Mentorat

DÉFINITION	Favoriser le perfectionnement des autres en assurant un environnement favorable pour l'amélioration du rendement et la croissance professionnelle.
GRADATION DE L'ÉCHELLE	Augmentation de l'étendue, de la complexité et de la profondeur de la compréhension et l'engagement en vue d'aborder et de modéliser les défis éthiques dans le milieu de travail.

INDICATEURS DE COMPORTEMENT

Échanger des connaissances et fournir des directives	Offre ses services à titre de mentor	Promeut l'apprentissage continu	Offre des possibilités de perfectionnement	Favorise une culture de perfectionnement continu
Échange librement des connaissances avec les autres employés. Fournit des directives et des conseils dans un contexte ministériel sur la façon d'effectuer le travail. Offre un soutien et une aide pratiques afin de faciliter le perfectionnement (p. ex., fournit des renseignements, des outils, des conseils qui tiennent compte du cadre stratégique).	Travaille avec les employés pour l'élaboration des objectifs et des attentes de rendement. Offre une rétroaction et des conseils honnêtes, opportuns, clairs et précis sur le rendement dans le cadre d'une stratégie d'apprentissage. Transfère les connaissances et l'expertise accumulées. Pose des questions, fait passer des tests ou utilise d'autres méthodes pour s'assurer que les autres aient compris les explications ou les directives. Modifie le style d'apprentissage en fonction de la situation et de l'auditoire.	Offre une rétroaction précise et constructive à des fins de perfectionnement sur le plan du comportement, plutôt que sur le plan personnel. Rassure et/ou exprime des attentes positives pour le rendement futur lorsqu'il s'agit de formuler une rétroaction corrective et/ou après un fléchissement. Formule des suggestions d'amélioration individualisées (p. ex., par l'élaboration de plans d'apprentissage utiles). Aide les autres en offrant une rétroaction relative à un changement de comportement dans le but de soutenir le rendement futur.	Organise les affectations adéquates et utiles, la formation officielle ou d'autres expériences en vue de favoriser l'apprentissage et le perfectionnement de la personne (cela pourrait comprendre la planification de carrière). Délègue les responsabilités pour exécuter les tâches de façon individuelle. Fournit la possibilité de faire des erreurs et d'apprendre de ces erreurs dans un environnement qui n'est pas axé sur la critique. Comprend et détermine le besoin de formation ou de perfectionnement et établit de nouveaux programmes ou matériels pour y répondre. Formule des suggestions d'amélioration individualisées et sert de modèle en ce qui concerne le comportement requis pour le perfectionnement.	Entreprend des mécanismes et des processus dans l'ensemble de l'organisation afin de promouvoir le perfectionnement continu. Établit des attentes claires au sujet des investissements pour le perfectionnement des employés. Alerte l'organisation relativement aux besoins généraux à venir en matière d'apprentissage qui pourraient avoir une incidence sur la capacité de l'organisation. S'assure que des politiques, des systèmes et des processus sont en place en vue de soutenir l'apprentissage continu et qu'ils permettent d'atteindre les résultats prévus.

*La compétence « Mentorat » est liée à la compétence « Excellence en gestion » des Compétences clés en leadership du SCT.

Établissement de réseaux

DÉFINITION	Établir, soutenir et encourager les relations et les contacts professionnels de façon à développer, à rehausser et à relier des réseaux en vue d'assurer la réalisation des objectifs de l'organisation.
GRADATION DE L'ÉCHELLE	Augmentation de l'étendue, de la complexité et de la profondeur de la compréhension et l'engagement en vue d'aborder et de modéliser les défis éthiques dans le milieu de travail.

INDICATEURS DE COMPORTEMENT				
Maintient les relations de travail actuelles	Établit des contacts clés	Étend stratégiquement des réseaux	Facilite les possibilités de réseautage pour les autres	Favorise le développement de nouvelles possibilités d'établissement de réseaux
Maintien des relations de travail constructives avec les autres par des structures et des mécanismes établis (réunions, rapports d'étape, etc.). Détermine les contacts actuels ou passés pouvant fournir des renseignements ou de l'aide liée au travail. Favorise la confiance mutuelle dans ses rapports avec les contacts (p. ex., maintenir la confidentialité sur les renseignements de nature délicate).	Fait appel aux compétences des autres et crée des liens avec des experts et avec des sources d'information. Élabore et cultive les contacts essentiels comme sources d'information. Participe à la création de réseaux et aux activités sociales à l'intérieur et à l'extérieur de l'organisation.	Étend de façon active et continuelle son réseau personnel pour atteindre les objectifs stratégiques. Met à profit sa connaissance de la structure formelle ou informelle et de la culture de l'organisation pour atteindre les objectifs stratégiques. Évalue le réseau actuel pour en déterminer l'efficacité, la suffisance ou l'inclusivité et la pertinence d'atteindre les objectifs stratégiques de l'organisation.	Recherche les possibilités d'établir des réseaux et de transférer le savoir (p. ex., en participant activement à des salons professionnels, des conférences, des réunions, des comités, des groupes ou colloques à intervenants multiples). Cultive les réseaux personnels à différents endroits de l'organisation et utilise efficacement les contacts pour obtenir des résultats. Établit et développe diverses relations.	Envisage, crée et facilite les liens afin d'établir et d'améliorer les alliances et les réseaux qui ont des intérêts partagés (p. ex., initiative de programme ou de recherche multiorganisationnelle visant à aborder des enjeux communs). Rassemble les équipes informelles d'experts afin de régler les problèmes ou les besoins, de partager de l'information et de résoudre les différences, au besoin. Détermine les secteurs dans lesquels il y a lieu d'établir des relations stratégiques. Fait participer les cadres supérieurs afin de cerner les domaines possibles d'intérêts mutuels à long terme.

* La compétence « Établissement de réseaux » est liée à la compétence « Engagement » des Compétences clés en leadership du SCT.

Connaissance de l'organisation

DÉFINITION	Comprendre et utiliser les rouages, la structure, le climat et la culture de l'organisation, ainsi que les situations politiques, sociaux et économiques, pour produire les résultats.
GRADATION DE L'ÉCHELLE	Augmentation de l'étendue, de la complexité et de la profondeur de la compréhension et l'engagement en vue d'aborder et de modéliser les défis éthiques dans le milieu de travail.

INDICATEURS DE COMPORTEMENT

S'efforce de comprendre la culture et les processus de l'organisation	Comprend la culture et les processus informels	Utilise la culture et le climat de l'organisation	Utilise la politique, les enjeux et les incidents externes de l'organisation	Exerce stratégiquement ses activités dans une grande variété de milieux politiques, culturels et sociaux.
Respecte et applique la structure formelle, les règles, les processus et les procédures relatifs à l'organisation dans l'exécution de son travail. Démontre une compréhension de l'environnement général au sein duquel l'organisation fonctionne. Surveille le travail accompli afin de s'assurer qu'il est conforme aux procédures formelles et aux obligations de rendre compte de l'organisation.	Utilise efficacement les circuits formels et informels pour faciliter les progrès du travail. Établit et maintient un réseau ou des relations informelles pour faciliter le progrès dans la réalisation des objectifs. Prend des décisions et fait des suggestions en fonction de sa compréhension des communautés d'intérêts partagées informelles.	Applique des solutions acceptables pour les différentes parties en cause, en se fondant sur sa compréhension des enjeux, du climat de travail et de la culture de son organisation et des autres organisations. Reconnaît ce qui est acceptable ou possible et ce qui ne l'est pas à certains moments étant donné la culture et le climat organisationnels. Prévoit les résultats fondés sur la compréhension de la culture organisationnelle.	Utilise la compréhension des relations de pouvoir et de la dynamique entre les joueurs clés et les enjeux pour structurer les communications et élaborer des stratégies, des positions et des alliances. Prévoit les enjeux, les défis et les résultats et agit efficacement pour positionner le mieux possible l'unité de travail ou l'organisation. Reconnaît le moment opportun des mesures, après avoir mis en place des éléments clés alliés afin de maximiser la probabilité de succès. Veille à faire preuve de diligence raisonnable, en se tenant au courant des plans et des pratiques opérationnels et de gestion.	Démontre une grande compréhension approfondie du contexte social et économique dans lequel s'inscrit l'organisation. Comprend et anticipe les tendances potentielles de la conjoncture politique et l'incidence que ces tendances pourraient avoir sur l'organisation. Utilise la culture organisationnelle dans le but d'influencer et de diriger l'organisation

Partenariat

DÉFINITION	Rechercher et établir des alliances stratégiques et des accords de collaboration par le biais de partenariats à l'externe afin de promouvoir la réalisation des objectifs de l'organisation.			
GRADATION DE L'ÉCHELLE	Augmentation de l'étendue, de la complexité et de la profondeur de la compréhension et l'engagement en vue d'aborder et de modéliser les défis éthiques dans le milieu de travail.			

INDICATEURS DE COMPORTEMENT

Reconnaît les partenariats existants	S'occupe des partenariats existants	Recherche les occasions d'établir des partenariats	Facilite les partenariats	Établit les orientations stratégiques sur les partenariats
Comprend les rôles respectifs des partenaires. Détermine et utilise les domaines d'intérêt commun pour établir les relations d'affaires. Communique ouvertement, développe la confiance et traite les partenaires de façon équitable et éthique, et comme des alliés importants. Répond aux besoins des partenaires en donnant suite aux demandes avec efficience et efficacité. Reconnaît la contribution des partenaires.	Travaille avec les partenaires existants en respectant les accords ou les contrats établis. Surveille les accords de partenariat pour s'assurer que l'on continue de réaliser les objectifs du partenariat. Cherche des solutions mutuellement avantageuses, de concert avec les partenaires. Négocie des ajustements au partenariat, au besoin.	Établit des accords de partenariat qui assurent la promotion des objectifs de l'organisation. Analyse l'utilité de créer des relations de partenariat sur le plan de la rentabilité à court et à long terme. Établit des partenariats nouveaux et mutuellement avantageux, qui permettent également de servir les intérêts de l'ensemble de la communauté. Détermine les avantages d'un partenariat et cherche des moyens d'ajouter de la valeur pour le partenaire.	Donne des conseils et des directives sur les types de relations de partenariat à établir. Permet aux employés de prendre des risques calculés dans les relations de partenariat. Établit et maintient un partenariat stratégique avec le client, en fonction des connaissances approfondies et de la compréhension des affaires du client. Intervient, au besoin, pour aider les autres à relever les défis ou à résoudre les problèmes dans les relations de partenariat. Détermine le moment où il faut apporter des modifications et mettre fin à des partenariats, et prend les mesures qui s'imposent.	Établit une infrastructure qui soutient les accords efficaces de partenariat (p. ex., les principes et les cadres d'évaluation de la valeur des partenariats, l'aide spécialisée à apporter concernant certains aspects des partenariats. Donne des directives stratégiques concernant la valeur des partenariats et sur les types de partenariats que l'organisation devrait conclure. Établit le profil des exemples excellent d'accords de partenariat dans l'ensemble de l'organisation. Détermine et appuie des méthodes créatives pour établir des partenariats.

* La compétence « Partenariat » est liée à la compétence « Engagement » des Compétences clés en leadership du SCT.

Planification/Organisation/Surveillance

DÉFINITION	Élaborer, surveiller, adapter et évaluer les plans en vue d'atteindre les objectifs tout en assurant l'emploi optimal des ressources.
GRADATION DE L'ÉCHELLE	Augmentation de l'étendue, de la complexité et de la profondeur de la compréhension et l'engagement en vue d'aborder et de modéliser les défis éthiques dans le milieu de travail.

INDICATEURS DE COMPORTEMENT

Planifie les tâches et organise son propre travail	Applique les principes de planification pour atteindre les objectifs de travail	Évalue les plans pour atteindre les objectifs	Conçoit des plans intégrés	Planifie et organise à un niveau stratégique
Cerner les exigences et utiliser les ressources disponibles pour atteindre les objectifs de travail. Établir la priorité des tâches selon l'ordre d'importance. Compléter les tâches en fonction des plans. Surveiller la qualité et la rapidité d'exécution de son propre travail.	Établir des objectifs et organiser le travail en rapprochant les ressources nécessaires. Planifier en cas d'événements imprévus ou de contretemps. Adapter au besoin les échéances, les étapes et l'allocation des ressources.	Établir des priorités, les communiquer et les évaluer régulièrement. S'assurer que les systèmes sont en place pour surveiller efficacement les progrès et les évaluer. Évaluer les processus et les résultats et apporter les ajustements appropriés aux plans.	Identifier et planifier des activités qui donneront lieu à l'amélioration générale des services. Envisager un éventail de facteurs dans le processus de planification (p. ex., coûts, échéance, besoins des clients, ressources disponibles) Attribuer les responsabilités afin de terminer avec succès les projets à l'intérieur des délais impartis et des paramètres de coûts. Remettre en question les processus de travail inefficace et offrir des solutions de rechange constructives.	Élaborer des plans en tenant compte des exigences à court terme ainsi que des objectifs à long terme. Élaborer des plans réalistes, et harmoniser les plans aux objectifs organisationnels. Déterminer les objectifs, les priorités et les stratégies, et les communiquer, de façon à offrir une orientation à l'organisme. Assurer la surveillance des programmes afin de suivre les progrès et l'utilisation optimale des ressources de façon à pouvoir faire des ajustements au besoin.

*La compétence « Planification/Organisation » est liée à la compétence « Excellence en gestion » des Compétences clés en leadership du SCT.

Gestion de projet

DÉFINITION	Planifier, mettre en œuvre, surveiller et terminer des projets tout en assurant une gestion efficace de leur portée, des ressources, du temps, des coûts, de la qualité, des risques et des communications.
GRADATION DE L'ÉCHELLE	Augmentation de l'étendue, de la complexité et de la profondeur de la compréhension et l'engagement en vue d'aborder et de modéliser les défis éthiques dans le milieu de travail.

INDICATEURS DE COMPORTEMENT

Livre des composantes bien définies d'un projet	Gère des projets bien définis	Met en œuvre des projets à petite échelle	Gère des projets complexes	Gère des projets extrêmement complexes
Comprend les objectifs d'un projet, le rôle des participants et l'importance des principes de gestion de projet, comme le temps, les coûts et la gestion de la qualité. Participe aux activités de soutien du projet (p. ex., recueille les renseignements nécessaires). Participe, à maîtrise d'œuvre, avec d'autres personnes à des composantes bien définies du projet.	Assume la responsabilité personnelle pour les composantes particulières simples de projets plus vastes. Assume la responsabilité personnelle, avec un encadrement, pour les petits projets simples comportant la coordination avec les autres. Comprend l'importance de rendre compte de renseignements de qualité sur le projet.	Assume la responsabilité personnelle pour un projet à étapes multiples dans son propre domaine. Détermine et affecte les ressources nécessaires pour terminer le projet. Conçoit un plan de projet, y compris, par exemple, des échéances, les éléments d'entrée et les résultats aux diverses étapes. Identifie les obstacles potentiels et élabore des plans d'urgences pour s'occuper de ceux-ci. Surpervise la mise en œuvre d'un plan de projet, surveille les progrès, l'utilisation des ressources et la qualité, et fait les ajustements nécessaires.	Gère les projets complexes à facettes multiples et interreliés qui dépassent les limites de son secteur ou du ministère. Détermine les besoins en ressources pour les projets à facettes ou à étapes multiples. Applique une méthodologie de gestion de projet reconnue afin de gérer la portée, les ressources, le temps, les coûts, la qualité, les risques et les communications.	Gère d'importants projets extrêmement complexes qui ont des répercussions sur l'organisation dans son ensemble. Supervise diverses équipes pluridisciplinaires.

Résolution de problèmes.

DÉFINITION	Reconnaître un problème, prendre des mesures appropriées pour le résoudre et mettre en œuvre la solution.
GRADATION DE L'ÉCHELLE	Augmentation de l'étendue, de la complexité et de la profondeur de la compréhension et l'engagement en vue d'aborder et de modéliser les défis éthiques dans le milieu de travail.

INDICATEURS DE COMPORTEMENT

Reconnaît les problèmes et comprend les problèmes sous-jacents	Détermine les solutions de rechange	Met en œuvre les solutions	Harmonise les solutions aux stratégies de l'organisation	
Cerne un problème et sépare les renseignements pertinents et non pertinents. Détermine le lien entre les problèmes connexes tout en conservant les problèmes distincts séparés. Détermine l'éventail d'enjeux ayant des répercussions sur un problème. Recherche des renseignements et des précisions afin de comprendre les enjeux sous-jacents. Envisage des points de vue multiples sur le problème.	Détermine des solutions de rechange, envisageant les précédents qui s'appliquent. Détermine les solutions optimales fondées sur l'évaluation des avantages et des inconvénients des approches de rechange. Envisage les conséquences et les résultats potentiels.	Envisage un éventail de facteurs, dont bon nombre sont ambigus ou difficiles à définir, au moment de mettre en œuvre des solutions. Encourage la communication et le dialogue ouvert afin de promouvoir la transparence dans la prise de décisions. Évalue l'efficacité et l'efficience des solutions après leur mise en œuvre et détermine les changements nécessaires.	Envisage des facteurs organisationnels multiples, dont bon nombre sont complexes et de portée générale, difficile à définir et souvent contradictoires (p. ex., responsabilités financières et responsabilité à l'égard du public). Évalue l'efficacité des solutions fondées sur les objectifs et les priorités de l'organisation. Communique les solutions de façon stratégique afin d'obtenir le soutien de l'organisation. Détermine les solutions optimales qui sont conformes aux valeurs de l'organisation, en pensant tout d'abord en ce qui concerne les approches possibles et de souplesse du système.	

*La compétence « Résolution de problèmes » est liée aux compétences « Réflexion stratégique » et « Excellence en gestion » des Compétences clés en leadership du SCT.

Recherche

DÉFINITION	Chercher à accroître la profondeur et la portée des renseignements et appliquer une réflexion critique lorsque des divergences de renseignements ou de données surviennent.
GRADATION DE L'ÉCHELLE	Augmentation de l'étendue, de la complexité et de la profondeur de la compréhension et l'engagement en vue d'aborder et de modéliser les défis éthiques dans le milieu de travail.

INDICATEURS DE COMPORTEMENT				
Cherche des précisions	Fait des recherches	Utilise le questionnement critique	Applique la recherche à une perspective générale	Cherche des précisions
Pose des questions directes pour obtenir les renseignements requis. Utilise les renseignements, disponibles ou consulte d'autres ressources.	Mène une enquête sur le problème ou la situation qui dépasse le questionnement de routine. Cherche des ressources supplémentaires pour valider ou apporter des précisions.	Pose des questions générales afin de déterminer la cause directe d'une situation ou d'un problème. Cherche des points de vue multiples afin d'obtenir un point de vue plus poussé. Examine toutes les solutions de rechange possibles et les résultats.	Fait un effort continu en vue d'obtenir les données ou les rétroactions nécessaires. Mène une enquête approfondie au moyen de sources uniques. Effectue des recherches formelles et informelles. Tient compte du contexte et de la culture de l'organisation au moment de réaliser des recherches	Pose des questions directes afin d'obtenir les renseignements requis. Utilise les renseignements disponibles ou consulte d'autres ressources.

* La compétence « Recherche d'information/Recherche » est liée à la compétence « Réflexion stratégique » des Compétences clés en leadership du SCT.

Gestion des ressources

DÉFINITION	Gérer les ressources (financières, humaines, physique et les ressources d'information) afin d'atteindre les objectifs planifiés.
GRADATION DE L'ÉCHELLE	Augmentation de l'étendue, de la complexité et de la profondeur de la compréhension et l'engagement en vue d'aborder et de modéliser les défis éthiques dans le milieu de travail.

INDICATEURS DE COMPORTEMENT				
Utilise efficacement les ressources	Surveille l'utilisation des ressources	Gère l'utilisation des ressources	Évalue l'utilisation efficace des ressources	Établit des directives sur l'utilisation des ressources
Utilise les ressources consciencieusement et efficacement. Établit les priorités et gère le temps pour atteindre les objectifs. Cherche des méthodes pour améliorer l'efficience et l'efficacité personnelles.	Détermine les besoins en ressources afin d'appuyer efficacement les initiatives, les services et les offres actuels. Communique les attentes et les objectifs en matière d'utilisation des ressources, donne des rétroactions continues et corrige les lacunes. Envisage la charge de travail, les engagements et les priorités des particuliers au moment d'établir les attentes et d'attribuer le travail. Surveille et assure l'utilisation efficiente et appropriée des ressources.	Affecte et contrôle les ressources dans son propre domaine de responsabilité. Met en œuvre des moyens permettant d'utiliser plus efficacement les ressources. Affecte et contrôle les ressources financières à l'intérieur de son domaine de responsabilité, conformément aux objectifs, aux priorités et au budget. Met en œuvre des processus afin d'améliorer la qualité de la planification, du contrôle et du processus décisionnel. Fournit des modèles, des encouragements ou des primes pour générer les recettes et optimiser l'utilisation des ressources.	Évalue l'efficacité de l'utilisation des ressources et s'adapte en conséquence. Cerner les lacunes dans les ressources qui ont une incidence sur l'efficacité de l'organisation. Élabore des stratégies pour remédier aux enjeux liés aux ressources.	Établit les orientations générales touchant l'utilisation des ressources en vue de réaliser la vision, les valeurs et les objectifs de l'organisation. Instaure, dans l'ensemble de l'organisation, des mécanismes et des processus afin de promouvoir et soutenir la gestion des ressources. Communique de façon claire et uniforme et renforce les priorités relativement à l'utilisation des ressources.

Respect de la diversité

DÉFINITION	Démontrer du respect et reconnaître la valeur des personnes provenant de milieux variés et présentant des points de vue divers. De plus, ceci implique l'engagement à l'égard du traitement équitable de tous les employés en reconnaissant et en valorisant les différences et les besoins individuels à l'aide des principes d'acceptation et de mesures d'adaptation.
GRADATION DE L'ÉCHELLE	Augmentation de l'étendue, de la complexité et de la profondeur de la compréhension et l'engagement en vue d'aborder et de modéliser les défis éthiques dans le milieu de travail.

INDICATEURS DE COMPORTEMENT				
Agit de façon adéquate et respectueuse dans un environnement diversifié	S'adapte à un environnement diversifié et soutient les principes de diversité	Valorise le potentiel de création des différences des personnes et des groupes	Sert de modèle et encourage les autres à soutenir les principes de diversité	Amplifie la diversité et agir à titre de champion dans le milieu de travail.
Traite les autres de façon juste et respectueuse. Reconnaît que les personnes et les groupes ont des différences et se montrer sensible à ces différences. Assume la responsabilité de son propre comportement.	Respecte le droit des collègues d'être traités de façon respectueuse et leur permettre d'exprimer leurs différences. Reconnaît la valeur des solutions de rechange et des points de vue formulés par les autres. Accepte de modifier son comportement à l'appui d'un environnement diversifié.	Encourage et utilise les talents et les capacités diversifiées des personnes afin d'augmenter au maximum l'efficacité de l'organisation. Ajoute une valeur aux processus de travail en réévaluant les tâches et les pratiques en tenant compte des divers points de vue.	Sert de modèle relativement à la souplesse requise pour travailler dans un environnement diversifié. Fournit de la rétroaction et encourager les autres à soutenir l'acceptation et les mesures d'adaptation relativement aux différences des personnes dans le milieu de travail. Utilise l'acceptation et l'accommodement pour maximiser l'efficacité de l'organisation et le perfectionnement professionnel et l'épanouissement personnel de la personne.	Promeut et soutient les programmes d'équité en matière d'emploi et agit à titre de champion. Détermine les questions sous-jacentes qui ont des répercussions négatives sur les personnes et prendre les mesures qui conviennent pour régler les questions (p. ex., discrimination systémique).

* La compétence « Respect de la diversité » est liée à la compétence « Valeurs et éthique » des Compétences clés en leadership du SCT.

Gestion des résultats

DÉFINITION	Organiser le temps, le travail et les ressources afin d'atteindre les objectifs de façon efficace; concentrer les efforts personnels sur l'atteinte des résultats qui sont conformes aux objectifs de l'organisation.
GRADATION DE L'ÉCHELLE	Augmentation de l'étendue, de la complexité et de la profondeur de la compréhension et l'engagement en vue d'aborder et de modéliser les défis éthiques dans le milieu de travail.

