets and communications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of Information Management policies with regard to office level processes, procedures and practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses electronic mail in a manner consistent with Government e-mail management policy and guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurately and consistently applies Government policies and guidelines to the use of electronic records management, physical records management and disposal as well as faxing information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands and adheres to the policies, procedures and guidelines of the Government Purchasing Agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adaptability	How frequently does your employee demonstrate this behaviour?				
<i>Personal willingness and ability to work in, and adapt to change.</i>	Almost Never	Occasionally	Frequently	Almost Always	Not Applicable
Understands and accepts other points of view and recognizes the value of different approaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Switches to a different strategy when an initially selected one is unsuccessful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates openness to new organizational structures, procedures and technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts change even when there is ambiguity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steps into co-workers tasks when needed or required. Willingly takes on new tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works creatively within standard procedures to fit a specific situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies special techniques to manage situations involving stress or change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Interpersonal</b>	How frequently does your employee demonstrate this behaviour?				
<i>Working cooperatively and productively with others to achieve results.</i>	Almost Never	Occasionally	Frequently	Almost Always	Not Applicable
Respects and welcomes diversity of clients and co-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respects the confidentiality of information or concerns shared by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Values contributing to teamwork in order to achieve common goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listens and responds constructively to other team members ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses disagreement constructively (e.g. by emphasizing points of agreement, suggesting alternatives that may be acceptable to the group).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes co-operation with other government departments and agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 10. Professional Development Opportunities

The Centre for Learning and Development provides leadership in learning and development opportunities that support the priorities of Government and its overall human resource management strategies. In partnership with central agencies and departments, the Centre promotes employee and organizational effectiveness throughout the Public Service.

The CLD is committed to assisting Administrative Support Professionals in developing their individual competencies through a variety of training and development interventions which include:

### **Microsoft Learning – The CLD offers courses in:**

- Microsoft Excel
- PowerPoint
- Word

### **Leadership and Management Development**

- Business Writing
- Time Management

### **Certificate in WorkSkills: Steps to Your Success**

- What it Takes to Succeed: The Basic Principles
- Getting the Information You Need
- Speaking With Confidence
- Positive Responses to Change
- Defusing Emotionally Charged Situations
- Helping Your Team Work
- Managing Life Outside Work: Handling Emergencies and Resisting Temptations

A complete list of course offerings can be found at the CLD's website:

[www.exec.gov.nl.ca/exec/pss/learning\\_and\\_development/index.html](http://www.exec.gov.nl.ca/exec/pss/learning_and_development/index.html)