INDICATEURS DE COMPORTEMENT				
Organise les ressources pour atteindre les objectifs	**Dirige le travail ou les projets pour atteindre des résultats**	**Gère le travail et les résultats de façon efficace**	**Met en œuvre les objectifs opérationnels**	**Poursuit l'excellence à l'échelon de l'organisation**
Fixe des objectifs et travaille afin de concrétiser les attentes; maintient les niveaux de rendement. Surveille la qualité et la rapidité d'exécution de son propre travail et utilise les ressources disponibles de façon appropriée. Recherche les renseignements nécessaires afin de comprendre clairement les résultats et d'adapter les méthodes de travail afin d'atteindre les objectifs. Accepte la responsabilité et prend en charge les travaux qui lui sont confiés.	Recommande des objectifs, des activités, des échéances, des obligations de rendre des comptes et des produits livrables clairs et réalistes. Surveille les progrès, la qualité du travail et l'utilisation des ressources; fait des rapports de situation et apporte des ajustements au besoin. Prend des risques calculés au sein de l'organisme afin d'atteindre les objectifs.	Établit des objectifs, des activités, des échéances, des obligations de rendre des comptes et des produits livrables clairs et réalistes. Estime et attribue les ressources (gens, fournitures, services, etc.) et délègue la responsabilité lorsque cela est approprié. Établit des mesures qualitatives ou quantitatives afin d'évaluer les résultats et d'évaluer le travail de l'organisation.	Établit des systèmes ou des structures organisationnelles pour la gestion et l'affectation du travail, définit les responsabilités et surveille ou mesure le succès. Établit des objectifs difficiles pour l'unité de travail. Encourage la prise de risques responsables afin d'atteindre les résultats désirés.	Fait en sorte que la structure est en place afin d'appuyer l'orientation stratégique de l'organisation. Garantit et affecte les ressources afin d'atteindre les objectifs de l'organisation. Assume un rôle de leadership dans l'identification des risques acceptables en accord avec les résultats désirés. Responsabilise le personnel pour l'atteinte des normes d'excellence et les résultats de l'organisation.

*La compétence « Gestion des résultats » est liée à la compétence « Excellence en gestion » des Compétences clés en leadership du SCT.

Gestion des risques

DÉFINITION	Déterminer, évaluer et gérer les risques tout en s'efforçant d'atteindre les objectifs de l'organisation.			
GRADATION DE L'ÉCHELLE	Augmentation de l'étendue, de la complexité et de la profondeur de la compréhension et l'engagement en vue d'aborder et de modéliser les défis éthiques dans le milieu de travail.			
INDICATEURS DE COMPORTEMENT				
Détermine les risques	Prend des risques calculés	Gère les risques importants	Élabore des stratégies pour faire face à des initiatives à risque élevé	Favorise un environnement de gestion du risque responsable
Analyse les répercussions de la prise de risques proposée. Se fonde sur les expériences antérieures et sur les meilleures pratiques pour déterminer les enjeux sous-jacents ainsi que les problèmes et les risques éventuels. Se préparer à faire face aux éventualités. Établit des relations de cause à effets possibles.	Prend des risques calculés, ayant des conséquences mineures (p. ex., les risques pouvant faire perdre un peu de temps ou d'argent, mais que l'on peut corriger). Prend des décisions fondées en l'absence de renseignements complets. Prend des risques calculés pour améliorer le rendement. Lorsque le risque calculé ne rapporte pas, se concentre sur les leçons apprises.	Prend personnellement des risques calculés pouvant avoir des conséquences importantes (p. ex., une perte considérable de temps ou d'argent, mais que l'on peut corriger). Prévoit les risques liés aux mesures prises. Détermine et évalue les approches afin d'atténuer les risques. Procède à l'analyse continue des risques, en prévoyant les responsabilités et les occasions éventuelles et en déterminant de façon astucieuse les risques en cause. Encourage la contestation constructive des politiques et des pratiques; soutient l'expérimentation et l'innovation.	Met en œuvre des initiatives offrant un potentiel élevé d'avantages pour l'organisation, dans les cas où l'on ne peut pas corriger les erreurs ou lorsqu'elles ne peuvent l'être qu'en engageant des frais considérables. Procède à l'évaluation des risques lorsqu'il s'agit de déterminer ou de recommander des options stratégiques. Encourage les autres à prendre des risques calculés, en reconnaissant que chaque risque n'apportera peut-être pas les avantages escomptés.	Créé un environnement qui permet de prendre des risques calculés (p. ex., en appuyant les décisions des autres). Surveille l'élaboration de lignes directrices, de principes et de méthodes pour faciliter la prise de décisions lorsqu'il faut tenir compte des risques. Donne des lignes directrices sur la tolérance organisationnelle aux risques. Élabore des stratégies globales qui reflètent une compréhension et une évaluation approfondie des réalités et des risques opérationnels, organisationnels et politiques.
*Les compétences « Réflexion stratégique » et « Gestion des risques » sont liées à la compétence « Excellence en gestion » des Compétences clés en leadership du SCT.				

Confiance en soi

DÉFINITION	Croire en sa propre capacité d'accomplir une tâche et de choisir une stratégie efficace; avoir confiance en ses décisions ou ses opinions et dans ses capacités lorsque confronté à des circonstances difficiles.
GRADATION DE L'ÉCHELLE	Augmentation de l'étendue, de la complexité et de la profondeur de la compréhension et l'engagement en vue d'aborder et de modéliser les défis éthiques dans le milieu de travail.

INDICATEURS DE COMPORTEMENT

Fait preuve de confiance dans les activités quotidiennes	Fait preuve de confiance lorsque mis au défi	Offre son expertise	Remet en question le statu quo et l'autorité	Fait preuve de confiance lorsque soumis à un examen scrupuleux du public
Travaille de façon autonome et interdépendante et demande de l'aide au besoin, sans rechercher un réconfort continu (p. ex., prend des décisions appropriées de façon autonome). Exprime ses opinions de son plein gré et avec confiance, tout en restant ouvert aux solutions de rechange. Fait confiance à ses capacités de façon réaliste.	Maintient la confiance dans ses propres capacités, dans ses points de vue ou dans ses décisions lorsqu'ils sont remis en question. Exprime ses arguments contraires avec confiance. Sollicite et discute de divers points de vue ou opinions qui diffèrent des siens. Répond de façon constructive aux critiques et aux idées exprimées par les collègues ou les clients.	Se présente de façon convaincante et communique son point de vue comme étant une contribution valide tout en reconnaissant le point de vue des autres. Offre activement ses propres aptitudes, ses connaissances et son expérience pour aider à atteindre les objectifs de l'organisation.	Met au défi de façon appropriée les collègues, la direction ou les clients ou d'autres personnes avec assurance et professionnalisme. Fait preuve de confiance pour être le champion unique d'une idée ou d'une position. Répond de façon constructive aux critiques ou aux idées provenant de l'autorité.	Prend avec confiance des décisions ayant des répercussions élevées lorsque la réaction prévue peut être défavorable. Accepte publiquement la responsabilité pour les décisions de haut profil même lorsqu'elles sont impopulaires. Concède publiquement ou cherche des compromis sur les problèmes lorsqu'ils serviront le mieux l'intérêt du public.

* La compétence « Confiance en soi » est liée aux compétences « Engagement » et « Excellence en gestion » des Compétences clés en leadership du SCT.

Réflexion stratégique

DÉFINITION	Comprendre et traiter les renseignements complexes et exercer un jugement solide, tenir compte de la situation, des enjeux, des principaux joueurs et des échelons de gouvernement en cause. Proposer des mesures qui font avancer les objectifs, les priorités, les possibilités et les visions à long terme de Santé Canada.			
GRADATION DE L'ÉCHELLE	Augmentation de l'étendue, de la complexité et de la profondeur de la compréhension et l'engagement en vue d'aborder et de modéliser les défis éthiques dans le milieu de travail.			
INDICATEURS DE COMPORTEMENT				
Tient compte du contexte organisationnel	Prévoit les besoins et établit les priorités de l'organisation	Harmonise les opérations aux stratégies de l'organisation	Façonne l'orientation et la vision à long terme	Façonne la vision organisationnelle dans le contexte de l'environnement mondial
Démontre une connaissance des priorités qui sont liées à son propre domaine de travail. Harmonise le travail quotidien à la vision et à l'orientation de l'organisation. Comprend comment les changements dans l'environnement externe peuvent avoir des répercussions sur les opérations de l'organisation. Peut identifier les tendances, les modèles ou les liens entre les problèmes organisationnels, et déterminer les facteurs clés ou sous-jacents dans des situations complexes.	Comprend quels facteurs futurs (p. ex., percées technologiques, politiques gouvernementales, démographie, style de vie) pourraient influencer l'orientation future de l'organisation. Identifie et saisie les possibilités d'aborder les priorités émergentes, culturelles, sociales, politiques ou organisationnelles. Recommande les approches optimales afin d'aborder les problèmes essentiels immédiats et à long terme. Réalise une analyse du contexte.	Relie les programmes actuels aux stratégies de l'organisation. Comprend les objectifs stratégiques de l'organisation et examine les mesures de son unité de travail en fonction de ces objectifs. Surveille les initiatives et les tendances stratégiques. Analyse, examine et harmonise les activités en fonction des stratégies et adapte les approches, les priorités et les activités afin d'obtenir des avantages maximums. Génère et insuffle l'optimisme, l'enthousiasme et l'engagement envers la vision et les stratégies en vue de les atteindre.	Prévoit les besoins à long terme qui peuvent apparaître en fonction de l'environnement actuel, et la compréhension de la façon dont les besoins ont été conçus, modifiés et comblés par le passé. Agit avec décision afin de traduire les stratégies des organisations en plans de mesures concrets; dirige les activités vers la réalisation opportune et adapte les priorités ou les ressources au besoin. S'assure que les activités de l'ensemble de l'organisme sont harmonisées à la mission de l'organisation. Influence l'orientation à long terme de l'organisation.	Prévoit les besoins à long terme qui peuvent apparaître en fonction de l'environnement actuel, et la compréhension de la façon dont les besoins ont été conçus, modifiés et comblés par le passé. S'assure que les activités de l'ensemble de l'organisme sont harmonisées à la mission de l'organisation. Influence l'orientation à long terme de l'organisation
* La compétence « Réflexion stratégique » est liée à la compétence « Réflexion stratégique » des Compétences clés en leadership du SCT.				

Gestion du stress

DÉFINITION	Maintenir l'efficacité malgré le stress lié aux pressions au travail.
GRADATION DE L'ÉCHELLE	Augmentation de l'étendue, de la complexité et de la profondeur de la compréhension et l'engagement en vue d'aborder et de modéliser les défis éthiques dans le milieu de travail.

INDICATEURS DE COMPORTEMENT

Travaille dans des situations peu stressantes	S'adapte aux situations peu stressantes fréquentes	S'adapte aux situations très stressantes fréquentes	Aborde de façon proactive les situations stressantes	Aide les autres à gérer le stress
Continue d'exercer efficacement ses activités pendant les périodes de stress continu peu élevé. Garde son sang-froid et son efficacité dans des situations stressantes. Comprend les stresseurs courants et prend des meures pour limiter leurs répercussions.	Garde son sang-froid dans les situations stressantes de courte durée, mais intenses. Analyse les facteurs de stress personnels et adopte des mesures pour en limiter les répercussions. Remet en perspective les enjeux et les situations et intervient de façon appropriée (sans réagir de façon exagérée aux situations et à ce que les autres disent, etc.).	Résiste efficacement aux effets de l'exposition prolongée ou à un ou à plusieurs facteurs de stress, en modifiant ses méthodes de travail. Conserve un bon jugement et la capacité de prendre des décisions éclairées malgré des situations de stress continu. Maîtrise les émotions fortes ou toute autre réaction pour répondre de façon constructive à la source du problème.	Élabore et applique des stratégies de réduction du stress pour s'adapter à l'exposition à long terme à de nombreux facteurs de stress ou à des situations stressantes. Reconnaît les limites personnelles touchant la charge de travail et propose des ajustements pour réduire au minimum les effets du stress, tout en continuant de maintenir des niveaux de productivité appropriés. Approche les situations d'un point de vue impartial; pense avant d'agir.	Fait preuve de comportements qui aident les autres à demeurer calmes, mais concentrés et en mesure de fonctionner pendant les périodes de stress intense qui surviennent dans l'organisation. Garde son sang-froid et fait preuve de maîtrise de soi face aux défis importants que doit relever l'organisation. Contrôle ses émotions et calme les autres dans des situations stressantes. Détermine et propose constamment des moyens permettant d'éliminer ou de limiter le stress au sein de l'organisation.

* La compétence « Gestion du stress » est liée aux compétences « Engagement » et « Excellence en gestion » des Compétences clés en leadership du SCT.

Leadership d'équipe

DÉFINITION	Diriger et appuyer une équipe afin d'obtenir des résultats et faire avancer les buts et objectifs organisationnels.
GRADATION DE L'ÉCHELLE	Augmentation de l'étendue, de la complexité et de la profondeur de la compréhension et l'engagement en vue d'aborder et de modéliser les défis éthiques dans le milieu de travail.

INDICATEURS DE COMPORTEMENT

Satisfait aux besoins de l'équipe	Facilite la réalisation des résultats d'équipe	Forme des équipes solides	Inspire les membres de l'équipe	Habilite les membres de l'équipe
S'assure que les membres de l'équipe ont les renseignements nécessaires pour fonctionner efficacement. S'assure que les besoins pratiques de l'équipe sont satisfaits. Lors de la prise de décisions, fournit un motif aux personnes touchées. Démontre que l'on a un esprit d'équipe et sert d'exemple aux autres (p. ex., respecter le point de vue des autres, la loyauté d'équipe, la collaboration avec les autres et « donner l'exemple »). Accommode la diversité entre les membres de l'équipe.	Tient compte des compétences, des intérêts et des préoccupations des membres de l'équipe au moment d'établir les structures, les rôles et les responsabilités de l'équipe. Encourage et apprécie les commentaires des membres de l'équipe. Capitalise sur la diversité entre les membres de l'équipe afin d'optimiser son fonctionnement. Voit à la réalisation des tâches de l'équipe. Accepte la responsabilité pour les mesures et les résultats de l'équipe.	Suscite la discussion constructive sur différents points de vue, en se concentrant sur les objectifs stratégiques, la vision ou les valeurs de l'organisation. Renforce la coopération et la loyauté, et aide à atteindre le consensus entre les membres de l'équipe. Gère les conflits, Offre des rétroactions constructives et reconnaît toutes les contributions. Montre son appréciation pour un travail bien fait. Veille à ce que les forces respectives des membres de l'équipe soient utilisées afin d'atteindre l'objectif général de l'équipe. Cerne et comble les lacunes dans l'expertise de l'équipe.	Renforce l'engagement de l'équipe envers la mission, les objectifs et les valeurs de l'organisme. Harmonise les objectifs et les priorités de l'équipe aux objectifs plus larges de l'organisation. Assure le maintien des liaisons ou des partenariats appropriés entre les équipes. Crée un milieu énergique et optimiste où les membres de l'équipe poussent constamment afin d'améliorer le rendement et la productivité de l'équipe. Attire et mobilise des énergies et des talents pour travailler vers un objectif commun dans le meilleur intérêt de l'organisme, de l'effectif et des personnes desservies.	Utilise l'établissement d'objectifs pour les particuliers et le groupe afin de maximiser le rendement. Assure un encadrement aux employés et les appuie pour qu'ils prennent des mesures de façon indépendante. Communique les réussites et l'excellent rendement de l'équipe à l'ensemble de l'organisation. Établit la crédibilité de l'équipe auprès des intervenants internes et externes. Recherche les ressources qui rehausseront la productivité de l'équipe.

* La compétence « Leadership d'équipe » est liée à la compétence « Engagement » des Compétences clés en leadership du SCT.

Travail d'équipe et collaboration

DÉFINITION	Travailler en collaboration avec les autres, partager de bon gré l'information, les connaissances et les forces personnelles, et chercher à comprendre le point de vue des autres afin d'atteindre des objectifs communs. *Équipe est défini dans un sens large en tant que tout groupe d'individus travaillant en collaboration sur un processus ou une tâche commune.
GRADATION DE L'ÉCHELLE	Augmentation de l'étendue, de la complexité et de la profondeur de la compréhension et l'engagement en vue d'aborder et de modéliser les défis éthiques dans le milieu de travail.

INDICATEURS DE COMPORTEMENT				
Collabore avec les autres	**Favorise et soutient les autres**	**Favorise le travail d'équipe**	**Donne l'exemple pour le leadership d'équipe**	**Facilite la collaboration entre les équipes**
Traite les autres honnêtement et équitablement (particuliers et groupes) en faisant preuve de considération et de respect envers les différences individuelles. Assume la responsabilité personnelle et fait un suivi afin de s'assurer de respecter les engagements pris envers les autres. Offre volontiers son soutien aux collègues et travaille en collaboration plutôt qu'en compétition avec les autres. Fait connaître aux membres de l'équipe ses expériences, ses connaissances et les meilleures pratiques.	Amorce la collaboration avec les autres. Fait des efforts remarquables pour aider les autres membres de l'équipe. Apprécie réellement les commentaires et l'expertise des autres; souhaite que tous les membres d'un groupe contribuent au processus. Facilite des résolutions avantageuses de conflits entre les membres de l'équipe.	Encourage, renforce et appuie les autres à exprimer divers points de vue et à contribuer efficacement à l'équipe. Conseille les autres sur les compétences du travail d'équipe afin de favoriser un rendement élevé de l'équipe. Donne des commentaires constructifs à suivre aux membres de l'équipe. Établit un bon moral ou une bonne collaboration au sein de l'équipe, y compris créer des symboles d'identité de groupes ou d'autres actions afin d'établir la cohésion.	Assurer un encadrement aux employés et les appuyer pour qu'ils prennent des mesures de façon indépendante. Délègue l'autorité afin de correspondre à la responsabilité et assure la responsabilisation du personnel à l'égard des engagements convenus. Démontre la confiance envers les autres en déléguant la responsabilité plutôt qu'en l'assumant. Montre son appréciation pour un travail bien fait. Offre des possibilités de perfectionnement.	Abolit les barrières (structurelles, fonctionnelles culturelles) entre les équipes, pour faciliter le partage de l'expertise et des ressources. Forme des équipes interfonctionnelles afin de résoudre les problèmes et d'atteindre des objectifs communs. Crée des possibilités pour que les équipes travaillent ensemble et se connaissent dans l'intérêt des objectifs organisationnels.

* La compétence « Travail d'équipe et collaboration » est liée à la compétence « Engagement » des Compétences clés en leadership du SCT.

Utilisation des renseignements financiers

DÉFINITION	Comprendre et utiliser les renseignements financiers afin d'accomplir son propre travail et d'atteindre les objectifs organisationnels.			
GRADATION DE L'ÉCHELLE	Augmentation de l'étendue, de la complexité et de la profondeur de la compréhension et l'engagement en vue d'aborder et de modéliser les défis éthiques dans le milieu de travail.			
INDICATEURS DE COMPORTEMENT				
Démontre une compréhension et des capacités au niveau de l'initiation et, avec de l'aide, peut appliquer la compétence concernée dans quelques situations simples. Peut orienter les gens vers les sources appropriées de renseignements supplémentaires.	Démontre des connaissances et des capacités de base et, avec de l'aide, peut appliquer la compétence concernée dans des situations courantes qui présentent des difficultés limitées.	Démontre des connaissances et des capacités solides et peut appliquer la compétence concernée, avec peu ou pas du tout d'aide, dans la gamme complète des situations typiques. Nécessite de l'aide pour prendre en charge des situations nouvelles ou plus complexes.	Démontre des connaissances et des capacités avancées et peut appliquer la compétence concernée dans des situations nouvelles ou complexes. Guide les autres professionnels.	Démontre des connaissances et des capacités expertes et peut appliquer la compétence concernée dans les situations les plus complexes. Élabore des approches, des méthodes ou des politiques nouvelles dans le domaine. Est reconnu comme un expert, à l'interne ou à l'externe.
Fait des entrées dans les registres financiers simples.\n\nConsigne les coûts en fonction des catégories budgétaires standards.\n\nSurveille les budgets simples, et signale les dépassements de crédit ou les sous-utilisations de fonds.	Prépare des sommaires financiers simples.\n\nCompile les renseignements financiers afin de déterminer ou d'estimer les dépenses, les coûts ou les recettes pour les entreprises actuelles ou prévues (p. ex., obtenir des renseignements afin d'évaluer les frais de déplacement).	Sollicite des commentaires sur les exigences financières et établir la priorité de ces exigences sur le plan des objectifs du plan des activités.\n\nUtilise les données financières pour formuler des recommandations ou prendre des décisions (p. ex., comparer les résultats financiers réels ou prévus afin d'évaluer les progrès ou les domaines qui posent problème.	Demande et utilise l'information provenant des nouveaux modèles et analyses financières afin d'avoir un aperçu de la résolution des problèmes difficiles (p. ex., utiliser les données financières afin d'aider à réduire les risques à long terme et à améliorer la viabilité à long terme.\n\nAnalyse rapidement et avec exactitude une grande quantité de données financières, en identifiant les tendances et les anomalies, les menaces et les possibilités.	Utilise la compréhension du rendement financier de l'organisation comme commentaire clé afin de concevoir des stratégies liées aux activités.\n\nÉvalue différents systèmes, procédures et processus de rapport et de comptabilité et recommande des changements.\n\nÉlabore des modèles nouveaux et modifiés pour réaliser des analyses financières.\n\nExamine et améliore continuellement l'approche de l'organisation afin de mesurer et de surveiller le rendement financier.

Valeurs et éthique

DÉFINITION	Démontrer une sensibilité aux valeurs fondamentales de Santé Canada. Cela comprend la capacité d'avoir un jugement éthique sain face aux pressions, aux contraintes et aux environnements de travail complexes sur le plan éthique.
GRADATION DE L'ÉCHELLE	Augmentation de l'étendue, de la complexité et de la profondeur de la compréhension et l'engagement en vue d'aborder et de modéliser les défis éthiques dans le milieu de travail.

INDICATEURS DE COMPORTEMENT

Comprend et respecte les valeurs et l'éthique de Santé Canada	Démontre des comportements qui sont conformes aux valeurs de Santé Canada	Fait la promotion des valeurs et de l'éthique de Santé Canada	Harmonise l'équipe aux valeurs et à l'équipe de Santé Canada	Donne l'exemple et est le champion des valeurs et de l'éthique de Santé Canada
Démontre une compréhension générale de la pertinence des valeurs fondamentales du Ministère et de la fonction publique (par des documents clés, les missions et les mandats de l'organisation, etc.) au travail de tous les jours et tente constamment de les appliquer.\n\nCherche à comprendre les faits et les intérêts de toutes les personnes visées au moment de confronter les problèmes éthiques et les dilemmes.	Agit en tout temps de façon à conserver la confiance du public.\nDémontre le respect, l'équité et la courtoisie dans les rapports avec les citoyens et les collègues fonctionnaires.\n\nDétermine les dilemmes éthiques et les situations de conflit d'intérêts et prend des mesures pour les éviter et les prévenir.\n\nUtilise des normes professionnelles applicable et établit des procédures, des politiques ou des lois au moment de prendre des mesures et des décisions.\n\nReconnaît ouvertement ses propres erreurs de jugement sans être incité à le faire par les autres.	Conseille les autres afin de maintenir un comportement équitable et uniforme.\nFournit un encadrement aux autres au moment de traiter avec des dilemmes d'ordre éthique.\n\nIntervient au besoin afin de rappeler aux autres le besoin de conserver les valeurs et l'éthique de l'organisation.\n\nAgit afin d'appuyer une atmosphère de travail ouverte et sécuritaire dans lequel les gens se sentent encouragés à soulever, à discuter et à traiter des questions éthiques en toute sécurité.	Encourage un climat de confiance au sein de l'équipe de travail.\n\nInteragit avec les autres de façon juste et objective.\n\nMet en œuvre des processus et des structures afin de composer avec les problèmes sur les plans de la confidentialité ou de la sécurité.\n\nVeille à ce que les décisions tiennent compte de l'éthique et des valeurs de la fonction publique.	Définit, communique et donne constamment l'exemple des valeurs et de l'étique de la fonction publique.\n\nFait en sorte que les normes et les protections sont en place afin de protéger l'intégrité de l'organisation (p. ex, les normes professionnelles en matière de rapports financiers, l'intégrité ou la sécurité des systèmes d'information).

* Les compétences « Valeurs et éthique » sont liées aux compétences « Valeurs et éthique » des Compétences clés en leadership du SCT.

Glossary of Abilities/Skills

1 ANALYZE / ANALYSER

Examples of Related Abilities

- Examine
- Evaluate
- Think and act
- See also "Synthesize," "Interpret" and "Solve problems."

Examples of Definitions

- Identifies the elements of a situation or problem, gathers the pertinent

Exemples de capacités connexes

- Examiner
- Évaluer
- Réfléchir et agir
- Voir aussi « Synthétiser », « Interpréter » et « Résoudre des problèmes ».

Exemples de définitions

- Cerne les éléments d'une situation ou d'un problème, recueille les informations utiles

information and establishes logical links among the various pieces of information.

- Examines the elements of a problem, situation or process and understands the nature of the elements and how they interact.
- Identifies the factors that affect his or her activities.
- Uses a logical approach when analyzing situations, solving problems or making decisions, and looks at a situation from different angles.
- Identifies problem factors and determines how serious they are in relation to the objectives.
- Examines an idea, situation or problem thoroughly and, with an open mind, determines the best solution and takes appropriate action in a timely manner.
- Identifies the key ideas and concepts in a document in order to report on them.

Examples of Assessment Criteria

- Tries to understand the problem or situation by examining it thoroughly.
- Deals with the elements at the root of the problem.
- Gathers information on the problem.
- Identifies cause and effect relationships.
- Finds the information required to solve the problem.
- Searches various sources for information in order to pinpoint and solve the problem.
- Ensures that the information is valid and distinguishes the facts from the interpretation of the facts.
- Uses an effective method to solve the problem.
- Identifies pertinent information in documents easily.

et établit des liens logiques entre ces éléments.

- Examine les éléments d'un problème, d'une situation ou d'un processus et en comprend la nature et l'interaction.
- Détermine les facteurs qui influent sur ses activités.
- Utilise une approche logique dans l'analyse des situations, la résolution de problèmes ou la prise de décisions et considère une situation sous différentes perspectives.
- Cerne les facteurs problèmes et détermine leur importance au regard des objectifs.
- Examine à fond une idée, une situation ou un problème en faisant preuve d'ouverture d'esprit, trouve la solution la plus pertinente et prend les mesures requises en temps opportun.
- Dégage les idées et les concepts qui caractérisent un texte afin d'en rendre compte.

Exemples de critères d'évaluation

- Cherche à comprendre le problème ou la situation en l'examinant à fond.
- Traite les éléments à l'origine du problème.
- Relève les données du problème.
- Distingue les relations de cause à effet.
- Trouve l'information pour résoudre le problème.
- Recherche l'information dans diverses sources afin de cerner le problème et d'y remédier.
- Vérifie la validité de l'information et sait distinguer les faits de l'interprétation des faits.
- Adopte une méthode efficace pour résoudre le problème.
- Repère facilement l'information pertinente dans les documents.

2 SYNTHESIZE

Examples of Related Abilities

- See also "Analyze".

Examples of Definitions

- Organizes information, extracts the essential elements and forms them into a cohesive whole.
- Incorporates the results into a plan or a practical and realistic solution to a problem.

Examples of Assessment Criteria

- Understands the overall problem or situation based on the facts.
- Gathers information on the situation at hand and organizes it in order to have an overview of the situation.
- Gathers the information required to solve the problem.
- Organizes logically the information or key elements.
- Interprets the nature of important elements and how they interact; distinguishes between the essential and subordinate aspects.
- Devises practical solutions and recommends and/or makes the appropriate decision.
- Weighs the pros and cons of a situation in order to form an accurate and objective idea before making a decision.
- Is able to understand an overall situation based on the facts and to predict the results of a decision.

SYNTHÉTISER

Exemples de capacités connexes

- Voir aussi « Analyser ».

Exemples de définitions

- Organise l'information, en retire l'essentiel et en fait un tout cohérent.
- Intègre les résultats dans un plan ou une solution pratique et réaliste pour résoudre un problème.

Exemples de critères d'évaluation

- Comprend globalement le problème ou la situation à partir des faits.
- Collecte les données de la situation présentée et les organise afin d'obtenir une vue d'ensemble de la situation.
- Rassemble l'information pour résoudre le problème.
- Agence l'information ou les éléments clés de façon logique.
- Interprète la nature des éléments importants et leurs interrelations; distingue les éléments essentiels des éléments subordonnés.
- Trouve des solutions pratiques et recommande et/ou prend la décision qui s'impose.
- Pèse le pour et le contre d'une situation afin de se faire une idée exacte et objective, avant de prendre une décision.
- Est capable de comprendre une situation globale à partir des faits et de prévoir les résultats d'une décision.

3 INTERPRET

Examples of Related Abilities

- Evaluate
- Explain
- Understand
- See also "Analyze" and, in the *Glossary of Personal Suitability*, "Integrity" and "Judgement".

Examples of Definitions

- Understands the policies, acts, regulations, procedures, guidelines and/or rules, and applies them judiciously.
- Understands and explains the meaning of words and actions.

Examples of Assessment Criteria

- Explains the elements of an issue and is able to link them together.
- Gives examples in order to clarify an element.
- Can sort out the facts in order to obtain a clear picture of the situation.
- Evaluates the results or the process and makes the necessary adjustments.
- Collects, links, manages, processes, and quickly assimilates information.
- Understands the fundamental aspects of the problem or situation.
- Distinguishes the facts from hypotheses or the interpretation of the facts.
- Reads other people's character, behaviour, and situation accurately.
- Understands what is not obvious at first glance.

INTERPRÉTER

Exemples de capacités connexes

- Évaluer
- Expliquer
- Comprendre
- Voir aussi « Analyser » et, dans le *Glossaire des qualités personnelles*, « Intégrité » et « Jugement ».

Exemples de définitions

- Comprend les politiques, les lois, les règlements, les procédures, les lignes directrices et/ou les règles, et les applique judicieusement.
- Comprend et explique le sens des paroles et des actions.

Exemples de critères d'évaluation

- Explique les éléments d'une question et est capable de les agencer.
- Donne des exemples pour clarifier un élément.
- Peut démêler des faits afin d'obtenir une idée claire de la situation.
- Évalue les résultats ou le processus et effectue les ajustements nécessaires.
- Recueille, agence, gère, traite et assimile rapidement l'information.
- Comprend les données essentielles du problème ou de la situation.
- Sait distinguer les faits des hypothèses ou de l'interprétation des faits.
- Cerne avec justesse le caractère et le comportement des autres, ainsi que la situation dans laquelle ils se trouvent.
- Comprend ce qui n'est pas évident de prime abord.

4 MANAGE BY ACTION

Examples of Related Abilities

- Guide
- Direct
- Motivate
- Delegate
- Coach
- See also "Plan", "Organize", "Facilitate", "Monitor" and "Lead" and, in the *Glossary of Personal Suitability*, "Leadership".

Examples of Definitions

- Develops and/or promotes vision, plans activities and facilitates the achievement of objectives, giving priority to employee action and initiative.
- Establishes structures, systems and methods that promote initiative, action and information sharing.
- Develops and implements measures that allow complex questions related to programs and/or operations to be handled in a timely, fair and transparent manner, and promotes these measures to employees.

Examples of Assessment Criteria

- Makes decisions in difficult situations.
- Ensures that changes are planned and implemented.
- Proposes bold courses of action.
- Examines strategies according to the organization's needs.
- Anticipates short- and long-term repercussions.
- Plans alternate strategies.
- Identifies and corrects cases of poor performance.
- Allows employees to balance work and family responsibilities.
- Sets realistic objectives that encourage people to strive to improve their performance.

GÉRER PAR L'ACTION

Exemples de capacités connexes

- Guider
- Diriger
- Motiver
- Déléguer
- Encadrer
- Voir aussi « Planifier », « Organiser », « Faciliter », « Assurer le suivi » et « Exercer un leadership » et, dans le *Glossaire des qualités personnelles*, « Leadership ».

Exemples de définitions

- Élabore et/ou promeut la vision, planifie les activités et facilite l'atteinte des objectifs en accordant la priorité à l'action et à l'initiative des employés.
- Met en place des structures, des systèmes et des méthodes qui encouragent l'initiative, l'action et le partage de l'information.
- Élabore et établit des mesures permettant de traiter en temps opportun, avec équité et transparence, les questions complexes liées aux programmes et/ou aux opérations, et en fait la promotion auprès de ses employés.

Exemples de critères d'évaluation

- Prend des décisions en situation difficile.
- Assure la planification et la mise en œuvre des changements.
- Propose des plans d'action audacieux.
- Examine les stratégies en fonction des besoins de l'organisation.
- Anticipe les répercussions à court et à long terme.
- Prévoit des stratégies de rechange.
- Cerne les cas de rendement insatisfaisant et y remédie.
- Permet au personnel de concilier vie professionnelle et vie familiale.
- Fixe des objectifs réalistes qui incitent au dépassement.

5 PLAN | PLANIFIER

| **Examples of Related Abilities** | **Exemples de capacités connexes** |

- See also "Manage by action", "Organize", "Monitor", "Manage own time" and "Work under pressure".

- Voir aussi « Gérer par l'action », « Organiser », « Assurer le suivi », « Gérer son temps » et « Travailler dans un climat de tension ».

Examples of Definitions | **Exemples de définitions**

- Puts in place methods and activities in order to meet objectives.
- Sets his or her objectives and takes the necessary measures to achieve them, taking into account the means available and any restrictions.
- Generates detailed proposals for achieving objectives.

- Met en place des méthodes et des activités pour atteindre les objectifs.
- Détermine ses objectifs et prend les dispositions pour les atteindre, en tenant compte des moyens disponibles et des diverses contraintes.
- Formule des propositions détaillées afin de réaliser des objectifs.

Examples of Assessment Criteria | **Exemples de critères d'évaluation**

- Consults stakeholders in order to identify their needs and abilities.
- Develops plans in order to achieve objectives according to the appropriate procedures, rules and regulations, or the circumstances.
- Focusses on the overall plan, without spending too much time on technical details.
- Proposes a plan or process tailored to the organization's objectives and needs, taking into account the resources available.
- Anticipates short- and long-term effects.
- Takes risks into account and allows for unexpected situations.
- Develops a clear plan that is logical and easy to understand.
- Takes into account procedures, overall priorities and circumstances.

- Consulte les intervenants pour connaître leurs besoins et leurs capacités.
- Élabore des plans permettant d'atteindre les objectifs, en fonction des procédures, des règles et des règlements pertinents ou des circonstances.
- Se concentre sur l'ensemble du plan, sans s'attarder aux détails techniques.
- Propose un plan ou un processus adapté aux objectifs et aux besoins organisationnels, en tenant compte de la disponibilité des ressources.
- Prévoit les effets à court et à long terme.
- Tient compte des risques et des imprévus.
- Élabore un plan clair, logique et facile à comprendre.
- Prend en compte les procédures et les priorités générales, ainsi que les circonstances.

6 ORGANIZE

Examples of Related Abilities

- Implement
- See also "Manage by action", "Plan", "Monitor", "Manage own time" and "Work under pressure".

Examples of Definitions

- Obtains and allocates the human, financial and material resources required to meet specific objectives.
- Takes measures to ensure that the steps in a project or task are carried out smoothly and effectively.

Examples of Assessment Criteria

- Implements the proposed methods, techniques and procedures in order to achieve the objectives.
- Defines the different steps of implementation and organizes them logically.
- Plans and implements pertinent activities within the established time frames in order to achieve the expected results.
- Takes priorities into account.
- Allocates enough time for every step in a project.
- Uses an appropriate and logical method for implementing a plan.
- Exercises sound judgment when distributing the workload, and assigns responsibilities reasonably and fairly.

ORGANISER

Exemples de capacités connexes

- Mettre en œuvre
- Voir aussi « Gérer par l'action » « Planifier », « Assurer le suivi », « Gérer son temps » et « Travailler dans un climat de tension ».

Exemples de définitions

- Obtient et affecte les ressources humaines, financières et matérielles nécessaires à la réalisation d'objectifs précis.
- Prend les dispositions pour que les étapes d'un projet ou d'un travail se déroulent bien et efficacement.

Exemples de critères d'évaluation

- Met en oeuvre les méthodes, les techniques et les procédures proposées pour atteindre les objectifs.
- Définit les différentes étapes de cette mise en oeuvre et les ordonne logiquement.
- Planifie et met en œuvre les activités pertinentes dans les délais prescrits de façon à atteindre les résultats prévus.
- Tient compte des priorités.
- Accorde suffisamment de temps à chaque étape d'un projet.
- Adopte une méthode adéquate et logique pour mettre en œuvre un plan donné.
- Répartit avec discernement et équité le travail entre les employés et confie les responsabilités de façon raisonnable et équitable.

7 FACILITATE

Examples of Related Abilities

- Direct
- Guide
- Delegate
- Supervise

FACILITER

Exemples de capacités connexes

- Diriger
- Guider
- Déléguer
- Superviser

- Coach
- See also "Manage by action", "Communicate" and "Lead".

- Encadrer
- Voir aussi « Gérer par l'action » « Communiquer » et « Exercer un leadership ».

Examples of Definitions

- Fosters a climate of confidence by providing appropriate advice and taking appropriate action, supervises employees fairly and with respect and encourages them to attain their objectives.
- Explains and directs activities and operations in order to achieve organizational objectives.
- Encourages the initiatives of employees who want to improve themselves, and advises them on how the organization can support them.
- Guides employees and teams and enables them to meet the established objectives.
- Trains employees by assisting them, by acting as an example for them, and by supervising them as they use their knowledge and implement methods, practices and procedures.
- Motivates others and helps them take responsibility for themselves and accept change.

Exemples de définitions

- Suscite un climat de confiance par des interventions et des conseils pertinents, supervise de façon équitable et respectueuse des employés et les incite à atteindre leurs objectifs.
- Explique et dirige des activités et des opérations de façon à atteindre des objectifs organisationnels.
- Encourage les initiatives des employés qui cherchent à se perfectionner et les conseille sur le soutien que peut leur apporter l'organisation.
- Guide des employés et des équipes et leur permet d'atteindre les objectifs fixés.
- Forme des employés en les aidant à mettre en application des connaissances, des méthodes, des pratiques et des procédures, en leur donnant l'exemple et en assurant leur supervision.
- Motive les autres et les aide à se prendre en main et à accepter le changement.

Examples of Assessment Criteria

- Provides effective leadership and uses the appropriate management or supervision style.
- Guides employees effectively.
- Maximizes employees' potential through training and development.
- Earns the trust of employees and takes their personal needs into account.
- Supports and encourages employees to achieve objectives.
- Adapts to the circumstances and the varied needs of employees.

Exemples de critères d'évaluation

- Exerce son leadership à bon escient et adopte le style de gestion ou de supervision adéquat.
- Guide efficacement les employés.
- Maximise le potentiel des employés par la formation et le perfectionnement.
- Gagne la confiance de ses employés et tient compte de leurs besoins.
- Soutient et encourage les employés de façon à ce qu'ils atteignent les objectifs.
- S'adapte aux circonstances et aux différents besoins des employés.

8 MONITOR

Examples of Related Abilities

- Control
- Supervise
- Regulate
- Measure
- Assess
- Evaluate
- Gauge
- See also "Manage by action" "Plan", "Organize" and "Make recommendations and give advice".

Examples of Definitions

- Maintains the priorities and standards of a program or mandate, ensures that operations run smoothly and that the work is done in accordance with the regulations and is completed on time.
- Monitors activities in progress and ensures that they are completed on time and in accordance with the established objectives.

Examples of Assessment Criteria

- Uses an appropriate and uniform approach to continue and complete an activity that is in progress.
- Implements appropriate and meaningful mechanisms for monitoring productivity.
- Anticipates the problems that are likely to arise during an activity and solves them when they arise.
- Ensures that operations run smoothly.
- Respects the priorities and standards inherent to an operation.
- Meets deadlines.
- Ensures that the work is accurate and complies with the regulations.
- Assesses the results or the process and makes the necessary adjustments.

ASSURER LE SUIVI

Exemples de capacités connexes

- Contrôler
- Superviser
- Régulariser
- Mesurer
- Estimer
- Évaluer
- Jauger
- Voir aussi « Gérer par l'action » « Planifier », « Organiser » et « Faire des recommandations et de prodiguer des conseils ».

Exemples de définitions

- Respecte les priorités et les normes dans le cadre d'un programme ou d'un mandat, assure le bon déroulement des opérations et veille à ce que le travail soit effectué conformément à la réglementation et aux délais.
- Contrôle une activité en cours et s'assure qu'elle sera terminée à temps et selon les objectifs établis.

Exemples de critères d'évaluation

- Adopte une méthode adéquate et uniforme pour poursuivre et terminer une activité en cours.
- Met en place des mécanismes de contrôle pertinents et sensés pour veiller à la productivité.
- Prévoit les problèmes susceptibles de se poser dans le cadre d'une activité et résout ces problèmes quand ils se posent.
- Assure le bon déroulement des opérations.
- Respecte les priorités et les normes inhérentes à une opération.
- Respecte les délais.
- Veille à l'exactitude du travail et à sa conformité à la réglementation.
- Évalue les résultats ou le processus et effectue les ajustements nécessaires.

9 SOLVE PROBLEMS

Examples of Related Abilities

- Evaluate
- Reason
- Think and act
- See also "Analyze", "Negotiate" and "Make recommendations and give advice" and, in the *Glossary of Personal Suitability*, "Flexibility" and "Judgement".

Examples of Definitions

- Deals effectively with a situation through reasoning, discussion and action.
- Analyzes and synthesizes information, identifies options and exercises judgment in order to determine the best solution; adapts to the situation.
- Provides a solution to challenges or finds ways of working around them.
- Makes recommendations.

Examples of Assessment Criteria

- Anticipates problems and takes preventive measures.
- Analyzes problems to distinguish the causes from the symptoms.
- Explores different ways of solving problems, considers the advantages and disadvantages.
- Searches various sources for information in order to pinpoint and solve problems.
- Finds a solution or comes to a conclusion through reasoning.
- Devises practical and viable solutions and recommends or makes an appropriate decision.
- Presents logical arguments in order to persuade others or to influence their actions or opinions.
- Explores new or innovative work practices and methods in order to improve productivity and client satisfaction, to reduce costs, etc.

RÉSOUDRE DES PROBLÈMES

Exemples de capacités connexes

- Évaluer
- Raisonner
- Réfléchir et agir
- Voir aussi « Analyser » « Négocier » et « Faire des recommandations et de prodiguer des conseils » et, dans le *Glossaire des qualités personnelles*, « Flexibilité » et « Jugement ».

Exemples de définitions

- Règle une situation avec efficacité par le raisonnement, l'argumentation et l'action.
- Analyse et synthétise l'information, détermine les options et porte un jugement sur la meilleure solution à adopter; s'adapte à la situation.
- Élabore des solutions et des solutions de rechange à des problèmes.
- Fait des recommandations.

Exemples de critères d'évaluation

- Anticipe les problèmes et prend des mesures préventives.
- Analyse les problèmes pour distinguer les causes réelles et les symptômes.
- Étudie différents moyens de résoudre les problèmes, en considère les avantages et les inconvénients.
- Recherche de l'information dans diverses sources afin de cerner les problèmes et d'y remédier.
- Trouve une solution ou tire une conclusion en ayant recours au raisonnement.
- Dégage des solutions pratiques et viables, et recommande ou prend une décision pertinente.
- Présente des arguments logiques afin de convaincre les autres ou d'influencer leurs actions ou leurs opinions.
- Recherche de nouvelles pratiques et méthodes de travail pour améliorer la productivité, accroître la satisfaction de la clientèle, réduire les coûts, etc.

10 NEGOTIATE

Examples of Related Abilities

- Reason
- See also "Solve problems" and, in the *Glossary of Personal Suitability*, "Judgement".

Examples of Definitions

- Resolves a situation or reaches an agreement through logical arguments and an interest-based approach.
- Handles situations using discussion and careful consideration.

Examples of Assessment Criteria

- Encourages others to take action.
- Proves his or her point of view.
- Maintains a positive attitude in relations with others.
- Exercises sound judgment in the level of caution required and in the contingency planning for any given situation.
- Recognizes the "real" stakeholders and decision makers, and ensures that all parties understand the consequences of negotiated terms.
- Asks appropriate questions and discloses information carefully in order to obtain the required information.
- Anticipates the direct and indirect consequences of every action.
- Strives to find "win-win" solutions or acceptable compromises when appropriate.
- Represents the team or work unit in an effective manner.

NÉGOCIER

Exemples de capacités connexes

- Raisonner
- Voir aussi « Résoudre des problèmes » et, dans le *Glossaire des qualités personnelles*, « Jugement ».

Exemples de définitions

- Règle une situation ou conclut un accord grâce à des arguments logiques et à une démarche raisonnée.
- Discute et délibère afin de traiter une affaire.

Exemples de critères d'évaluation

- Incite les autres à l'action.
- Prouve son point de vue.
- Adopte la bonne attitude dans ses rapports avec les autres.
- Fait preuve de jugement quant à la prudence dont il faut user et au plan d'urgence à établir dans le cadre d'une situation donnée.
- Reconnaît les « véritables » intervenants et décideurs et veille à ce que tous saisissent les conséquences des modalités négociées.
- Pose les bonnes questions et révèle l'information avec mesure afin de recueillir les renseignements nécessaires.
- Prévoit les conséquences, implicites et explicites, de chaque action.
- Tâche de trouver des solutions profitables à tous ou en arrive à des compromis acceptables le cas échéant.
- Représente l'équipe ou l'unité de travail efficacement.

11 WORK AS PART OF A TEAM

Examples of Related Abilities

- Co-operate

Examples of Definitions

- Works with others toward a common goal.
- Contributes to joint efforts in order to achieve objectives.

Examples of Assessment Criteria

- Can work as a team member in order to achieve a common objective.
- Encourages innovation and creativity.
- Builds team spirit.
- Establishes and maintains good working relationships based on trust and co-operation.
- Promotes co-operation and interaction with others.
- Shares information.
- Informs the other team members of planned and ongoing activities in order to co-ordinate activities effectively and deal with unexpected situations.
- Helps the group by considering the rhythm, needs, feelings and opinions of others.
- Contributes actively to the team's work and accomplishments.
- Gives priority to the interests of the team and to its cohesiveness.
- Listens and takes into account other people's points of view, diverse opinions and valid concerns and strives to reach a consensus on solutions for improving team performance.
- Participates in group decision making.

TRAVAILLER EN ÉQUIPE

Exemples de capacités connexes

- Collaborer

Exemples de définitions

- Travaille avec les autres à l'atteinte d'un but commun.
- Participe aux efforts concertés afin d'atteindre les objectifs.

Exemples de critères d'évaluation

- Peut travailler au sein d'une équipe à l'atteinte d'un objectif commun.
- Incite à l'innovation et à la créativité.
- Suscite un esprit d'équipe.
- Établit et maintient de bons rapports professionnels fondés sur la confiance et la collaboration.
- Favorise la collaboration et l'interaction avec les autres.
- Partage l'information.
- Informe les autres membres de l'équipe des activités prévues ou en cours, de manière à bien les coordonner et à faire face aux imprévus.
- Aide le groupe en tenant compte du rythme, des besoins, des sentiments et des opinions des autres.
- Contribue activement aux travaux de l'équipe et à ses réalisations.
- Accorde la priorité aux intérêts et à la cohésion de l'équipe.
- Écoute, tient compte des points de vue des autres membres, des divergences d'opinions et des préoccupations valables, et cherche des solutions consensuelles pour améliorer le rendement de l'équipe.
- Participe à la prise des décisions du groupe.

12 COMMUNICATE

Examples of Related Abilities

COMMUNIQUER

Exemples de capacités connexes

- See also "Facilitate", "Lead" and "Make recommendations and give advice".

- Voir aussi « Faciliter », « Exercer un leadership » et « Faire des recommandations et de prodiguer des conseils ».

Examples of Definitions

- Three major types of communication: listening, speaking and writing.
- Understands information, questions and instructions.
- Listens to others, gathers and shares information, conveys messages clearly and concisely, and ensures that they are tailored to the recipients.
- Expresses himself or herself so as to articulate his or her point of view in such a way that it is understood and accepted.
- Provides or obtains information and influences others in order to achieve the desired results.
- Expresses ideas so that they are understood.

Examples of Assessment Criteria

- Respects both official languages.
- Assessment criteria: accuracy, clarity, logic, conciseness and usage (level of language, vocabulary, grammar; for speaking: posture, non-verbal communication, etc.).
- Listens to his or her audience, highlights the key points and facilitates understanding.
- Listens actively, asks questions and rephrases information so as to convey the message clearly.
- Gives and receives instructions.
- Uses body language appropriately.
- Expresses himself or herself clearly, makes appropriate comments and holds others' attention.
- Encourages others to express their ideas, points of view and concerns.
- Responds to questions and comments from an audience confidently.
- Adjusts his or her communication style to the needs of the audience in order to hold their interest.
- Presents ideas and information clearly,

Exemples de définitions

- Trois principaux types de communication : l'écoute, l'oral et l'écrit.
- Comprend l'information, les questions et les instructions.
- Est à l'écoute, obtient et échange des renseignements, et transmet des messages clairs et concis, adaptés aux interlocuteurs.
- Exprime ses idées de façon à préciser son point de vue et à le faire accepter.
- Diffuse ou obtient de l'information et a une influence sur les autres afin de faire comprendre son point de vue et d'obtenir les résultats escomptés.
- Expose ses idées de façon à se faire comprendre.

Exemples de critères d'évaluation

- Respecte les deux langues officielles.
- Éléments d'évaluation : précision, clarté, logique, concision et usage (niveau de langue, vocabulaire, grammaire; à l'oral: maintien, non-verbal, etc.)
- Est à l'écoute de son interlocuteur, fait ressortir les éléments essentiels et en facilite la compréhension.
- Pratique l'écoute active, pose des questions et les reformule de manière à bien faire passer le message.
- Donne et reçoit des instructions.
- Utilise le langage corporel adéquat.
- S'exprime avec clarté, tient des propos sensés et maintient l'intérêt des autres.
- Encourage les autres à exprimer leurs idées, points de vue et préoccupations.
- Répond aux questions et aux commentaires de l'auditoire avec assurance.
- Adapte son style de communication aux besoins de l'auditoire de façon à maintenir l'intérêt de ce dernier.
- Présente clairement des idées et de l'information en utilisant les moyens

using appropriate methods.
- Develops ideas logically and links them together coherently.
- Distinguishes essential from non-essential information.
- Uses appropriate vocabulary and level of language.
- Applies grammar, punctuation and spelling rules.
- Identifies communication barriers and finds ways to eliminate them.

appropriés.
- Développe les idées avec logique et les enchaîne de façon cohérente.
- Fait la distinction entre les renseignements qui sont essentiels et ceux qui ne le sont pas.
- Utilise un vocabulaire et un niveau de langue adéquats.
- Applique les règles de la grammaire, de la ponctuation et de l'orthographe.
- Détecte les obstacles à la communication et trouve des moyens de les éliminer.

13 MANAGE OWN TIME

Examples of Related Abilities

- Organize own work
- See also "Plan", "Organize" and "Work under pressure".

Examples of Definitions

- Governs his or her activities by organizing work elements systematically and controls time effectively.

Examples of Assessment Criteria

- Understands the importance of time.
- Organizes his or her activities in light of his or her objectives.
- Organizes his or her work so as to allow time for client requests and unforeseen situations.
- Sets priorities according to duties and changes in the work environment.
- Distinguishes between important and less important activities and focusses his or her energy on the former.
- Manages his or her time according to his or her priorities.
- Demonstrates personal discipline and uses an agenda.
- Prepares daily, weekly, monthly, quarterly and annual plans.
- Uses timesaving methods.
- Delegates as many tasks as possible.

GÉRER SON TEMPS

Exemples de capacités connexes

- Organiser son travail
- Voir aussi « Planifier », « Organiser » et « Travailler dans un climat de tension ».

Exemples de définitions

- Gère ses activités en organisant les éléments de son travail de façon systématique et en gérant efficacement son emploi du temps.

Exemples de critères d'évaluation

- A conscience de l'importance du temps.
- Organise ses activités en fonction de ses objectifs.
- Organise son travail en tenant compte des situations imprévues et des demandes des clients.
- Établit l'ordre des priorités en fonction de ses tâches et de l'évolution du milieu de travail.
- Distingue les activités de première importance de celles de moindre importance, et consacre son énergie aux premières.
- Gère son temps en fonction de ses priorités.
- Fait preuve de discipline personnelle et utilise un guide de planification.
- Effectue sa planification quotidienne, hebdomadaire, mensuelle, trimestrielle et

- Can find documents quickly.
- Is punctual.
- Completes work within established timeframes.

annuelle.
- Utilise des méthodes pour gagner du temps.
- Délègue le plus de tâches possible.
- Trouve rapidement ses documents.
- Fait preuve de ponctualité.
- Accomplit le travail dans les délais prescrits.

14 WORK UNDER PRESSURE	TRAVAILLER DANS UN CLIMAT DE TENSION

Examples of Related Abilities

- Organize own work.
- See also "Plan", "Organize" and "Manage own time".

Examples of Definitions

- Remains calm and maintains performance level in stressful situations.
- Works quickly and effectively.

Examples of Assessment Criteria

- Remains calm, cool and collected.
- Keeps his or her concentration.
- Is able to listen, even in stressful situations.
- Remains respectful and polite in difficult communication situations.
- Analyzes the situation calmly even when under stress.
- Does not make hasty decisions.
- Keeps the objectives and priorities in mind, even under pressure.
- Plans his or her activities according to time constraints and unexpected situations.
- Remains effective despite constraints.
- Is able to structure his or her arguments and explanations in stressful situations or in the face of opposition.

Exemples de capacités connexes

- Organiser son travail.
- Voir aussi « Planifier », « Organiser » et « Gérer son temps ».

Exemples de définitions

- Garde son calme et maintient son niveau de rendement dans les situations difficiles.
- Travaille vite et bien.

Exemples de critères d'évaluation

- Reste calme et agit posément et de façon rationnelle.
- Garde sa capacité de concentration.
- Peut écouter, même en situation de stress.
- Conserve une attitude respectueuse et polie dans des situations de communications difficiles.
- Analyse la situation calmement, malgré le stress.
- Ne prend pas de décisions hâtives.
- Garde en vue les objectifs et les priorités, en dépit du stress.
- Planifie ses activités en fonction des contraintes de temps et des imprévus.
- Maintient son efficacité malgré les contraintes.
- Peut structurer ses arguments et ses explications malgré le stress ou les oppositions.

15 LEAD | EXERCER UN LEADERSHIP

Examples of Related Abilities

- Manage
- Coach
- See also "Manage by action", "Facilitate" and "Communicate" and, in the *Glossary of Personal Suitability*, "Leadership".

Examples of Definitions

- Develops or promotes the vision and facilitates the achievement of objectives.
- Readily accepts responsibilities and change.
- Influences the opinions, attitudes and behaviour of others.
- Earns respect and attention.

Examples of Assessment Criteria

- Sets an example for others by respecting the organization's values, principles, vision and direction.
- Promotes the vision and mobilizes and empowers others in order to achieve results.
- Asserts his or her point of view so as to bring about agreement or a change in behaviour.
- Enables and encourages employees to develop and advance.
- Recognizes and encourages individual and group efforts.
- Fosters an environment conducive to teamwork, creativity, innovation and initiative.
- Evaluates results, gives and receives appropriate instructions, and follows up.
- Encourages others to excel.
- Exercises leadership in order to guide personnel.
- Motivates and encourages employees.

Exemples de capacités connexes

- Gérer
- Encadrer
- Voir aussi « Gérer par l'action », « Faciliter » et « Communiquer » et, dans le *Glossaire des qualités personnelles*, « Leadership ».

Exemples de définitions

- Élabore ou promeut la vision et facilite l'atteinte des objectifs.
- Accepte volontiers les responsabilités et le changement.
- Exerce une influence sur les opinions, les attitudes et le comportement des autres.
- Se fait respecter et écouter.

Exemples de critères d'évaluation

- Prêche par l'exemple en respectant les valeurs, les principes, la vision et l'orientation de l'organisation.
- Promeut la vision, mobilise et responsabilise les autres pour atteindre des résultats.
- Fait valoir son point de vue de façon à susciter l'adhésion ou un changement de comportement.
- Encourage les employés et leur permet de se perfectionner et de progresser.
- Reconnaît et encourage les efforts individuels et collectifs.
- Favorise un environnement propice au travail d'équipe, à la créativité, à l'innovation et à l'initiative.
- Évalue les résultats, formule et reçoit des instructions pertinentes et assure le suivi.
- Incite les autres à se dépasser.
- Exerce un leadership pour guider le personnel.
- Motive et encourage les employés.

16 FUNCTION IN A COMPUTERIZED ENVIRONMENT

Examples of Definitions

- Performs his or her duties in a computerized environment, is open and adapts to rapid technological change.

Examples of Assessment Criteria

- Maximizes the available technological resources.
- Adapts his or her work methods to new technologies.
- Makes effective use of computer equipment and tools in order to meet performance requirements.
- Learns about and uses the information technology products available in the department.
- Keeps up-to-date on new technologies.

FONCTIONNER DANS UN ENVIRONNEMENT INFORMATISÉ

Exemples de définitions

- Accomplit ses fonctions dans un milieu informatisé, fait preuve d'ouverture d'esprit et s'adapte à l'évolution rapide de la technologie.

Exemples de critères d'évaluation

- Tire le maximum des ressources technologiques disponibles.
- Modifie ses méthodes de travail en fonction des nouvelles technologies.
- Utilise avec efficacité le matériel et les outils informatiques pour satisfaire aux normes de rendement.
- Apprend à utiliser et emploie la technologie de l'information disponible au Ministère.
- Se tient à l'affût des nouvelles technologies.

17 MAKE RECOMMENDATIONS AND GIVE ADVICE

Examples of Related Abilities

- See also "Monitor", "Solve problems" and "Communicate", and, in the *Glossary of Personal Suitability*, "Initiative" and "Judgement".

Examples of Definitions

- Informs parties of the possible steps, actions and options for dealing with a situation or problem and proposes the best solutions.

Examples of Assessment Criteria

- Devises and recommends practical and viable solutions on steps to take.
- Determines who has the ability and authority to solve the problem:
    a. if it is the candidate himself or herself, takes the necessary actions.
    b. if it is someone else, provides that person with the necessary information, offers effective alternatives and makes an appropriate recommendation.
- Suggests new ways of doing things.
- Expresses his or her opinions and ideas.
- Expresses disagreement without hesitation and in a constructive manner.
- Provides appropriate, clear, timely and sound advice.
- Provides advice that is properly researched and well reasoned.
- Informs the appropriate parties of serious incidents or issues that could affect objectives.
- Informs the parties involved of the possible solutions or measures to be taken to address a problem or situation.

FAIRE DES RECOMMANDATIONS ET PRODIGUER DES CONSEILS

Exemples de capacités connexes

- Voir aussi « Assurer le suivi », « Résoudre des problèmes » et « Communiquer » et, dans le *Glossaire des qualités personnelles*, « Initiative » et « Jugement ».

Exemples de définitions

- Informe les parties des démarches, actions et options possibles dans une situation ou pour un problème donné, et propose les meilleures solutions.

Exemples de critères d'évaluation

- Dégage et recommande des solutions pratiques et viables touchant les mesures à prendre.
- Détermine qui a la capacité et le pouvoir de régler le problème :
    a. si c'est lui ou elle : prend les mesures nécessaires;
    b. si c'est quelqu'un d'autre : s'assure de lui fournir toute l'information nécessaire, propose des solutions de rechange efficaces et fait une recommandation appropriée.
- Suggère de nouvelles méthodes de travail.
- Fait connaître ses opinions, ses idées.
- Exprime son désaccord sans hésitation et de façon constructive.
- Donne des conseils pertinents, précis, opportuns et de qualité.
- Offre des conseils judicieux.
- Informe qui de droit des incidents ou des questions sérieuses qui peuvent avoir des répercussions sur les objectifs.
- Informe les parties concernées des solutions possibles ou des mesures à prendre face à un problème ou à une situation.

Glossary of Personal Suitability

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1 INTEGRITY*

Examples of Related Abilities

- Ethics
- Discretion
- Professionalism
- See also "Interpret" in the *Glossary of Abilities/Skills* .

Examples of Definitions

- Does his or her job in an equitable, honest and ethical manner.
- Adheres to the organization's values and objectives and protects the public interest.

Examples of Assessment Criteria

- Is discreet.
- Respects the confidentiality of information.
- Knows when to be discreet and is assertive when necessary.
- Honours commitments.
- Shares the information required in order to achieve results.
- Recognizes the successes, ideas and contribution of others.
- Is impartial and fair in delegating tasks and assignments.
- Represents the organization in a professional manner.
- Admits his or her errors and accepts the consequences of his or her actions.
- Is honest and avoids placing himself or herself in a conflict of interest or apparent conflict of interest.
- Remains non-partisan.
- Uses transparent processes.
- Acts and negotiates in good faith.

* This quality is also included in the Statement of Ethical Values of PWGSC's Ethics Program. See:
http://source.pwgsc.gc.ca/dm/text/ethics-e.html

INTÉGRITÉ**

Exemples de capacités connexes

- Éthique
- Discrétion
- Professionnalisme
- Voir aussi « Interpréter » dans le *Glossaire des capacités/compétences* .

Exemples de définitions

- S'acquitte de ses fonctions de façon équitable et honnête, en respectant l'éthique.
- Adhère aux valeurs et aux objectifs de l'organisation et protège l'intérêt public.

Exemples de critères d'évaluation

- Fait preuve de discrétion.
- Respecte la confidentialité de l'information.
- Sait quand la discrétion s'impose et s'affirme au besoin.
- Respecte ses engagements.
- Partage l'information nécessaire à la réalisation des résultats.
- Reconnaît les succès, les idées et la contribution des autres.
- Fait preuve d'impartialité et d'équité dans la délégation des tâches et des affectations.
- Représente l'organisation de manière professionnelle.
- Admet ses erreurs et accepte les conséquences de ses actes.
- Fait preuve d'honnêteté et évite de se placer dans des situations de conflit d'intérêts ou d'apparence de conflit d'intérêts.
- Évite la partisanerie.
- Emploie des processus transparents.
- Agit et négocie de bonne foi.

** Cette qualité est aussi incluse dans l'Énoncé des valeurs morales du programme d'éthique de TPSGC. cf. :
http://source.tpsgc.gc.ca/dm/text/ethics-f.html

2 RESPECT *

Examples of Related Abilities

- Politeness
- Courtesy
- Civility
- See also "Effective interpersonal relationships".

Examples of Definitions

- Recognizes the value of others and is considerate and courteous toward them.
- Respects the spirit of the law in applying Acts, regulations, procedures and policies.

Examples of Assessment Criteria

- Demonstrates equity, courtesy and consideration for others in relationships with them.
- Takes into account different values and cultural backgrounds by demonstrating openness to the ideas of others.
- Recognizes the abilities of others by asking their opinion, regardless of their level and status, to facilitate the achievement of the end result.
- Recognizes the needs of others, particularly the need to balance personal and professional life.
- Recognizes and accepts rules and guidelines, as well as departmental standards and limits.
- Performs work in compliance with the spirit of the law.
- Respects both official languages.
- Considers the use of time by others and takes into account the pressures on them and their commitments.
- Demonstrates a positive and constructive attitude toward the organization.
- Allows differences of opinion.

This quality is also included in the Statement of Ethical Values of PWGSC's Ethics Program. See: http://source.pwgsc.gc.ca/dm/text/ethics-e.html

RESPECT **

Exemples de capacités connexes

- Politesse
- Courtoisie
- Civilité
- Voir aussi « Relations interpersonnelles efficaces ».

Exemples de définitions

- Reconnaît la valeur des autres et fait preuve de considération et de courtoisie à leur égard.
- Respecte l'esprit de la loi dans l'application des lois, règlements, procédures et politiques.

Exemples de critères d'évaluation

- Fait preuve d'équité, de courtoisie et de prévenance dans ses relations avec les autres.
- Tient compte des valeurs et des antécédents culturels différents, en faisant preuve d'ouverture d'esprit.
- Reconnaît les compétences des autres en leur demandant leur avis, quels que soient leur niveau et leur statut, afin de favoriser l'atteinte du résultat final.
- Reconnaît les besoins des autres, notamment celui d'équilibrer vie personnelle et vie professionnelle.
- Reconnaît et accepte les règles et les consignes ainsi que les normes et les limites ministérielles.
- Effectue son travail en conformité avec l'esprit de la loi.
- Respecte les deux langues officielles.
- Tient compte de l'emploi du temps des autres, des contraintes auxquelles ils font face et de leurs engagements.
- Manifeste une attitude positive et constructive à l'égard de son organisation.
- Permet les divergences d'opinion.

Cette qualité est aussi incluse dans l'Énoncé des valeurs morales du programme d'éthique de TPSGC. cf. : http://source.tpsgc.gc.ca/dm/text/ethics-f.html

3 CLIENT SERVICE ORIENTATION

SENS DU SERVICE À LA CLIENTÈLE

Examples of Related Abilities

- Client service
- Know-how
- See also "Effective interpersonal relationships".

Examples of Definitions

- Understands the needs of internal and external clients and addresses them in the light of defined service standards.
- Focuses on clients' needs and results.
- Seeks opportunities to improve service.
- Strives to achieve results in order to meet clients' needs.
- Contributes to the organization's success by providing high-quality services as efficiently and economically as possible and with integrity.

Examples of Assessment Criteria

- Meets deadlines.
- Abides by agreements with clients.
- Is available and gives priority to providing quick and reliable service tailored to clients' needs.
- Finds out clients' needs and whether the clients were satisfied.
- Listens to clients' needs and responds in a proactive manner.
- Helps clients clearly understand the services provided and the costs involved.
- Treats clients fairly and courteously, taking into account their individual needs and recognizing their rights.
- Provides informed advice consistent with established rules and regulations.
- Gives clients the opportunity to describe their needs and to participate in decisions that affect them.
- Accepts comments and regularly assesses the quality of client service with a view to improving it.
- Establishes partnerships both within and outside the Public Service.
- Is proud of the service provided and promotes the value of the services to clients.
- Keeps abreast of client objectives.

Exemples de capacités connexes

- Service à la clientèle
- Savoir-faire
- Voir aussi « Relations interpersonnelles efficaces ».

Exemples de définitions

- Comprend les besoins des clients internes et externes et y répond en fonction de normes de services définies.
- Met l'accent sur les besoins des clients et les résultats.
- Recherche des possibilités d'améliorer le service.
- S'efforce d'obtenir des résultats afin de satisfaire les besoins de la clientèle.
- Contribue au succès de l'organisation en fournissant, avec intégrité, des services de qualité de la manière la plus efficace et la plus économique possible.

Exemples de critères d'évaluation

- Respecte les délais.
- Respecte les ententes convenues avec ses clients.
- Est disponible et accorde la priorité à la prestation d'un service fiable, rapide et adapté aux besoins des clients.
- S'informe des besoins et de la satisfaction des clients.
- Porte attention aux besoins du client et y répond de manière proactive.
- Aide le client à comprendre clairement les services offerts et les coûts inhérents.
- Traite les clients avec équité et courtoisie, en tenant compte de leurs besoins particuliers et en reconnaissant leurs droits.
- Fournit des conseils éclairés dans le respect des règles et des règlements établis.
- Permet aux clients de décrire leurs besoins et de participer aux décisions qui les concernent.
- Accepte les commentaires et évalue régulièrement la qualité du service aux clients de façon à l'améliorer.
- Établit des partenariats à l'intérieur et à l'extérieur de la fonction publique.
- Tire fierté du service fourni et fait la promotion de la valeur des services auprès des clients.
- Se tient au courant des objectifs de la clientèle.

4 CREATIVITY	CRÉATIVITÉ

Examples of Related Abilities

- Innovation
- Inventiveness
- Ingenuity
- Entrepreneurship
- See also "Flexibility" and "Initiative".

Examples of Definitions

- Demonstrates originality in developing new concepts, theories or procedures or in improving, modifying or replacing existing techniques or practices.

Examples of Assessment Criteria

- Suggests original and unique solutions to problems and situations.
- Comes up with creative and dynamic approaches to dealing with changes in the work environment.
- Views problems from a fresh perspective and demonstrates a willingness to question traditional solutions.
- Combines elements of different solutions to increase the chances of success.
- Expresses his or her ideas.

Exemples de capacités connexes

- Innovation
- Inventivité
- Ingéniosité
- Esprit d'entreprise
- Voir aussi « Flexibilité » et « Initiative ».

Exemples de définitions

- Fait preuve d'originalité dans l'élaboration de nouveaux concepts, de nouvelles théories ou de nouvelles procédures, ou dans l'amélioration, la modification ou le remplacement de techniques ou de pratiques existantes.

Exemples de critères d'évaluation

- Propose des solutions uniques et originales à un problème ou à une situation.
- Imagine des façons créatives et dynamiques d'aborder les changements dans le milieu de travail.
- Considère les problèmes sous un angle nouveau et remet volontiers en question les solutions classiques.
- Agence les éléments de diverses solutions pour accroître les chances de succès.
- Exprime ses idées.

5 DEPENDABILITY	FIABILITÉ

Examples of Related Abilities

- Credibility
- Dedication
- Maturity
- Responsibility
- Reliability

Examples of Definitions

- Is reliable and punctual.
- Achieves consistent, satisfactory results within established time frames.
- Performs work consistently and competently.
- Adapts easily to change.

Examples of Assessment Criteria

- Performs duties with minimal supervision.
- Performs duties within the required deadlines.
- Can manage a heavy workload and asks for help when necessary.
- Works effectively under pressure.
- Is punctual and reliable at work.
- Makes well-thought-out and ethical decisions.
- Conducts himself or herself honestly and appropriately at all times.
- Has an eye for details.

Exemples de capacités connexes

- Crédibilité
- Conscience professionnelle
- Maturité
- Sens des responsabilités
- Digne de confiance

Exemples de définitions

- Fait preuve d'assiduité et de ponctualité.
- Obtient des résultats satisfaisants et constants dans les délais prévus.
- Exécute son travail avec constance et compétence.
- S'adapte facilement au changement.

Exemples de critères d'évaluation

- Effectue les tâches avec un minimum de supervision.
- S'acquitte de ses tâches dans les délais prescrits.
- Peut gérer une lourde charge de travail, et demande de l'aide au besoin.
- Travaille efficacement dans un climat de tension.
- Fait preuve de ponctualité et d'assiduité au travail.
- Prend des décisions réfléchies et éthiques.
- Se comporte d'une façon honnête et convenable en tout temps.
- Porte attention aux détails.

6 EFFECTIVE INTERPERSONAL RELATIONSHIPS	RELATIONS INTERPERSONNELLES EFFICACES

Examples of Related Abilities

- Pleasant manner
- Tact
- Diplomacy
- Courtesy
- See also "Respect" and "Client service orientation".

Examples of Definitions

- Establishes and maintains good working relationships based on listening and respect in order to help the organization move forward.

Exemples de capacités connexes

- Affabilité
- Tact
- Diplomatie
- Courtoisie
- Voir aussi « Respect » et « Sens du service à la clientèle ».

Exemples de définitions

- Établit et maintient de bonnes relations de travail fondées sur l'écoute et le respect, de manière à faire progresser l'organisation.
- Reconnaît l'aspect humain des questions et le

- Recognizes the human side of issues and the need to maintain positive relationships with people.
- Interacts and co-operates with others in order to achieve good results.
- Deals with people in difficult situations, avoids potential conflicts and facilitates the achievement of a common goal.
- Creates and maintains strong and productive relationships with clients.

Examples of Assessment Criteria

- Is open and listens to others, and respects and considers their ideas, opinions, needs and interests.
- Readily accepts differences and diversity.
- Is empathetic, especially toward people with different values and cultural backgrounds or with special needs.
- Seeks solutions that are acceptable to everyone.
- Works with others to achieve results.
- Co-operates with co-workers and business partners and treats them fairly.
- Is discreet both professionally and personally
- Uses tact and maintains composure in difficult situations.
- Reconciles different opinions to avoid conflicts.
- Resolves conflicts in an open and constructive fashion.
- Knows when to speak and when to keep quiet.
- Is courteous, respectful and polite toward others.
- Puts others at ease.
- Builds rapport and inspires confidence.
- Is professional.
- Demonstrates integrity in sensitive situations.

besoin d'entretenir de bons rapports avec les gens.
- Obtient de bons résultats grâce à l'interaction et à la collaboration avec autrui.
- Traite avec autrui dans des situations difficiles, évite les risques de dissension et facilite l'atteinte d'un objectif commun.
- Crée et entretient des relations solides et productives avec les clients.

Exemples de critères d'évaluation

- Fait preuve d'ouverture d'esprit, prête une oreille attentive aux autres, respecte leurs idées, opinions, besoins et intérêts, et en tient compte.
- Accepte volontiers les différences et la diversité.
- Montre de l'empathie, notamment à l'égard des personnes qui ont des valeurs ou des antécédents culturels différents, ou des besoins particuliers.
- Recherche des solutions favorables à tous.
- Atteint des résultats par la collaboration.
- Collabore avec ses collègues de travail et les partenaires d'affaires et les traite avec impartialité.
- Fait preuve de discrétion sur le plan personnel et professionnel.
- Fait preuve de tact et de sang-froid dans des situations difficiles.
- Concilie les divergences pour prévenir les différends.
- Resolves conflicts in an open and constructive fashion.
- Sait quand parler et quand se taire.
- Fait preuve de courtoisie, de respect et de politesse à l'égard des autres.
- Met les gens à l'aise.
- Sait créer des liens et inspirer confiance.
- Fait preuve de professionnalisme.
- Fait preuve d'intégrité dans des situations délicates.

7   FLEXIBILITY

Examples of Related Abilities

- Adjustability
- Adaptability
- Openness toward the ideas of others
- See also "Creativity" and, in the *Glossary of Abilities/Skills*, "Solve problems".

Examples of Definitions

- Adapts easily to change and new ways of doing things.
- Adapts positively to new situations or ways of doing things.
- Reacts well and adapts to new situations and priorities.
- Thinks of appropriate alternatives or adopts new work methods.

Examples of Assessment Criteria

- Adjusts to different methods, situations, individuals or groups.
- Redefines or modifies priorities according to needs.
- Adapts well to uncertainty, difficult situations and operational stress.
- Maintains level of productivity during transition periods.
- Adjusts to unexpected circumstances.
- Accepts changes to policies and procedures.
- Adapts positively to change.
- Accepts suggestions and comments or feedback willingly.
- Performs less pleasant tasks.

FLEXIBILITÉ

Exemples de capacités connexes

- Flexibilité
- Adaptabilité
- Ouverture d'esprit
- Voir aussi « Créativité » et, dans le *Glossaire des capacités/compétences*, « Résoudre des problèmes ».

Exemples de définitions

- S'adapte facilement au changement et aux nouvelles façons de faire.
- S'adapte de façon positive aux nouvelles situations ou façons de faire.
- Réagit et s'adapte aux nouvelles situations et priorités.
- Envisage des solutions de rechange appropriées ou adopte de nouvelles méthodes de travail.

Exemples de critères d'évaluation

- S'adapte à différentes méthodes, situations, personnes ou à différents groupes.
- Redéfinit ou modifie l'ordre des priorités en fonction des besoins.
- S'adapte bien à l'incertitude, aux situations difficiles et au stress opérationnel.
- Maintient son niveau de productivité durant les périodes de transition.
- S'accommode des circonstances imprévues.
- Accepte les changements apportés aux politiques et aux procédures.
- S'adapte positivement au changement.
- Accepte volontiers les suggestions et les commentaires ou la rétroaction.
- Accomplit des tâches moins plaisantes.

8 INITIATIVE

Examples of Related Abilities

- Proactive approach
- Entrepreneurship
- See also "Creativity", "Focus on results", and "Self-sufficiency" and, in the *Glossary of Abilities/Skills*, "Make recommendations and give advice".

Examples of Definitions

- Takes steps to influence the course of events instead of passively accepting the *status quo*.
- Strives to design and organize activities and to carry them through to completion.
- Undertakes new activities without specific instructions.
- Undertakes activities by himself or herself.

Examples of Assessment Criteria

- Follows through on activities and goes beyond what is expected of him or her.
- Takes responsibility for his or her professional development.
- Anticipates events rather than reacts to them, and takes the necessary action.
- Comes up with original ideas, innovative approaches or solutions to problems.
- Strives to improve organizational performance.
- Is proactive; goes beyond what is expected of him or her.
- Remedies a situation by taking corrective action, not by laying blame.

INITIATIVE

Exemples de capacités connexes

- Dynamisme
- Esprit d'entreprise
- Voir aussi « Créativité », « Orientation axée sur les résultats », « Autonomie » et, dans le *Glossaire des capacités/compétences* , « Faire des recommandations et de prodiguer des conseils ».

Exemples de définitions

- Prend des mesures pour influencer le cours des événements plutôt que d'accepter passivement le *statu quo*.
- S'efforce de créer, d'organiser et de mener à bonne fin des activités.
- Entreprend de nouvelles activités sans instructions précises.
- Entreprend des actions de lui-même ou d'elle-même.

Exemples de critères d'évaluation

- Assure le suivi des activités et dépasse le cadre de ses attributions.
- Assume la responsabilité de son perfectionnement professionnel.
- Prévoit les événements plutôt que d'y réagir, et prend les mesures qui s'imposent.
- Trouve des idées originales, des approches ou des solutions novatrices aux problèmes.
- Cherche à améliorer le rendement de l'organisation.
- Adopte une démarche proactive; va au-delà de ce qui lui est demandé.
- Remédie à une situation en prenant des mesures correctives plutôt qu'en jetant le blâme sur quelqu'un.

9 JUDGEMENT

Examples of Related Abilities

- Rationality
- Discernment
- Perceptiveness
- See also "Interpret", "Solve problems", "Negotiate" and "Make recommendations and give advice" in the *Glossary of Abilities/Skills*.

Examples of Definitions

- Makes well-thought-out decisions by weighing the pros and cons.
- Sees beyond the obvious and superficial.
- Makes appropriate, logical and practical decisions.
- Observes and analyses rather than reacts emotionally.

Examples of Assessment Criteria

- Defines the nature and scope of the problem or situation.
- Gathers all the information before committing himself or herself and avoids making decisions on an issue that he or she has not studied in depth.
- Compares and weighs all the possibilities before making a decision or recommending a solution to a problem.
- Distinguishes between fact, the perception of fact and the interpretation of fact.
- Forms an accurate picture of the situation in his or her mind.
- Understands what lies behind a particular situation.
- Is willing to request and accept advice.

JUGEMENT

Exemples de capacités connexes

- Rationalité
- Discernement
- Perspicacité
- Voir aussi « Interpréter », « Résoudre des problèmes », « Négocier » et « Faire des recommandations et de prodiguer des conseils » dans le *Glossaire des capacités/compétences*.

Exemples de définitions

- Prend des décisions éclairées en pesant le pour et le contre.
- Voit plus loin que l'évidence ou la superficialité des choses.
- Prend des décisions adéquates, logiques et pratiques.
- Privilégie l'observation et l'analyse plutôt que les réactions émotives.

Exemples de critères d'évaluation

- Définit la nature et l'ampleur d'un problème ou d'une situation.
- Recueille toute l'information nécessaire avant de se prononcer et évite de prendre des décisions sur une question sans la connaître à fond.
- Compare et évalue toutes les possibilités avant de prendre une décision ou de recommander une solution à un problème.
- Distingue entre un fait, la perception d'un fait et l'interprétation d'un fait.
- Se forme une image exacte de la réalité.
- Comprend les circonstances implicites.
- Accepte de demander et de recevoir des conseils.

10 LEADERSHIP

Examples of Related Abilities

- Influence
- Persuasion
- See also "Manage by action" and "Lead" in the *Glossary of Abilities/Skills* .

Examples of Definitions

- Develops and promotes the organization's vision and facilitates the achievement of objectives.
- Motivates others and helps them take responsibility for themselves and to accept change.
- Influences the opinions, attitudes and/or behaviour of others in order to direct everyone toward a common goal.

Examples of Assessment Criteria

- Promotes the organization's principles, values, vision and direction.
- Promotes the merits of the vision, raises awareness about the achievement of the objectives.
- Fosters an environment conducive to teamwork, creativity, innovation, initiative and change.
- Evaluates results, gives and receives appropriate comments, and follows up.
- Recognizes and encourages individual and group efforts.
- Encourages others to excel.
- Persuades others to accept his or her point of view and influences behaviour.

LEADERSHIP

Exemples de capacités connexes

- Influence
- Persuasion
- Voir aussi « Gérer par l'action » et « Exercer un leadership » dans le *Glossaire des capacités/compétences* .

Exemples de définitions

- Élabore et promeut la vision de l'organisation et facilite la réalisation des objectifs.
- Motive les autres et les aide à se prendre en main et à accepter le changement.
- Influe sur les opinions, les attitudes et/ou les comportements afin que tous tendent vers un même but.

Exemples de critères d'évaluation

- Promeut les principes, les valeurs, la vision et l'orientation de l'organisation.
- Vante les mérites de la vision, sensibilise les gens à l'atteinte des objectifs.
- Favorise un environnement propice au travail d'équipe, à la créativité, à l'innovation, à l'initiative et au changement.
- Évalue les résultats, donne et reçoit des commentaires pertinents et assure un suivi.
- Reconnaît et encourage les efforts individuels et collectifs.
- Incite les autres à exceller.
- Fait accepter son point de vue et influe sur les comportements.

11 MOTIVATION TO LEARN AND TO MOVE FORWARD	MOTIVATION À APPRENDRE ET À PROGRESSER

Examples of Related Abilities

- Willingness to learn and develop
- Self-motivation
- Openness to change
- Commitment
- Enthusiasm
- Eagerness

Examples of Definitions

- Accepts change, learns continuously and adapts to circumstances.
- Seeks opportunities to learn and to hone his or her knowledge, both professionally and personally.

Examples of Assessment Criteria

- Takes charge of his or her professional development through a continuous learning process.
- Evaluates himself or herself (i.e. recognizes his or her successes and learns from his or her mistakes).
- Identifies new trends and modifies his or her work methods according to client and organizational needs.
- Demonstrates a winning attitude toward the organization.
- Sets ambitious but realistic goals for himself or herself.
- Listens and asks questions.
- Ventures into uncharted territory.
- Seeks challenges.
- Compares ideas and information.
- Looks for ways to apply his or her knowledge.
- Helps others and shares information and experience.

Exemples de capacités connexes

- Soif d'apprendre et de s'améliorer
- Motivation personnelle
- Ouverture au changement
- Engagement
- Enthousiasme
- Ardeur

Exemples de définitions

- Accepte le changement, apprend sans cesse et s'adapte aux circonstances.
- Recherche des occasions d'apprendre et de parfaire ses connaissances sur le plan professionnel et personnel.

Exemples de critères d'évaluation

- Assume son perfectionnement professionnel grâce à un processus d'apprentissage continu.
- S'auto-évalue, c'est-à-dire reconnaît ses succès et apprend de ses erreurs.
- Décèle les nouvelles tendances et modifie ses méthodes de travail en fonction des besoins des clients et de l'organisation.
- Adopte une attitude dynamique envers son organisation.
- Se fixe des objectifs ambitieux mais réalistes.
- Écoute et pose des questions.
- S'aventure en terre inconnue.
- Recherche les défis.
- Compare des idées et de l'information.
- Cherche des façons d'appliquer ses connaissances.
- Aide les autres et partage information et expérience.

12 FOCUS ON RESULTS | ORIENTATION AXÉE SUR LES RÉSULTATS

Examples of Related Abilities

- See also "Initiative".

Examples of Definitions

- Pulls together the necessary elements and gets the co-operation required to complete work as quickly as possible, in the most cost-effective manner and in compliance with the highest quality standards.
- Participates in defining duties, problems and opportunities and initiates activities that are likely to improve practices.
- Finds alternative solutions to problems.
- Balances work quality and deadlines.

Examples of Assessment Criteria

- Readily shares resources and information in order to meet deadlines.
- Anticipates needs quickly in order to move on to the preliminary phase as soon as possible.
- Optimizes meetings by following the established agenda and schedule.
- Obtains comments from others early in the process in order to set priorities and identify problems.
- Is willing to work overtime, particularly during busy periods, while at the same time setting limits for himself or herself.
- Goes beyond expectations (initiative, improvization and innovation) in order to get results.
- Is punctual and reliable.
- Is effective and efficient; achieves objectives without wasting time.
- Makes the most of working hours.
- Completes assigned tasks.
- Controls the quality of his or her work.
- Seeks the support required to achieve results.

Exemples de capacités connexes

- Voir aussi « Initiative ».

Exemples de définitions

- Agence les éléments et obtient la collaboration dont il a besoin pour accomplir son travail dans les meilleurs délais, au meilleur coût et selon les meilleures normes de qualité.
- Participe à la définition des tâches, des problèmes et des possibilités, et amorce des activités susceptibles d'améliorer les pratiques.
- Trouve d'autres solutions aux problèmes.
- Trouve un équilibre entre la qualité du travail et les délais à respecter.

Exemples de critères d'évaluation

- Partage les ressources et l'information d'emblée, afin de respecter les délais.
- Prévoit rapidement les besoins afin de passer à l'étape préparatoire dès que possible.
- Tire le maximum des réunions en respectant l'ordre du jour et l'horaire prévus.
- Obtient les commentaires des autres au début du processus afin d'établir l'ordre des priorités et de cerner les problèmes.
- Accepte de faire des heures supplémentaires, en particulier durant les périodes de pointe, tout en se fixant des limites.
- Déborde le cadre de ses attributions (initiative, improvisation et innovation) afin d'obtenir des résultats.
- Fait preuve de ponctualité et d'assiduité.
- Fait preuve d'efficacité et d'efficience; atteint les objectifs sans perdre de temps.
- Tire le maximum de ses heures de travail.
- Termine les tâches déjà entreprises.
- Contrôle la qualité de son travail.
- Recherche l'appui nécessaire à l'atteinte des résultats.

13 SELF-SUFFICIENCY

Examples of Related Abilities

- Self-direction
- Independence
- Resourcefulness
- See also "Initiative".

Examples of Definitions

- Is able to work from general instructions and use available resources before asking for help.
- Uses the same work methods, with or without supervision.

Examples of Assessment Criteria

- Acts on his or her own.
- Works with minimal supervision.
- Carries out duties on his or her own.
- Finds solutions to problems.
- Does not seek the approval of others for very simple tasks.
- Finds and corrects own mistakes.
- Prepares own plan of action.
- Sets priorities.
- Controls the quality of his or her own work.

AUTONOMIE

Exemples de capacités connexes

- Autosuffisance
- Indépendance
- Débrouillardise
- Voir aussi « Initiative ».

Exemples de définitions

- Est capable de travailler à partir de directives générales et d'utiliser les ressources disponibles avant de demander de l'aide.
- Maintient sa façon de faire, avec ou sans encadrement.

Exemples de critères d'évaluation

- Agit de son propre chef.
- Travaille avec un minimum d'encadrement.
- Effectue son travail en autonomie.
- Trouve des solutions aux problèmes.
- Ne sollicite pas l'approbation des autres pour la tâche la plus simple.
- Relève et corrige ses erreurs.
- Établit son propre plan d'action.
- Établit l'ordre des priorités.
- Contrôle la qualité de son travail.

14 THOROUGHNESS

Examples of Related Abilities

- Attention to detail
- Accuracy
- Exactness
- Précision
- Quality of work

Examples of Definitions

- Ensures that work is done correctly and fully.
- Is able to take into consideration all aspects of the work.
- Learns all details to ensure that work runs smoothly.

Examples of Assessment Criteria

- Handles all aspects of work well.
- Does the work with precision and attention to aesthetics.
- Ensures that information is adequately substantiated.
- Does high-quality work.
- Pays attention to details.

SOUCI DU DÉTAIL

Exemples de capacités connexes

- Minutie
- Rigueur
- Exactitude
- Précision
- Qualité du travail

Exemples de définitions

- S'assure que le travail est effectué correctement et entièrement.
- Est à même de tenir compte de tous les aspects du travail.
- Cerne les détails pour s'assurer que le travail se fait bien.

Exemples de critères d'évaluation

- S'acquitte bien de tous les aspects du travail.
- Accomplit ses tâches avec exactitude et dans le souci de l'esthétique.
- S'assure d'étayer suffisament l'information.
- Accomplit un travail de qualité élevée.
- Prête attention aux détails.

SCALED COMPETENCY CATALOGUE

TABLE OF CONTENTS

BEHAVIOURAL COMPETENCIES

Conceptual Thinking is the ability to identify the links, patterns or connections between situations that are not obviously related, and to identify key or underlying issues in cognitively complex situations. It includes using creative, conceptual or inductive reasoning.

N.B.: *Conceptual Thinking* is based on *Judgement/Analytical Thinking*. When *Conceptual Thinking* is present in a competency profile at level 3 or higher, *Analytical Thinking* is assumed and may (after serious analysis) be omitted from the profile. However, *Conceptual Thinking* is sufficiently different from *Creative Thinking* for both to be in the same profile.

(Scope of the progression: Level of complexity and abstraction of the issues)

FACTORS:

1. **Uses Basic Rules:** Uses relatively simple rules ("rules of thumb" or "simple decision trees"), common sense and past experience to identify problems that are usually concrete (as opposed to abstract). Recognizes when a current situation is exactly the same as a past situation and solves the current problem by using the solution that worked in the past.

2. **Sees Patterns** (i.e., relationships between information items): When looking at a situation, sees patterns, trends or missing pieces. Notices when a current situation is similar to a past situation, and identifies the similarities. Places relatively straightforward information into context and adapts a solution used in the past to the current problem (at this competency level, the problem is more or less concrete and the solution consists of modifying an approach used in the past).

3. **Applies Complex Concepts:** Uses knowledge of theory or of different past trends or situations to look at the current situation. Applies and modifies more or less abstract concepts or complex learning methods appropriately e.g., statistical process control, TQM, demographic analysis, managerial styles, organizational climate, etc. This is evidence of more sophisticated pattern recognition. Synthesizes a vast amount of information to draw reasonable conclusions. Develops proactive strategies that prevent, as well as solve problems.

4. Clarifies Complex Data or Situations: Makes complex (and often abstract) ideas or situations clear, simple, and understandable. Assembles ideas, issues and sophisticated observations into clear and useful explanations. Demonstrates a thorough understanding of interrelationships of diverse information and data. Reduces complex phenomena to their fundamental concepts. Builds conceptual frameworks to handle complex issues.

5. **Synthesizes Vast Amounts of Complex and Abstract Information:** Synthesizes vast amounts of highly complex and abstract information quickly and draws reasonable conclusions. Links apparently unrelated themes, identifies underlying issues. Views problems from several angles and considers alternate solutions and their impacts on various agendas, groups and interests. Balances numerous complex and abstract variables simultaneously. Converts abstract thoughts into clear orientation/direction.

Creative Thinking (CRT)

Creative Thinking is the ability to discover new opportunities and solutions for problems by looking beyond current practices. This may involve highly innovative problem-solving.

N.B.: *Creative Thinking* is often based on *Judgement/Analytical Thinking* and *Conceptual Thinking*. When *Creative Thinking* is present in a competency profile at level 3 or higher, *Analytical Thinking* is assumed and may (after serious analysis) be omitted from the profile (however, for certain roles, these competencies must be present in the same profile). Nevertheless, *Conceptual Thinking* is sufficiently different from *Creative Thinking* for both to be in the same profile.

(Progression of the scale: scope and lack of precedents)

FACTORS:

1. **Questions Convention al Work Methodology:** Diplomatically challenges the conventional approach. Recognizes when a situation calls for a different approach. Is open-minded when presented with a new perspective. Questions traditional assumptions and solutions that have not worked in the past.

2. **Has Innovative Ideas:** When looking at information, sees patterns, trends or missing pieces and generates new and innovative solutions to problems. Sees the big picture.

3. **Thinks Laterally to Identify New Solutions:** Thinks laterally in order to develop solutions or options that have not been used before. Develops new insights into long-standing problems. This includes applying and modifying concepts or ideas that have been used in other environments, but are not well-known in the current one.

4. **Creates New Concepts or Models:** Creates new concepts or models from own experience which have not been learned in previous education, or from colleagues or other sources. New models or principles are used to explain data or situations, resolve problems or do planning and forecasting. Develops new ideas resulting in major changes in policies/programs.

5. **Master**

   Demonstrates expert capability. Can address the most complex challenges, develop new

theories, approaches or methods.

Information Seeking (IS)

Information Seeking is driven by a desire to know more about work-related things, people or issues. It implies going beyond the questions that are routine or normally required in the job. It includes "digging" or pressing for exact information, resolution of discrepancies by asking a series of questions, or less-focused environmental "scanning" for potential learning opportunities or miscellaneous sources of information that may be of future use.

(Progression of the scale: degree of investment of time and effort in gathering data)

FACTORS:

1. **Accepts Situations or Information at Face Value:** Does not seek additional information about a situation, other than what is given.

2. **Questions:** Asks direct questions for the purpose of clarification to people who are present, or who are supposed to answer questions about the situation, such as people who are directly involved, although not necessarily present. Uses visible information.

3. **Digs Deeper:** Asks a series of probing questions to the person currently involved in order to go beyond the surface issues and information presented, and to discover the real root of a situation or a problem. Does not stop with the first answer, takes the initiative in finding out why something happened.

4. **Seeks Expert Advice:** Goes further in the search for information. For example, calls on experts, who are not personally involved, to seek their advice and obtain information; draws on their experiences.

5. **Uses Own Ongoing Systems:** Has personally and on his/her own initiative established ongoing systems or practices to obtain information ("management by walking around", regular informal meetings, etc.), including asking individuals to do regular information gathering for them.

Judgement/Analytical Thinking (J/AT)

Judgement and Analytical Thinking is the ability to analyse information in order to identify key issues, relationships or objectives, diagnose opportunities, make sound underline inferences from available information and draw logical conclusions (as opposed to the *Conceptual Thinking* and

Creative Thinking competencies). The thinking process is generally linear, using cause and effect relationships to analyse problems in a step-by-step way. At the highest level, the thinking process is often patterned, conceptual and abstract, demonstrating insight by making connections between situations or things that are not obviously related, and making effective decisions with the best information available.

N.B.: This competency is often a prerequisite for demonstrating *Conceptual Thinking* and/or *Creative Thinking*. If a competency profile includes one of these two competencies, the need to include *Judgement/Analytical Thinking* in the profile should be reviewed (if it is present at levels 1 or 2). However, for some roles, these competencies may be required in the same profile, especially if they are present at the lower levels.

(Progression of the scale: degree of complexity of the challenge faced)

FACTORS:

1. **Basic Thinking:** Breaks problems into simple lists of components, uses good judgement to determine what information is needed to assess a case/situation. A voids errors that, nevertheless, would be obvious to experienced colleagues. Deals with simple problems by using easy, practical solutions.

2. **Applies Sound Judgement when Analysing Problems or Situation:** Correctly identifies cause and effect relationships, connects parts of a problem with a single link (A leads to B); sees trends and patterns; identifies pros and cons in a situation or missing pieces in the information. Makes the appropriate "call" given what is known at the time.

3. **Applies Sound Judgement in Perplexing Situations:** Sees several potential causes of events, several consequences of actions, or multiple-part chains of events (A leads to B leads to C leads to D). Conducts "what-if' analysis. Through intelligent insight, repeatedly makes the correct call, even when faced with incomplete or contradictory data, including deciding against what might seem logical at the time.

4. **Applies Advanced Analytical Strategies and Sound Comprehensive Judgement to Complex Issues:** Systematically breaks large multi-dimensional problems or processes into component parts. Sees causes of events or anticipates obstacles or conclusions that would not be apparent to others. Modifies complex analytical techniques to integrate thinking into an appropriate conceptual framework; adds a "big picture" perspective to the analysis of others, and is almost always proved successful in hindsight.

5.   **Master**

Demonstrates expert capability. Can address the most complex challenges, develop new theories, approaches or methods.

Strategic Organizational Awareness (SOA)

Strategic Organizational Awareness is the ability to understand and develop effective work relationships in the department or in other organizations. This includes the ability to identify the real decision-makers, as well as the individuals who can informally influence the issues. This awareness also extends to foreseeing how new events or situations will affect individuals and groups within the department or within the client organization.

(Progression of the scale: degree and scope of understanding and usage of the informal organization)

FACTORS:

1. **Utilizes the Formal Structure:** Acts in accordance with the formal structure or hierarchy of the department, the "chain of command", positional power, rules and regulations, and standard operating procedure. Understands where own role fits within the official organizational chart. Positions decisions/projects by using the formal structure. Keeps directly related stakeholders informed.

2. **Utilizes Informal Structure, Climate and Culture:** understands and uses both formal and informal structures within the department (or the client organization). Identifies key actors and decision influencers. Applies own knowledge of informal structures when the formal structure does not work as well as expected.

3. **Addresses the Underlying Organizational Issues:** Recognizes and makes skilful use of the organizational culture, language and tools so as to obtain the best possible results. Understands and resolves the reasons for certain organizational practices or related problems. Is able to recognize the political forces that have an impact on the department (or the client organization) and use them to attain his or her objectives. Recognizes the implied organizational limits, namely what is possible or impossible at certain times and in certain situations.

4. **Understands the wider role of the department (and the client organization, as appropriate) within the federal government:** Demonstrates a deep understanding of the historical, sociological and political factors influencing the department, its culture and its practices. Through an insightful understanding of the informal groups within the organization, is able to become a true agent of change, promoting the acceptance of new ideas within the department and the harmonious development of new policies. Demonstrates an in-depth understanding of the social, political and cultural dynamics involved.

5. **Master**

   Demonstrates expert capability. Can address the most complex challenges, develop new theories. approaches or methods.

Action Management (AM)

Action Management is the ability to effectively <u>manage one's and others'</u> work - related <u>activities</u>. It is manifested as a recurring theme or tone when assigning work and "telling people what to do". It involves taking necessary and appropriate measures to achieve the expected results. It also emphasizes ensuring that desired behavioural standards are met, and holding all people accountable to them.

N.B.: Attempts to persuade or convince others to comply is *Influence*, and does not necessarily involve monitoring the performance of duties and compliance with standards. Also not to be confused with *Team Leadership*.

(Progression of the scale: degree of appropriate involvement in managing others)

FACTORS:

1. **Gives Directions:** Gives a detailed explanation of the goal and what it means for the individual and the group. Delegates by using clear directions.

2. **Sets Limits:** Reminds others of agreed "room for manoeuvre"; firmly says "No" to unreasonable requests, or sets limits for others' behaviour. May structure situations to limit others' options, or to force them to take desired actions, or make desired resources available. Takes accountability for decisions.

3. **Demands Full Compliance with Standards:** Demands compliance with standards, demands high performance, insists on compliance with recommendations or requests, even if they are restricting. At this level, standards are communicated decisively, leaving employees with no room for interpretation or manoeuvre. Resolves conflicting resource allocations.

4. **Holds Employees Accountable for Performance:** Addresses employees in a respectful manner about performance problems. Reviews performance against clear standards or expectations.

5. **Effectively Deals with Poor Performance:** Addresses performance problems in a timely way by assessing performance against standards and taking action to improve performance. Includes moving poor performers to new are as to develop them.

Developing Other (DO)

Developing Others involves fostering the learning and development of others through formal and/or informal coaching, motivating, managing performance and/or mentoring, to fulfill the current and future competency requirements of the employees, colleagues and/or the organization. It includes encouraging the growth of individuals and providing a supporting environment where individuals feel comfortable applying their skills and experiences. It is

definitely not limited to formal positions of authority.

N.B.: This competency focuses on the acquisition of *behavioural* competencies as opposed to the *Sharing Expertise* competency which focuses instead on the acquisition of technical knowledge.

(Progression of the scale: from task oriented, skills acquisition to strategic, long term competency-based development)

FACTORS:

1. **Promotes Learning and Growth:** Contributes to, or creates, an environment that encourages personal and professional development and learning.

2. **Takes Action to Increase Others' Effectiveness:** Understands others' needs, their professional and personal issues or concerns. Facilitates learning and gives practical instruction, support and recognition to increase effectiveness. Asks questions, follows up or uses other methods to verify that people have acquired the new competencies.

3. **Coaches:** Creates a learning plan for each employee. Reassures and encourages others. Gives timely feedback in behavioural rather than personal terms and expresses positive expectations for future performance. Talks to others openly and directly about their performance and their development needs. Takes appropriate action to maximize strengths and address developmental concerns.

4. **Provides Learning Opportunity in a Challenging/Demanding Role or Assignment:** Observes individual competencies and provides advice concerning appropriately challenging work assignments, including the opportunity to learn from new responsibilities and to turn mistakes into positive learning experiences. Ensures that future human resource needs of the organization will be met through current action.

5. **Addresses Competency Needs of the Organization:** Understands the strategic competency needs of the organization. Within this context, observes individual strengths and weaknesses, and suggests approaches to improve or develop the required competencies. Arranges or suggests appropriate, helpful and meaningful assignments, formal training, appropriate job transfers or other opportunities to foster learning that transcends the individual's needs and impacts the branch or the whole PSC.

Team Leadership (TL)

Team Leadership consists of adopting the role of the leader of a group, or of a team. It implies a desire to lead others and capitalize on the strengths of all individuals to achieve greater results. Leadership is generally, but not always, exercised from a position of formal authority.

(Progression of the scale: satisfying the basic to complex needs of the team members)

FACTORS:

1. **Expresses Expectations:** Expresses positive expectations of others, speaks of group members in positive terms. Trusts that they know what they are doing; shows respect for others. (May also set meeting agendas and objectives, control time, give assignments to employees, etc.)

   Communicates a Direction: Keeps others informed about key policies, priorities, issues and events. Even if not required to share such information, communicates decisions to people who will be affected. Makes sure the group has all the necessary information. Explains, if necessary, the reasons for a decision.

2. **Encourages Group Participation:** Major concern is to get all group members to participate. Resolves conflicts, gives fair feedback (individual or collective), etc. Uses strategies to promote team morale and productivity (such as, but not limited to: team consolidation activities, informal recognition, decisions related to assignments, cross-training, etc.).

3. **Solicits and Values Employee Input:** Manages the process of group interaction in order to obtain new information and input. Is looking to learn from others, especially subordinates and peers. For example: Solicits ideas and opinions to help form decisions or plans, and uses the information contributed by the group.

4. **Looks after the Welfare of the Group:** Protects the group and its reputation vis-à-vis the larger organization or the community at large: obtains (or suggests) needed personnel, resources, and information for the group. Makes sure the practical needs of the group are met. Builds group spirit.

   Promotes Cross-Group Effectiveness: Uses strategies to promote team/group effectiveness, such as collaborative decision-making with other areas of the organization, or sharing resources with these areas to solve mutual problems.

5. **Positions Self as a Model, Charismatic Leader:** Ensures, by creating the proper climate, that others buy into leader's mission, goals, agenda, tone and policy. Sets a good example, models desired behaviour. Shows outstanding leadership.

   Communicates a Long- Term Vision: Has genuine "charisma", communicates a long-term vision that goes beyond the team and generates excitement, enthusiasm, and commitment to the organization' s mission and values.

Strategic Visioning & Alignment (SVA)

Strategic Visioning and Alignment consists of acting in accordance with PSC's vision, including grasping the meaning of trends and interrelationships between the PSC, branches and units, as well as its environment and its clients.

(Progression of the scale: scope of outlook (local vs. global/and degree of involvement in the

vision (alignment vs. creation of the vision)

FACTORS:

1. **Personal Alignment to Unit's Goals:** Analyses, reviews and aligns own actions against objectives of the work unit. Takes responsibility for adjusting direction/course of own work.

2. **Active monitoring of and alignment to environmental trends:** Monitors strategic initiative and trends in the environment and improves one's activities and operations accordingly. Expresses ideas about the future of one's own area relative to the organization mandate, mission and values.

3. **Creates Strategies:** Creates, for one's organization, the strategies and policies that realize the objectives and priorities of the Public Service Commission. Takes responsibility for organization's activities and policies.

4. **Generates Commitment to the Vision and Values:** Generates and instills excitement, enthusiasm and commitment for the vision and values, and for the strategies that realize these.

5. **Creates the Vision:** Creates the long term vision that will guide the organization into the future. Creates an organizational climate in which the vision and change can be realized

Effective Interactive Communication (EIC)

Effective Interactive Communication is the ability to clearly transmit information (orally, in writing, or through other means) and to actively listen to others, attentively considering their points of view in order to respond appropriately. It includes listening, understanding, and effectively adapting your message and its delivery.

(Progression of the scale: scope varies in terms of the sensitivity, complexity and scope of the message)

FACTORS:

1. **Pays Attention:** Is easily approachable and receptive to information. Actively listens to others (individuals or groups). Takes notes when appropriate, and can accurately repeat views stated by others.

2. **Clarifies and Confirms Understanding:** Actively seeks to ensure that the message being transmitted is clearly understood: asks questions to verify that he/she has correctly understood. Is receptive and responds in ways that communicate clear understanding of what others have said. Picks up indirect clues to other people's views.

3. **Communicates Effectively:** Presents ideas, proposals, concepts and other information with clarity, effectiveness and enthusiasm. Shows an awareness of their stated issues and concerns. Shares information in an open and direct manner to help others make informed decisions. Values and is sincere in encouraging the exchange of ideas.

4. **Tailors Communication to Audience:** Understands the underlying needs of the audience, reading beyond what is said/communicated by the audience, and anticipates others' responses. Adapts the level of language, style and tone to the audience. Identifies appropriate communication strategies to communicate with others clearly and concisely. Communicates effectively with people at all levels, within and outside of the department.

5. **Communicating for Maximum Impact:** Seeks opportunities and communicates the key messages of the organization in both the internal and external environment. Promotes the organization's interests through strategic communication plans. Adapts to a variety of audiences and contexts, such as presentations, media interviews, deliberations with regulatory bodies, etc. and to hostile or adversarial settings.

Persuasiveness/Influence (PI)

Persuasiveness/Influence implies a deep-rooted intention to persuade, convince, influence or impress others, in order to get them to go along with, or to support one's agenda. It is based on the desire to: have a planned impact or effect on others or on a situation; to make a specific type of impression; or to persuade others to adopt a course of action.

N.B.: Not to be confused with *Action Management* which is more specific to management and monitoring of work and compliance with standards. *Persuasiveness* is a personal skill with general applications. It covers a broader area than *Action Management*. In a way, *Action Management* assumes a certain level of persuasiveness.

(Progression of the scale: increase in complexity of the influencing strategy)

FACTORS:

1. **Presents Empirical Arguments to Persuade:** Uses direct persuasion in a discussion or

presentation (e.g., appeals to reason, data; uses concrete examples, visual aids, demonstrations, etc.). Negotiates by presenting technical facts.

Takes Various Actions to Persuade: Takes at least two separate actions to persuade. Includes minor preparation of data for presentation and combines factual information, assumptions, consequences or implications.

2. **Calculates one's Impact:** Adapts a presentation or discussion to appeal to the interest and level of others. Anticipates the effect of one's words, actions or other details on people. May take a well thought-out dramatic or unusual action in order to have a specific impact.

3. **Takes Multiple Customized Actions to Influence:** Takes at least two actions or steps to influence, with each step adapted to the specific audience. Anticipates and prepares for others' reactions. Looks for "win-win" opportunities.

4. **Influences through Others:** Uses experts or other third parties to influence. May assemble political coalitions, build "behind-the-scenes" support for ideas, deliberately manage information in order to have specific effects, use "group process skills" to lead or direct a group. Influences indirectly.

5. **Uses Complex Influence Strategies:** Uses complex influence strategies tailored to individual situations (e.g., using chains of indirect influence: "get A to show B so B will tell C such-and-such"), structuring situations or jobs or changing organizational structure to encourage desired behaviour, etc. Uses complex political manoeuvring to reach a goal.

Service Orientation implies a desire to help or serve clients and to meet their needs. It means concentrating on discovering and meeting the client's needs. In addition, it involves creating and sustaining productive client relationships. "Clients" include internal or external clients and stakeholders.

(Progression of the scale: degree of personal involvement and commitment to clients)

FACTORS:

1. **Follows Up:** Follows through on client inquiries, requests and complaints. Keeps the client updated about progress of projects (without probing the client's issues or problems). Establishes Clear Communication: Establishes clear communication with clients regarding mutual expectations and monitors client satisfaction. Distributes all helpful information to clients. Creates feedback opportunities. Gives friendly, courteous service.

2. **Takes Personal Responsibility:** Takes personal responsibility for following through or correcting client-service problems. Corrects problems promptly and undefensively. Makes self available, especially when the client is going through a critical period. Gives the client means of easy access, or spends extra time at the client's location.

3. **Adds Value:** Makes distinct concrete attempts to add value by offering a better service or additional service beyond the client's expectations.

   Addresses Underlying Needs: Seeks information about the real, underlying needs of the client, beyond those expressed initially, and matches these to available (or customized) products or services.

4. **Uses a Long-Term Perspective:** Works with a long-term perspective in addressing client's problems. May trade off immediate costs for the sake of the long-term relationship. Looks for long-term benefits to the client. Acts as a trusted advisor.

5. **Acts as the Client's Advocate:** Acts as the client's advocate in own organization, explaining the long-term benefits to own organization (i.e. maintaining good client relationship for the future). OR influences own management to resolve client-related problems.

Teamwork and Co-operation refers to the ability to work effectively with others and be able to capitalize on the strengths of all members in order to achieve the group objectives. Working with others is just as important as performing individual jobs. It involves building productive and collaborative relationships within teams and across the department (or the client organization) to enhance the prospects for success both for the organization and the individuals concerned.

(Progression of the scale: focus shifts from self to the taking care of the team as a whole)

FACTORS:

1. **Co-operates:** Works within the team and does his/her specific share of the work. Attends meetings and understands the collaborative benefits of working together.

   Participates Actively: Undertakes efforts to keep all team members informed and updated about the work of the group. Openly and actively shares all relevant or useful information! resources, including bringing relevant information to the attention of other team members to benefit group objectives.

2. **Builds Team Spirit:** Shows respect for others on the team. Solicits inputs and opinions in the formulation of plans or decisions. Expresses support and encouragement for the contribution of all team members. Acts to promote a constructive and productive climate within the team. Supports team decisions. Offers assistance to other team members, when needed, to accomplish work.

3. **Resolves Conflicts Between Team Members:** Identifies and detects any friction or dissent within the team. Tries to preserve positive working relationships. Promotes harmony and consensus across the group, even when not in a position of authority. Takes, as appropriate, steps to arrive at a beneficial resolution of conflicts.

4. **Promotes the Team:** Actively promotes and represents the team's work and success both within and outside the team. Generates and maintains an environment that encourages the development of new ideas. Actively promotes team morale and productivity. Provides suggestions to remove barriers to team performance. Actively leads and inspires teams without trying to dominate the group.

5. **Integrates the Team in the Organizational Context:** Actively tries to build co-operation among multiple team members and promotes teamwork throughout his/her organization. Promotes sharing of expertise among teams to achieve superior services/results. Promotes the establishment of teams throughout the organization and monitors their effectiveness.

Commitment to Learning (CTL)

Commitment to Learning is the ability to recognize personal strengths and learning needs and to act to improve performance and effectiveness to meet current and future requirements.

(Progression of the scale: degree of personal initiative in regards to learning and scope of learning)

FACTORS:

1. **Learns from Mistakes:** Seeks assistance or advice for specific tasks. Learn from past mistakes when pointed out by others.

2. **Open to New Experiences and Knowledge:** Is open to learning. Shows curiosity regarding new policies, concepts, approaches, tools, methods or technologies in own work.

3. **Keeps Current in Own Field of Expertise:** Takes initiative to stay current with newest approaches in tools, methods or technologies in own work by reading, talking to others, attending courses, or by experimenting with new approaches.

4. **Manages Own Learning:** Assesses competency gaps and takes action to improve personal competencies, and performance. Takes personal responsibility for own career and especially personal development. Creates a learning plan to systematically address gaps. Solicits feedback on own performance.

5. **Maintains Broad Learning Perspective:** Takes a proactive approach to learning new competencies in order to improve individual and organizational performance by tapping into knowledge from a wide variety of sources.

Concern for Order (CO)

Concern for Order reflects a desire to maintain and increase order in the surrounding environment. It reflects a need to ensure that implementation and personal work plans remain on track and meet required standards of personal quality. It is manifested in such forms as monitoring and checking one's work or information, insisting on clarity of roles and functions, and setting up and maintaining systems of information, processes and measurements. It may even include closely checking one's own and others' processes and tasks, and establishing procedures to monitor the results of delegated tasks, assignments, or projects.

N.B.: In a managerial role, *Action Management* usually supersedes this competency. When *Action Management* is present, concern for order is assumed.

(Progression of the scale: scope of impact on organizing behaviours) FACTORS:

1. **Keeps an Organized Work Environment:** Keeps work organized and in control: e.g. has files and records maintained. This applies to actual routines and activities, not just having an orderly desk. Desires clarity - wants roles, expectations, tasks and data to be well defined.

2. **Monitors Own and Others' Work for Order:** Monitors the quality of own or others' activities to ensure that routines are followed. Double checks the accuracy of information or accuracy of other figures and data. Ensures effectiveness and timeliness of own work.

3. **Monitors Data, Files or Projects:** Monitors progress of a project against milestones or deadlines. Monitors data, discovers weaknesses or missing data, and seeks out information to increase effectiveness. Searches for effective means of modifying a project to meet objectives or deadlines. Demonstrates a general concern for increasing order in existing systems. Conducts formal and informal group and individual meetings to check progress against plans. Uses available resources prudently.

4. **Develops Monitoring Systems/Processes:** Develops and uses monitoring systems to organize and keep track of information or performance, e.g., activity tracking, time management processes, assign a person to monitor the system. Redesigns systems as necessary to ensure they are effective. Develops overall framework for the project. Anticipates foreseeable obstacles. Identifies resource needs and allocates them accordingly.

5. **Master**

   Demonstrates expert capability. Can address the most complex challenges, develop new theories, approaches or methods.

Flexibility (FX)

Flexibility is the ability to willingly alter behaviour and opinions in light of new information, changing situations or priorities, or different environments and cultures. It also refers to the ability to adapt to, and work effectively within a variety of situations and with various individuals or groups.

(Progression of the scale: magnitude of the change and the degree of personal difficulty in adapting).

FACTORS:

1. **Recognizes the Need for Flexibility:** Understands that other people's points of view are as valid as their own. Acknowledges that people are entitled to their opinions, and recognizes that they are different. Demonstrates a positive attitude to changes.

2. **Adapts to the Situation:** Adapts own approach to the specific situation in order to achieve results. Flexibly applies guidelines or procedures to get the job done and/or to meet organizational objectives, while ensuring that sound practice is followed. Recovers from setbacks in planned activities or goals, and from surprises. Demonstrates openness to new ideas and initiatives, and is willing to try things out.

3. **Is Able To Shift Focus and Activities Quickly in Response to Changing Priorities:** Prioritizes actions effectively in order to respond to numerous and diverse challenges and demands. Displays a positive attitude when working under conditions that are unclear or fluctuating. Learns new behaviours to continually increase personal effectiveness. Easily adapts to more permanent changes in one's own work processes, procedures, methods, (etc.)

4. **Adapts Tactics and Operates Well in a Changing Environment:** Adapts long-term plans, goals or projects, when initial assumptions become no longer valid. Effective in unstructured or ambiguous situations. Supports and effectively adapts to major/fundamental and relevant changes that go against established ways of operating, or that are uncommon.

5. **Adapts Organizational Strategies:** Makes significant changes in own organization to meet the needs of a situation. Rapidly adjusts to changing strategic directions in order to respond to a broad range of situations, people and groups. Effectively shifts priorities and associated strategies. Responds quickly to emerging opportunities and risks.

Initiative (INT)

Initiative is the ability to act enthusiastically, concretely and without explicit instruction in

launching projects or activities. Implies seeking opportunities to originate action, taking action beyond the explicit requirements of one's responsibilities and approaching work in an optimistic manner. Persons demonstrating this competency are self-starters who, at higher levels of the competency, tend to foster innovation.

N.B.: *Achievement Orientation* would include this competency in many cases, especially when the focus is on goal attainment for (mainly) personal gratification.

(Progression of the scale: both scope and time frame of opportunities responded to)

FACTORS:

1. **Identifies Problems:** Raises or identifies problems or opportunities (but does not follow through).

   Addresses Current Opportunities or Problems: Where possible, addresses present problems or opportunities, and recommends/initiates appropriate actions.

2. **Develops Plans to Address Current Opportunities or Problems:** Formulates ideas or proposes actions, and develops plans to achieve intended outcomes. Identifies the necessary resources required to meet the goals of the plan.

3. **Looks Ahead to the Short and Medium Term:** Anticipates and prepares for a specific opportunity or problem that is not obvious to others. Develops and implements appropriate innovative plans to avoid a future problem or crisis.

4. **Takes a Long-Term Perspective:** Develops and puts in place innovative plans and actions that will result in the long-term effectiveness and stability of a program or an organization.

5. **Sees Future Change as an Opportunity:** Creatively responds to change and takes actions that are innovative, unique, leading-edge and new to the department or the Public Service.

Achievement Orientation (AO)

Achievement Orientation is a concern for success s, which often motivates a person to attain or exceed a standard of excellence. The standard may he one's own past performance (striving for improvement); an objective measure (results orientation); the performance of others (competitiveness); challenging goals one has set; or even what no one has ever done

(innovation). People with this attribute are often <u>achievement oriented</u> and thus often tend to undertake activities simply for the gratification that comes with attaining the desired results (success). At the highest level, this competency may contradict *Teamwork and Cooperation*, and often includes *Initiative*.

(Progression of the scale: intensity of commitment to performance excellence)

FACTORS:

1. **Wants to Do the Job Well:** Tries to do the job well or correctly. May express frustration at waste or inefficiency (e.g., expresses displeasure about wasted time and wants to do better) but does not cause specific improvements.

2. **Works to Meet Targets:** Works to reach the goals set by management (e.g., budget objective, performance target, process management, etc.). Pursues goals with determination and perseverance.

3. **Tries to Improve Performance:** Uses own methods of measuring outcomes against a standard of excellence not imposed by management. Makes specific changes in the system or in own work methods to improve performance (e.g., does something better, faster, at lower cost, more efficiently; improves quality, client satisfaction, morale), without setting any formal goal.

4. **Creates Own Measures of Excellence:** Sets own objectives beyond targets set by management (reduction of absenteeism rate, cost maintenance or reduction, etc.) which, while being a <u>definite stretch</u>, are not unrealistic. Makes or refers to specific measures of baseline performance compared with better performance at a later point in time: e.g., "When I took over, efficiency was 20% - now it is up to 85%". Takes numerous, sustained actions over time in the face of obstacles to reach goal.

5. **Takes Calculated Entrepreneurial Risks:** Sets ambitious but attainable goals for oneself and one's organization. Makes decisions, sets priorities or chooses goals on the basis of calculated inputs and outputs: for example, makes explicit considerations of potential beneficial outcomes for the PSC or the Public Service. Commits significant resources and/or time (in the face of uncertainty) to improve performance, try something new, reach a challenging goal, while taking action to minimize the risks involved.

Self-Confidence (SF)

Self-Confidence is a belief in one's own capability to accomplish a task and select an effective approach to solve a problem. This includes confidence in one's ability as manifested in increasingly challenging circumstances and confidence in one's decisions, opinions or actions.

Note: High Level of *Achievement Orientation* already assumes this competency

(Progression of the scale: degree of personal "risk" to the individual)

FACTORS:

1. **Thinks Independently:** Suggests actions even when others disagree (without confronting

others), is able to make reasonable decisions without always asking others.

2. **Undertakes Activities with Confidence:** Undertakes a series of activities that are representative of typical challenges in the workplace with self-assurance. Works without needing supervision, appears confident and presents oneself with conviction.

3. **Shows Confidence in own Ability by Undertaking Activities outside the Norm:** Describes self as a competent person, someone who makes things happen, a prime mover or initiator. Explicitly states confidence in own judgement. Takes action which goes beyond his/her official capacity, but is well thought out.

4. **Chooses Ambitious Challenges:** Likes difficult assignments, accepts challenges enthusiastically. Looks for and obtains new responsibilities. Expresses disagreement with management, clients, or others in power, but disagrees politely, stating own view clearly and confidently, even in a conflict.

5. **Deals with Extremely Challenging Situations:** Confronts management or clients honestly, sometimes at the risk of triggering a conflict, OR takes on extremely challenging (i.e., very risky personally or professionally) tasks willingly. For example: defending a minority opinion when it is unpopular. Makes consequential decisions that are good for the organization and the values of the Public Service, and subject to public scrutiny.

Stamina/Stress Management (SSM)

Stamina/Stress Management is adapting behaviour to cope with stressful situations, including mental stressors (such as time pressure) and to sustain mental effort. This includes recovering from the effects of this effort, while maintaining self-control, concentration, effectiveness and productivity levels.

(Progression of the scale: the extent to which the "provocation" is targeted directly at the individual and the potential consequences)

FACTORS:

1. **Functions Well in Low Level Stress Situations:** Keeps functioning effectively despite ongoing low intensity stress.

2. **Adjusts to Temporary Stressors:** Adapts behaviours in order to withstand short stressful situation and to maintain a high level of energy. Uses short coping strategies. Maintains self control and composure in situations when one's opinions or ideas are being challenged or

over-ruled.

3. **Acclimatizes to Prolonged Stressors:** Withstands effects of prolonged exposure to a stressor by adapting behaviour. Maintains self-control when stressed and challenged by others in situations that are beyond own authority to resolve. Produces explanations calmly and reasonably.

4. **Utilizes Stress Management Techniques:** Applies stress reduction techniques such as time management and prioritization to endure long exposure to numerous stressful situations. Creates environment/sets parameters where stress on others is effectively addressed/reduced where possible. Takes positive action to calm others in time of stress. Maintains self-control when challenged unreasonably and calms the provocateur.

5. **Sustains High-Energy Levels when Faced with Ongoing Challenges:** Maintains effective judgement and decision-making during sensitive and very stressful situations. Recognizes own stress levels/overwhelming workload and uses advanced coping strategies to enhance stress resistance or to reduce amount of work. Stimulates others by remaining energized and enthusiastic in the face of difficult and prolonged demands. Sets up parameters to reduce stress in the environment.

Supporting Department Values (SDV)

Supporting Department Values means to demonstrate, through word and action, the core values of the Public Service Commission and a commitment to diversity. It involves behaving in ways that promote the PSC values and putting these before one's own preference.

(Progression of the scale: degree of alignment of one's personal behaviours with the organization's values)

FACTORS:

1. **Recognizes when Behaviour is Inconsistent with the Departmental Values:** Is able to recognize when own behaviour or that of others is inconsistent with departmental values.

Does not necessarily "buy in" to the Department's values, but avoids obvious transgressions.

2. **Understands and Respects the Departmental Values:** Understands departmental values and demonstrates them through word and action. Assesses own behaviour in the light of organizational values on an on-going basis. Respects different ways of demonstrating the values.

3. **Models the Departmental Values:** Helps others understand the importance of diversity, and the balance between departmental values. Builds and maintains trust by following through on commitments. Sets an example for others. Is recognized as someone who models the values and embraces diversity. Instills the values in others.

4. **Is True to the Values when Difficult to do so:** Takes and stands by own decisions that support the organizational values. Maintains support when faced with significant opposition or challenges from others.

5. **Models and Coaches Others on the PSC's Values:** Models flexibility in working in a diverse environment, and coaches others to support the values of the PSC and diversity in the work place. Maintains and commit time, efforts, or resources to organize or lead programs and initiatives that will promo the departmental values.

Change Leadership (CLD)

Change Leadership is delivering the message of change in both words and actions, and creating an environment that inspires people to change. It also involves the ability to manage change, from communicating and operationalizing the change, to taking action to rein force new ways of thinking.

(Progression of the scale: from communicating to mobilizing change)

FACTORS:

1. **Informs Others of Changes:** Delivers the message and rationale for change to those affected by it.

2. **Promotes a Positive View of Change:** Promotes the advantages of changes and secures commitment for new initiatives.

3. **Effectively Manages the Change Process:** Effectively manages the change process by seeking opportunities and developing strategies that remove obstacles and resistance to change, and promote the desired change. Secures the assistance of others to implement changes.

4. **Creates an Environment that Embraces Change:** Encourages innovations. Champions and sustains change. Procures and/or commits substantial resources (human and financial) to ensure the success of change.

5. **Master**

   Demonstrates expert capability. Can address the most complex challenges, develop new theories, approaches or methods.

Networking (NT)

Networking involves building or maintaining friendly, warm relationships or networks of contacts with people who are, or might someday be, useful in achieving own work-related goals.

N.B.: *Networking*, defined in this dictionary, is an <u>unfocused</u> activity. It involves the pursuit of a network of contacts without any specific and <u>immediate</u> activity or outcome being associated with the interaction. This differentiates it from other similar competencies such as *Building Partnerships with Clients and Stakeholders* and *Service Orientation*. If these two competencies are found in a profile, Networking is assumed and optional.

(Progression of the scale: increase in scope and time horizon)

FACTORS:

1. **Makes Work-Related Contacts:** Maintains friendly working relationships with colleagues or clients. Includes unstructured chats about work-related matters.

2. **Makes Informal Contacts:** Initiates informal relationships at work, chats spontaneously about children, sports, news, etc.

3. **Builds Rapport:** Builds and maintains rapport with a wide circle of colleagues and clients. May pursue friendly relationship with associates, clients or others through work on committees or projects, social events, etc. Makes a conscious effort to build longer-term rapport.

4. **Builds a Network of Contacts:** Develops and maintains a planned network of relationships with clients, internal colleagues, colleagues in other organizations, etc. Uses this network to identify opportunities, gather intelligence, seek input to problems and to maintain or improve effectiveness.

5. **Master**

   Demonstrates expert capability. Can address the most complex challenges, develop new theories, approaches or methods.

Building Partnerships with Clients and Stakeholders (PAR)

Building Partnerships with Clients and Stakeholders is the ability to build long-term or ongoing relationships with clients or stakeholders (e.g. someone, internal or external to the PSC and/or the government, on whom your work has an impact). This type of relationship is often quite deliberate and is typically focused on the way the relationship is conducted. Implicit in this competency is respecting these clients and stakeholders.

(Progression of the scale: increase in complexity of the relationship building activities)

FACTORS:

1. **Understands the Significance of Relationship-Building:** Sees stakeholder relationship building as key to securing the success of initiatives.

2. **Identifies/Approaches Key Stakeholder Contacts:** Identifies key stakeholder contacts in the PSC or the client organization with whom a relationship must be established. Shares information freely with clients and stakeholders with vested interests. Informs them of changes that directly affect them.

3. **Seeks Relationship-Building Opportunities:** Communicates regularly with stakeholders as appropriate; sustains the relationship when no specific project/initiative is underway. Seeks input from clients and stakeholders before making final decisions. Identifies obstacles that limit partnering. Educates stakeholders on the organization's role, policies and programs. Takes advantage of opportunities to promote the organization's services and products to stakeholders.

4. **Organizes Involvement of Key Players:** Identifies internal staff whose individual expertise can meet stakeholder needs. Matches staff to appropriate stakeholder contacts and co-ordinates contacts. Monitors relationships. Develops new ways to reach out to clients and stakeholders, to stimulate input and exchange of information.

5. **Steers partnerships:** Develops partnerships and maintains strategic relationships and partnerships, based on an in-depth knowledge and understanding of each other' s roles. Brings various stakeholder groups together to develop mutual understanding and to build consensus. Reduces obstacles that limit partnering. Works with other partners to provide winning solutions for everyone. Strategically identifies potential partners.

Risk Taking (RT)

Risk Taking is the willingness to pursue potential opportunities that may be beneficial to the organization, even when there is a risk of consequences that are or may seem negative for either the individual or organization. It includes a rational evaluation of the potential benefits and consequence of acting in accordance with the calculated pay-off.

N.B.: Highest level of *Achievement Orientation* assumes *Risk Taking*. However, the opposite is not necessarily true: Risk Taking behaviours may be done in the absence of achievement

motives.

(Progression of the scale: increase in seriousness of the consequence to the individual)

FACTORS:

1. Considers Doing Something That May Have Risks: Is prepared to consider "going into" situations that include recognizable risks.

2.   **Stands behind Risk Takers:** Openly supports others when they take calculated risks.

3. **Implements well-reasoned, risky initiatives:** Promotes and supports initiatives that contain real risk elements. Implements new ideas/approaches that are likely to add value, but may encounter resistance. Takes responsibility for the outcome of new, potentially risky endeavours.

4. **Implements initiatives of significant potential pay back but with a high possibility for serious consequences:** Champions, encourages and/or provides resources for initiatives with significant potential benefits and noticeable adverse consequences, when justified, based on the strategic objectives of the organization, and a reasonable assessment of success. Takes action to minimize risk when possible through risk management strategies and contingency plans.

5.   **Master**

   Demonstrates expert capability. Can address the most complex challenges, develop new theories, approaches or methods.

Sharing Expertise (EXP)

Sharing Expertise includes the motivation to expand and use subject matter expertise or technical knowledge, or to share work related knowledge with others.

N.B.: This competency is very similar to *Developing Others*, and level 2 of *Teamwork and Co-operation* (sharing information), and is intended for individuals not necessarily working in a team setting. *Developing Others* tends to be relevant to developing behavioural competencies.

(Progression of the scale: increase in openness to share SME knowledge)

FACTORS:

1. **Applies Knowledge:** Applies technical/professional expertise in own area of responsibility. Answers questions when asked. Will tell people about current understanding of technical Issues.

2. **Volunteers Extra Knowledge:** Goes beyond just answering a question, to add extra knowledge, greater understanding, or help influence a client. Tries to answer deeper issues, spends time helping others resolve technical problems.

3. Volunteers Expert Help: Seeks opportunities to help people with their work-related problems or in technical performance improvement. Offers personal expertise without being asked. Acts as a consultant.

4. **Spreads New Technology:** Introduces people to new technology or methodologies; tries to get new technology accepted within the organization.

5. **Promotes Technology or New Methodologies Outside:** Finds ways to spread expertise outside the PSC: publishes articles in professional or technical journals, gives lectures, makes new technology or techniques known publicly.

Technical Competencies

Technical Competencies Expertise may be applied to the following technical/professional competencies:

1. Computer skills: ability to use computer technology and software - i.e. WP, PowerPoint, etc.

2. Knowledge of Public Service and departmental human, material and financial management systems

3. Knowledge of concepts, trends, framework and technologies and the management of IT system

4. Knowledge of relevant policies and procedures

5. Knowledge of financial management practices and techniques

6. Knowledge of HR management practices and techniques

7. Project management skills (knowledge of project management practices and planning techniques)

8. Knowledge of research methods and statistical analysis and techniques

9. Knowledge of investigation procedure

10. Knowledge of PSC (mandate, structures, key individuals, etc.) and its context.

11. Knowledge of specific acts, regulations

12. Writing communication skills (application of grammar, styles, etc.)

13. Knowledge of file management techniques

14. Knowledge of various assessment techniques

15. Knowledge of security and emergency procedures

16. Knowledge of counselling techniques - e.g.., career counselling, psychological counselling, etc.

17. Group facilitation skills (knowledge of group facilitation techniques)

18. Knowledge of training and development practices

19. Product/Service specific knowledge

20. Time Management Skills

21. Change Management Skills

22. Conflict Management and Dispute Resolution Skills

23. Negotiation Skills

24. Presentation Skills

FACTORS:

1. Basic awareness of the subject matter and where it fits into PSC business. Able to point people to the appropriate source for further information

2. Demonstrates basic capability. Can apply in straightforward situations that present limited problems. Would require guidance to de al with the more complex situations

3. Demonstrates solid capability and good working knowledge. Autonomously undertakes a full range of typical challenges

4. Demonstrates in-depth knowledge and capability. Addresses unusual situations without clear precedents; develops enhancements to approaches and methods; and integrates these with other areas of knowledge/speciality

5. Demonstrates expert capability. Can address the most complex challenges, develop new theories/approaches or methods; is recognized as the internal or external authority on the matter

From:	Strong, Michael (CIHR/IRSC)
Sent:	2019-12-03 6:34 AM
To:	Tam, Dr Theresa (PHAC/ASPC)

Cc: Namiesniowski, Tina (PHAC/ASPC)

| **Subject:** | slides |

Hi Theresa & Tina,

I am just following up on our quick curbside discussion about a set of slides derived from the "Key Health Inequities in Canada" document of last year (it's a terrific reference source by the way). I am able to extract the images from the document as I need them, so no need to look for a slide deck. Thanks though for offering to look,

As an aside, our strategic plan is beginning to come together nicely and based on all of the national survey work, will have a long term vision - the core of which will be to address inequitable health outcomes for Canadians (the phraseology is still being refined but the concept seems stable at this point). The slide deck that I am working on is the introductory discussion as to the importance and relevance of the issue to the CIHR in delivering on its mandate.

Cheers

Mike

From: ███████████████████████████

Sent: 2019-12-10 7:09 PM
To: Tam, Dr Theresa (PHAC/ASPC); Bent, Stephen (PHAC/ASPC); Michel, Pascal (PHAC/ASPC)

Subject: Thanks for today's meeting

Hi Theresa, Pascal and Stephen,

I just wanted to thank you three again for today's meeting on the E2P proposal, for your advice in advance of the meeting, and for your expressions of support during the meeting.

We at CIHR have a bit more work to do in articulating the value-add proposition, the parameters when it will be useful, how this fits into the broader ecosystem, a full costing, and some use cases and scenarios. The meeting was very helpful for identifying these areas needing more thought and clarity.

As you heard from Mike, CIHR will be moving forward with this effort in one form or another. I'm certainly keen to continue engaging you three very closely in the process. Perhaps the four of us can touch base again in the new year to strategize? Let me know what you think would be a good way to continue the conversation between our agencies, based on what we heard at today's meeting.

Thanks again,

███████████████

Subject: Consultation on the HC/PHAC Departmental Evaluation Plan and Risk-based Audit Plan
Location: Room 146B

Start: Tue 2020-01-28 9:30 AM
End: Tue 2020-01-28 10:00 AM
Show Time As: Tentative

Recurrence: (none)

Meeting Status: Not yet responded

Organizer: Tam, Dr Theresa (PHAC/ASPC)
Required Attendees: Borys, Shelley (PHAC/ASPC);
                                    Darren.Horne@canada.ca; Hayne-Farrell,
                                    Amanda (PHAC/ASPC); Bouchard3, Julie
                                    (PHAC/ASPC); Ducharme, Doris (PHAC/ASPC);
                                    Johnstone, Marnie (PHAC/ASPC); Bell, Tammy
                                    (PHAC/ASPC)

Risk-Based Audit Plan for the Public Health Agency of Canada and Health Canada

2019-20 to 2021-22

List of Acronyms and Abbreviations

CFOB	Chief Financial Officer Branch
CPAB	Communications and Public Affairs Branch
CSB	Corporate Services Branch
CSCB	Controlled Substances and Cannabis Branch
DRF	Departmental Results Framework
FAA	*Financial Administration Act*
FTE	Full-Time Equivalent
HC	Health Canada
HECSB	Healthy Environments and Consumer Safety Branch
HPCDPB	Health Promotion and Chronic Disease Prevention Branch
HPFB	Health Products and Food Branch
HSIB	Health Security Infrastructure Branch
IDPCB	Infectious Disease Prevention and Control Branch
OAE	Office of Audit and Evaluation
OAG	Office of the Auditor General of Canada
OCFO	Office of the Chief Financial Officer
OCG	Office of the Comptroller General of Canada
OIA	Office of International Affairs
OSPP	Office of Strategic Policy and Planning
PHAC	Public Health Agency of Canada
PMRA	Pest Management Regulatory Agency
RBAP	Risk-Based Audit Plan
ROEB	Regulatory Operations and Enforcement Branch
TB	Treasury Board
TBS	Treasury Board Secretariat

Table of Contents

1. Introduction

1.1 Purpose

This document presents the Office of Audit and Evaluation's (OAE) Risk-Based Audit Plan (RBAP) for the Public Health Agency of Canada (PHAC) and Health Canada (HC) for 2019-20 to 2021-22.

This RBAP is updated annually through a systematic process that identifies, prioritizes and schedules potential audits, allowing audit resources to be targeted to areas of highest risk and significance within both organizations. This plan has identified internal audits and other engagements that will add value by providing assurance, supporting the improvement of operations, and helping both organizations achieve their objectives.

The development of this plan complies with requirements of the Treasury Board (TB) *Policy on Internal Audit* (April 1, 2017) and reflects the guidance provided by the Office of the Comptroller General of Canada (OCG).

Once approved, the RBAP provides the authority for the internal audit function to plan and conduct audits in accordance with the TB *Policy on Internal Audit* and the Institute of Internal Auditors' *International Professional Practices Framework*. In turn, the results of these audits provide the Deputy Minister/President with assurance on governance, risk management, and internal control processes.

1.2 Planning for Audit

1.2.1 RBAP 2019-20 to 2021-22 Audits

Over the next three years, the OAE plans to conduct 29 audit projects: three audits which have been substantially completed in 2018-19 and are expected to be cleared in the first quarter of 2019-20, five audits covering PHAC activities and seven audits and one consulting engagement covering HC activities. An additional four concurrent audits[1] covering PHAC and HC, and nine shared services partnership audits covering both HC and PHAC internal services will also be undertaken. A yearly breakdown is provided in **Table 1**. Within the 29 audit projects, and particularly in the second and third year of the plan, there remains capacity to respond to emerging issues, should they be identified.

Table 1 – Number of audits per fiscal year

	2019-20	2020-21	2021-22	Total
PHAC	3	2	1	6
HC	5	2	2	9
Concurrent Audits	1	2	2	5
Shared Services Partnership	4	3	2	9
Total	**13**	**9**	**7**	**29**

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[1] Concurrent audits are audits conducted concurrently, of similar program activities or services within both HC and PHAC, for which responsibility and accountability reside within each organization individually

1.2.2 Carry Forward Audits

Carry forwards are projects that were planned to be completed in one fiscal year but for a variety of unanticipated reasons were not completed in that fiscal year, and are consequently carried forward into the new fiscal year. There are three carry forwards from 2018-19 into fiscal year 2019-20. These are:

1) Audit of Contracting and Procurement (Concurrent)[2];
2) Audit of the Determination of Recoverable Amounts for Grants and Contributions (PHAC); and
3) Audit of the Management of Grants and Contributions, Phase 2 (HC).

The work on these three projects has been substantially completed in 2018-19, and all three are expected to be cleared in the first quarter of 2019-20.

1.3 Audit Capacity and Resource Planning

Within OAE's Audit function, there are twenty full-time positions (nineteen are indeterminately filled) dedicated to audit activities (Managers and Auditors), four full-time positions (four are indeterminately filled) conducting special examinations and four full-time positions (two are indeterminately filled) overseeing professional practices, including follow-up on Management Response and Action Plans (MRAPs) to respond to recommendations (these resources also have similar responsibilities for the evaluation function). Staffing actions are currently underway to fill vacancies.

The forecasted overall budget for the Audit function for 2019-20 is approximately $5,414,055. Within this allocation, $3,719,120 is for salaries, excluding employee benefit plans (EBP), and $1,694,935 is for operating and maintenance costs. **Table 2** details currently anticipated budget for 2019-20 to 2021-22.

Table 2 – Capacity and Resource Planning

Type of resource	Year 1 2019-2020 (planned budget)	Year 2 2020-2021 (planned budget)	Year 3 2021-2022 (planned budget)
Salaries (excluding EBP)	$3,719,120	$3,719,120	$3,719,120
Operating and Maintenance (including costs of contracted services for specialized skills and expertise)	$1,694,935	$1,694,935	$1,694,935
Total	**$5,414,055**	**$5,414,055**	**$5,414,055**

1.4 Audit Planning Methodology

OAE updates the RBAP on an annual basis to cover a three-year cycle using a methodology aligned with the requirements of the Office of the Comptroller General of Canada, in compliance with the Treasury Board's *Policy on Internal Audit*. During the RBAP's update, OAE considers

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[2] Two audit reports, one for HC and one for PHAC, will be completed for audits conducted concurrently.

upcoming projects by external assurance providers and the program evaluation function for HC and PHAC. The RBAP supports the allocation of internal audit resources to the areas that represent the most significant risks and priorities for their organization. The audit planning methodology is described in **Appendix E**.

2. Prioritization of Planned Audits

Table 3 reflects the prioritization of audit universe components within the core organizational responsibilities. The risks are based on the previous year's analysis and ranking, and have been updated based on new information obtained over the past fiscal year, including consideration of audit and evaluation results, as well as follow-up on the MRAPs of prior audits. The table also shows audit projects planned for each of the three fiscal years based on the fiscal year during which they are expected to be completed.

Table 3 – Priority Level of Audit Universe and Planned Audits by Fiscal Year

Priority Level Legend:

	Very High Priority
	High Priority
	Moderate Priority
	Low Priority

AUDIT UNIVERSE COMPONENT	PRIORITY LEVEL	PLANNED AUDITS		
		2019-20	2020-21	2021-22
PERFORMANCE INFORMATION PROFILES (PIPS)				
Public Health Agency of Canada Programs				
Health Promotion and Chronic Disease Prevention				
Evidence for Health Promotion and Chronic Disease and Injury Prevention		Multi-sectoral Partnerships Surveillance Activities		
Chronic Disease Prevention		Multi-sectoral Partnerships		
Health Promotion				
Health Security Infrastructure				
Biosecurity				
Border and Travel Health				Potable Water
Emergency Preparedness and Response			National Emergency Strategic Stockpile	
Infectious Disease Prevention and Control				
Laboratory Science Leadership and Services			Management of Scientific Research	

AUDIT UNIVERSE COMPONENT	PRIORITY LEVEL	PLANNED AUDITS		
		2019-20	2020-21	2021-22
Immunization and Respiratory Infectious Diseases		Surveillance Activities	Immunization and Respiratory Infectious Diseases	
Communicable Disease Infection Control		Surveillance Activities		
Foodborne and Zoonotic Diseases		Surveillance Activities		
Health Canada Programs				
Health Care System Analysis and Policy				
Home, Community and Palliative Care				
Mental Health				
Substance Use and Addictions				
Digital Health (including Canada Health Infoway)				
Health Information				
Canada Health Act				
Medical Assistance in Dying Program				
Cancer Control				
Patient Safety				
Blood System; Organs and Tissue Donations				
Promoting Minority Official Languages				
Brain Research				
Thalidomide				
Territorial Health Investment Fund				
Pharmaceuticals		Inspection Activities		
Biologics/ Radiopharmaceuticals		Inspection Activities		
Medical Devices		Inspection Activities Medical Devices Program		
Natural Health Products			Natural Health Products Program	
Food Nutrition				Regulatory Nutrition Labelling
Air Quality			Management of Scientific Research	
Climate Change			Management of Scientific	

AUDIT UNIVERSE COMPONENT	PRIORITY LEVEL	PLANNED AUDITS		
		2019-20	2020-21	2021-22
			Research	
Water Quality			Management of Scientific Research	
Health Impacts/ Chemicals			Management of Scientific Research	
Consumer Products				
Workplace Hazardous Products				
Tobacco Control				
Controlled Substances		Controlled Substances		
Cannabis		Program Implementation of the Cannabis Act (Consulting Engagement)		
Radiation Protection			Management of Scientific Research	Radiation Protection Activities
Pesticides		Inspection Activities	Management of Scientific Research National Pesticide Compliance Program	
Internal Services				
Management and Oversight Services		Management of Privacy Practices		
Shared Services Partnership		Shared Services Partnership Agreement		
Communication Services			Corporate Communications Function	
Legal Services				
Human Resources Management Services			Pay and Benefits Staffing Practices and Service Delivery	
Financial Management Services		Asset Management	Costing Information for Decision Making	Investment Planning Project Management
Information Management Services		Management of Privacy Practices		
Information Technology Services		IT Systems Development		
Real Property and Security Services				Real Property Personnel Security
Materiel Services		Asset Management		
Acquisition Services				

3. Summary of the Three-Year Audit Plan

The Risk-Based Audit Plan for FY 2019-20 to FY 2021-22 is summarized in **Table 4**, which lists each planned audit by organization and by year.

Table 4 – Planned Engagements

2019-20	2020-21	2021-22
Public Health Agency of Canada		
• Determination of Recoverable Amounts (*) April 2018 – May 2019 • Multi-sectoral Partnerships (**) Jun 2018 – Sep 2019 • Surveillance Activities Sep 2018 – Nov 2019	• Immunization and Respiratory Infectious Diseases (**) Jan 2020 – Feb 2021 • National Emergency Strategic Stockpile Feb 2020 – Mar 2021	• Potable Water Jan 2021 – Feb 2022
Health Canada		
• Management of G and C Phase 2 (*) April 2018 – June 2019 • Inspection Activities Apr 2018 – Sep 2019 • Controlled Substances Oct 2018 – Dec 2019 • Medical Devices Program (**) Mar 2019 – Mar 2020 • Program Implementation of the Cannabis Act (Consulting Engagement) April 2019 – Aug 2019	• Natural Health Products Program (**) April 2020 – March 2021 • National Pesticide Compliance Program Oct 2019 - Nov 2020	• Radiation Protection Activities Feb 2021 – Feb 2022 (**) • Regulatory Nutrition Labelling Feb 2021 – Mar 2022
Audits conducted concurrently at the Public Health Agency of Canada and Health Canada[3]		
• Contracting and Procurement (*) June 2018 – June 2019	• Costing Information for Decision Making Jun 2019 – Jul 2020 • Management of Scientific Research Jan 2020 – Feb 2021	• Investment Planning Sep 2020 – Oct 2021 • Project Management Nov 2021 – Dec 2022
Shared Services Partnership Engagements		
• Management of Privacy Practices Jan 2019 – Feb 2020 • IT Systems Development Aug 2018 – Nov 2019 • Shared Services Partnership Agreement May 2019 – Dec 2019 • Asset Management Dec 2018 – Feb 2020	• Staffing Practices and Service Delivery Aug 2019 – Sep 2020 • Corporate Communications Function Oct 2019 - Nov 2020 • Pay and Benefits Oct 2020 – Mar 2021	• Personnel Security May 2020- May 2021 • Real Property April 2021 – April 2022

(*) The work on these three carry-forward projects has been substantially completed in 2018-19 and all three are expected to be cleared in the first quarter of 2019-20.

(**) Joint audit and evaluation engagement

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[3] Two audit reports, one for HC and one for PHAC, will be completed for audits conducted concurrently.

4. Audit Plan - Project Descriptions

This RBAP identifies the audit engagements that OAE plans to complete during fiscal year 2019-20. It also provides a preliminary indication of the audit work planned for completion in fiscal years 2020-21 and 2021-22. To ensure their continued relevance, engagements planned for completion in FY 2020-21 and beyond, will be reassessed as part of the FY 2020-21 to FY 2022-23 RBAP update process.

The following tables outline the preliminary objective, scope, and rationale for each project included in the RBAP. These preliminary objectives and scope will be updated at the completion of the planning phase of each respective project. The tables also indicate links to senior management priorities, corporate responsibilities, risks and management accountability framework (MAF) elements (see Appendix A for a definition of each item).

4.1 Audit Plan – FY 2019-20

Public Health Agency of Canada		Engagement Priority
Multi-sectoral Partnerships (joint audit and evaluation engagement)		
Core Responsibility	**Agency/Branch Priorities**	
HPCDPB	To strengthen public health capacity and science leadership; to strengthen leadership on health promotion and disease prevention	
Risk Taxonomy	**MAF Elements**	
Business processes; Financial Management; Governance and Strategic Direction; Information Technology; and Policy Development	Financial and Asset Management; Management of Service Delivery; Management of Policy and Programs	
Objective and Scope	**Rationale**	
The objective of this engagement (audit and evaluation) is to review the relevance and performance of the Healthy Living and Chronic Disease Prevention Multi-sectoral Partnerships Program, and to provide reasonable assurance that the program's management control framework is working as intended. The scope includes all systems and records related to the Healthy Living and Chronic Disease Prevention Multi-sectoral Partnerships Program from April 1, 2014 to December 31, 2018.	PHAC is currently advancing a variety of partnership arrangements and funding models to promote more effective use of its grants and contributions investments that is focused on achieving measurable results. This new model is highly visible and there are risks related to not having well-defined controls in place to determine if the Agency is sending the appropriate payments to the appropriate third parties.	

Public Health Agency of Canada	Engagement Priority
Surveillance Activities	

Core Responsibility	Agency/Branch Priorities
IDPCB, HPCDPB	To strengthen public health capacity and science leadership; to strengthen leadership on health promotion and disease prevention; to enhanced public health security.
Risk Taxonomy	**MAF Elements**
Governance and Strategic Direction; Program Design and Delivery; Reputational; Stakeholders and Partnerships; Information Technology.	Governance and Strategic Management; Management of Service Delivery; Results and Accountability; Continuous Learning and Innovation; Management of Policy and Programs.
Objective and Scope	**Rationale**
The objective of the audit is to determine the effectiveness of the management control framework for surveillance activities to allow relevant, timely and accurate public health data to support decision making. The audit will focus on the management of surveillance activities at the Agency. This includes determining if the appropriate information is captured, analyzed and communicated in an efficient manner.	The aggregation of quality health-related data is paramount to the success of all public health initiatives. Effective and timely surveillance is critical to accurately tracking health information and planning for and responding to public health events, as well as the success of global health initiatives.

Health Canada	Engagement Priority
Inspection Activities	

Core Responsibility	Departmental/Branch Priorities
ROEB	To strengthen openness and transparency, as modernization of health protection legislation, regulation and service delivery continues.

Risk Taxonomy	MAF Elements
Governance and Strategic Direction; Legal and Compliance; Organizational and Change Management; Program Design and Delivery; Reputational; and Stakeholders and Partnerships	Governance and Strategic Management, Information Management, Management of Policy and Programs, Management of Service Delivery

Objective and Scope	Rationale
The objective of this audit is to provide reasonable assurance that key elements of the Department's compliance and enforcement modernization are being implemented appropriately. The audit focuses on the plans and management practices, at the branch and program levels, to monitor progress and support implementation of key elements of Compliance and Enforcement modernization. The audit also includes an examination of the detailed action plans in the areas of biologics, medical devices, and pesticides. The scope does not include detailed testing of the work performed by inspectors or the inspection report ratings of "compliant and non-compliant". In addition, inspection of radiation emitting devices was excluded from the scope of the audit as these inspections are performed by the Healthy Environments and Consumer Safety Branch. Other ROEB inspection activities related to consumer products and cosmetics, tobacco, drugs, clinical trials, controlled substances, cannabis, and border operations were excluded from the scope of the audit to better focus on the scoped-in areas identified above.	Since July 2014, Health Canada taken steps to identify opportunities to strengthen its compliance and enforcement function. These include a review of its inspection function and the creation of the Regulatory Operations and Enforcement Branch to centralize compliance and enforcement. More recently, it has been working on plans to modernize the compliance and enforcement function to address the risks from the global supply chains. The Compliance and Enforcement Modernization Roadmap identified 17 priorities to be implemented by 2017-18. It is important to provide assurance on progress and to examine the management controls in place in order to achieve the modernization objectives.

Health Canada	Engagement Priority
Controlled Substances	

Core Responsibility	Departmental/Branch Priorities
CSCB	To strengthen openness and transparency as modernization of health protection legislation/ regulation and service delivery continues.

Risk Taxonomy	MAF Elements
Governance and Strategic Direction; Legal; Communication; Program Design and Delivery; Organizational Transformation; Policy Development; and Reputational.	Governance and Strategic Direction; Results and Accountability; Management of Policy and Programs and Information Management.

Preliminary Objective and Scope	Rationale
The objective of this audit is to assess the management control framework that has been put in place to support the Controlled Substances Program. The audit will focus on the governance, internal controls and risk management activities that have been established by the Department to ensure effective delivery and management of the Department's controlled substances activities as well as its compliance with the *Controlled Substances Act*. Controlled substances range from illegal street drugs to prescription medications. The audit will not examine activities relating to the seizure of suspected illegal drugs as this aspect was covered during the 2016 Audit of Regional Laboratories.	This program was last audited in 2008. In December 2016 the new Canadian Drugs and Substances Strategy (CDSS) was announced, with the stated goal of protecting the health and safety of Canadians by minimizing harms from substance use for individuals, families and communities. HC has the lead role in collaboration with other federal departments and agencies. Key HC deliverables include: • increasing the scope and depth of evidence on problematic substance use; • developing and implementing social innovation projects; • continuing to support a range of tools and harm reduction measures and developing compliance promotion materials for target audiences; • supporting innovative partnerships with civil society and the private sector; and, • helping to reduce stigma and barriers to treatment. The activities identified above play a key role in the safety and security of Canadians and, as such, it is important to examine the processes and controls in place to ensure that they are undertaken and effectively managed.

Health Canada	Engagement Priority
Medical Devices Program (joint audit and evaluation engagement)	

Core Responsibility	Departmental/Branch Priorities
HPFB, and ROEB	To foster Sustainable Health Care Systems, Strengthen openness and transparency, as modernization of health protection legislation, regulation and service delivery continues.

Risk Taxonomy	MAF Elements
Governance and Strategic Objectives; Legal and Compliance Matters; Reputation & Relations with Stakeholders, Clients, the Public, and Conflict of Interest.	Results and Accountability; Governance and Strategic Management, Management of Policy and Programs, Management of Service Delivery.

Preliminary Objective and Scope	Rationale
The objective of this engagement (audit and evaluation) is to review the relevance and performance of the Medical Devices Program, to provide reasonable assurance that the Program's management control framework is working as intended. The scope of the audit is expected to address the entire 'lifecycle' of management activities including pre-market activities, post-market surveillance, incident assessment, inter-jurisdictional/international co-operation and engagement, enforcement activities, and communication with the public.	The 2011 OAG report on Regulating Medical Devices concluded: *"while overall program funding has increased and program capacity has been enhanced, primarily at the post-market stage, the Department is not fully meeting its obligations in relation to medical devices"*. The audit recommendations continue to be relevant. No internal audit of the Program has ever been undertaken. Annually, there are more than 800 Medical Device Recalls in Canada, a number far greater than for other health products. This program was last evaluated in 2012, resulting in 5 recommendations pertaining to pre-market reviews of combination products; growing re-use of Single Use Devices (SUD), need to explore additional measures to enhance post-market surveillance and monitoring and availability of unlicensed medical devices on the Canadian market. A recent (Fall 2018) media focus on injuries and deaths involving medical device suggests vastly different safety testing protocols than those required for drugs. The Minister announced (Dec 2018) Health Canada's action plan for medical devices. This Plan identifies drivers that pose challenges in managing how medical devices get to market; how effectively they are monitored; and how effectively information is communicated to Canadians, all of which increase the risks to health and safety associated with the use of medical devices.

Health Canada	Engagement Priority
Program Implementation of the Cannabis Act (consulting engagement)	

Core Responsibility	Departmental/Branch Priorities
CSCB	To strengthen openness and transparency as modernization of health protection legislation/ regulation and service delivery continues.

Risk Taxonomy	MAF Elements
Governance and Strategic direction; Legal and Compliance; Organizational and Change management; Program Design and Delivery; Reputational; Stakeholders and Partnerships	Governance and Strategic Management, Information Management, Management of Policy and Programs, Management of Service Delivery

Preliminary Objective and Scope	Rationale
The objective of the engagement is to identify and assess key challenges faced during implementation of Phase One with a view to assessing possible threats and risks, and identifying potential opportunities for improvement in moving forward with the implementation of Phase Two. The scope of the engagement is expected to include, but may not be limited to processes in place and activities undertaken related to: • Decision and oversight processes; • Review, approval and documentation of decisions; and, • Transparency and adequacy of communication with stakeholders and the public regarding expectations and decisions made.	The *Cannabis Act* came into effect on October 17, 2018. The Act created a legal framework for controlling the production, distribution, sale and possession of cannabis across Canada. In 2019, the Branch will be proceeding with Phase Two of the implementation of the *Cannabis Act* which relates to the regulation of edibles. Consultations have identified a need to review how implementation of Phase One of the implementation of the *Cannabis Act* was conducted, with a view to identifying and assessing risks and challenges faced for purposes of informing implementation of Phase Two.

Shared Services Partnership Engagements	Engagement Priority
Management of Privacy Practices	

Core Responsibility	Departmental/Branch Priorities
CSB	To enhance corporate services management, governance and stewardship practices.

Risk Taxonomy	MAF Elements
Business Processes; Communications; Governance and Strategic Direction; Legal; Privacy/Information Stewardship; and Reputational	Public Sector Values, Information Management, Management of Service Delivery

Preliminary Objective and Scope	Rationale
The objective of the audit is to assess the adequacy and effectiveness of policies, practices, and controls at Health Canada and the Public Health Agency of Canada, in place to support departmental compliance with the *Privacy Act* and related policy and directives. The audit will focus on the information life-cycle phases: how information is created or received, shared, used, maintained and eventually disposed of. The audit will examine the design and operation of the Department's and Agency's privacy management practices, including the privacy management framework, as measured against the requirements of the *Privacy Act* and related policy and directives.	In recent years, Canadians and parliamentarians have been concerned with the complex and sensitive privacy issues that stem from proactive anti-terrorism measures, use of surveillance and privacy-intrusive technology, sharing of personal information across borders and threats to privacy posed by security breaches. The TB *Directive on Privacy Impact Statements* requires federal institutions to perform a Privacy Impact Assessment when implementing a new program or substantially modifying an existing program that manages personal information. The Department and Agency manage a high volume of personal information. The internal audit of IT Security (March 2017) submitted recommendations to management in the areas of governance, risk management and control. This audit noted the lack of cryptographic tools to safeguard personal information.

Shared Services Partnership Engagements	Engagement Priority
IT Systems Development	

Core Responsibility	Departmental/Branch Priorities
CSB	To support client priorities, while ensuring alignment with central agency direction in the implementation of enterprise-wide initiatives.

Risk Taxonomy	MAF Elements
Business Processes; Financial Management; Governance and Strategic Direction; Project Management; and Resource Management	Financial and Asset Management; Information Management; Management of Service Delivery

Objective and Scope	Rationale
The objective of this audit is to provide assurance that key controls for IT systems development are in place and operating effectively. The audit scope will include management processes for HC and PHAC IT systems development projects that are ongoing and have been recently completed. Management of the infrastructure that hosts IT systems will be excluded from the scope, as this is primarily a responsibility of Shared Services Canada.	Large IT projects are inherently complex, expensive, and risky. IT failures can be costly and, more importantly, they can affect the project's capacity to deliver expected benefits to users. Systems development and change management controls are essential for ensuring the successful outcome of IT projects. The 2017 Audit of IT Security identified issues related to the management of IT-related projects throughout the systems development lifecycle.

Shared Services Partnership Engagements	Engagement Priority
Shared Services Partnership Agreement	

Core Responsibility	Departmental/Branch Priorities
OIA, CSB, CPAB, and CFOB	To support continuous improvements and innovation in departmental or shared services business processes, systems and tools to support the effective delivery of the HC's and PHAC's mandate.

Risk Taxonomy	MAF Elements
Governance; IM/IT; Finance; Safety and Security; HR; Capital; Infrastructure and Resources.	Financial and Asset Management; Information Management; Management of Service Delivery; People Management.

Preliminary Objective and Scope	Rationale
The objective of this engagement is to assess the effectiveness of the governance and oversight framework over the Shared Services Partnership Agreement between the Department and the Agency. The audit will examine the existence and functioning of governance committees and senior management tables, monitoring processes related to services under the SSP, and reporting mechanisms including the nature of information captured and reported to support effective governance and oversight over services provided under the SSP.	Consultations with the Branch Executive Committees of both HC and PHAC identified concerns related to the delivery of services (primarily the level of service) under the Shared Services Partnership Agreement in the areas of human resources, procurement, and real property. An OCG horizontal audit (with OAE performing the work on behalf of the OCG) was performed shortly after the Agreement was implemented (Audit of Shared Accountability in Interdepartmental Service Arrangements, report dated June 2015). This audit recommended improvements in the area of governance, and the addition of performance measurement, monitoring and of a reporting regime in the Agreement.

Shared Services Partnership Engagements	Engagement Priority
Asset Management	
Core Responsibility	**Senior Management Priorities**
CFOB and CSB	To deliver strategic, operational and analytical financial, procurement and material services.
Risk Taxonomy	**MAF Elements**
Business Processes; Capital Infrastructure, Financial Management; Governance and Strategic Direction; Safety and Security and Resource Management.	Governance and Strategic Management, and Financial and Asset Management.
Preliminary Objective and Scope	**Rationale**
The objective of the audit is to assess the adequacy of the management control framework in place to ensure effective management of capital assets. The scope of the audit will encompass all phases of the asset management lifecycle including planning, acquisition, maintenance, and disposal. The scope includes all tangible asset classes but may be refined and further focused upon completion of the planning phase of the engagement.	Capital assets are essential to supporting effective and efficient delivery on the Department and Agency's objectives. These assets include real property, machinery and equipment, vehicles, electronic equipment and software. As per the 2017-18 Main Estimates, capital expenditures for HC were estimated to be over $37M, and were estimated to be $7.2M for PHAC. The accounting treatment of real property and information technology projects needs to be examined. The HC Corporate Risk Profile for 2018-19 notes aging IT infrastructure as a driver of risk related to the protection of information and to IT overall. The PHAC Corporate Risk Profile for 2016-19 has noted that, without necessary and adequate infrastructure, there could be a negative impact on the delivery of mandate and objectives.

4.2 Audit Plan – FY 2020-21

Public Health Agency of Canada		Engagement Priority
Immunization and Respiratory Infectious Diseases (joint audit and evaluation engagement)		
Core Responsibility	**Departmental/Branch Priorities**	
IDPCB	To strengthen public health capacity and science leadership	
Risk Taxonomy	**MAF Elements**	
Governance and Strategic Direction; Reputation; Privacy; and Legal; Stakeholders and Partnerships	Management of Service Delivery; Governance and Strategic Management; Results and Accountability	
Preliminary Objective and Scope	**Rationale**	
The objective of this engagement (audit and evaluation) is to assess the relevance and performance of the Immunization and Respiratory Infectious Diseases Program, and to provide reasonable assurance that the program's management control framework is working as intended. Activities in this area include the reduction of vaccine-preventable diseases and adverse events following immunization. The integrated audit and evaluation approach will focus on governance, strategic direction, monitoring and identification of results achieved. In this context, the audit will examine management processes in relation to core functions within the Centre for Immunization and Respiratory Infectious Diseases (e.g. operational planning, monitoring and human resource management).	Maintaining public and professional confidence in immunization programs is a key objective of the Agency. This area was last audited in 2012. The recommendations called for the development of a comprehensive mandate statement and related strategic objectives, the expansion and formalization of the risk management process, the linking of program delivery models to program delivery goals, and the enhancement of the performance measurement approach. An audit at this time would confirm whether the above recommendations have been fully implemented and if the associated processes and controls continue to operate effectively. An evaluation of the Immunization and Respiratory Infectious Diseases is required in 2020-2021. It is expected that this joint engagement will provide management with evidence of results achieved with funds expended and may inform future programming of the Immunization and Respiratory Infectious Diseases.	

Public Health Agency of Canada		Engagement Priority
National Emergency Strategic Stockpile		
Core Responsibility	**Departmental/Branch Priorities**	
HSIB	To strengthen public health capacity and science leadership.	
Risk Taxonomy	**MAF Elements**	
Governance and Strategic Direction; Legal; Reputational; and Safety and Security	Management of Service Delivery; Governance and Strategic Management	
Preliminary Objective and Scope	**Rationale**	
The objective of this audit is to assess the management controls related to governance, risk management, and internal controls for the National Emergency Strategic Stockpile (NESS). The audit will examine the Agency's acquisition, management, and disposal of medical vaccines and supplies, as well as its deployment strategies in the case of a national public health emergency.	PHAC has an obligation to strategically and efficiently manage, maintain, and distribute supplies through its National Emergency Strategic Stockpile program. This area was audited in 2010. A follow-up audit was completed in 2012. NESS supplies are used for the provision of critical medical services in the event of a natural or manmade disaster, such as terrorist incidents, global disease outbreaks including pandemics, floods, fires or earthquakes. There are risks related to inventory management, physical security, and deployment strategies.	

Health Canada	Engagement Priority
Natural Health Products Program (joint audit and evaluation engagement)	

Core Responsibility	Departmental/Branch Priorities
HPFB and ROEB	To strengthen openness and transparency as modernization of health protection legislation regulation and service delivery continues.

Risk Taxonomy	MAF Elements
Governance and Strategic Direction; Legal; Program Design and Delivery; Reputational and Stakeholders and Partnerships.	Management of Integrated Risk, Planning and Performance.

Preliminary Objective and Scope	Rationale
The objective of this engagement (audit and evaluation) is to review the relevance and performance of the Natural Health Products Program, and to provide reasonable assurance that the program's management control framework is working as intended. The audit is expected to examine the following: • Elements of the Natural Health Products Regulatory Framework; • Pre-market activities such as benefit-risk assessments of applications for licensing and approval • Post-market surveillance activities, benefit-risk assessments, safety monitoring, compliance and enforcement activities including laboratory analysis, oversight of advertising and border activities; and • Communications with stakeholders and the public.	There are currently over 20,000 natural health products (NHPs) with product licences issued in Canada and many new applications are continuously being submitted for review. Many of these NHPs originate outside Canada, which adds to the risk that ingredients and manufacturing practices may not have been subjected to inspection and challenge at the level of HC standards. An internal audit of NHP in 2015 resulted in a number of recommendations. However, the scope of that audit did not include examination of regulatory decisions related to the safety and efficacy of NHPs. An evaluation was completed in March 2016. Key findings included the observation that questions remain about the efficacy and quality of some natural health products, which in turn could have an impact on safety. For example, there is concern that some natural health products make claims that are not supported by scientific evidence and that the lack of an on-site inspection program and the current attestation model are insufficient to verify quality. There are significant differences on the level of oversight between different health product categories made available to Canadians. There are no legislative powers to force the recall or label change for potentially unsafe NHPs as there is for prescription drugs.

Health Canada	Engagement Priority
National Pesticide Compliance Program	

Core Responsibility	Departmental/Branch Priorities
PMRA	To foster sustainable health care systems; To strengthen regulatory effectiveness and health and safety; to strengthen openness and transparency, stakeholder relations, and Interdepartmental coordination

Risk Taxonomy	MAF Elements
Safety and Security; Legal and Compliance Matters; Reputation and Relations with Stakeholders, Clients and the Public	Results and Accountability; Information Management, Governance and Strategic Management, and Management of Service Delivery

Preliminary Objective and Scope	Rationale
The objective of the audit is to assess the effectiveness of the PMRA's management control framework over the National Pesticide Compliance Program (NPCP). The audit will examine: • management activities at both regional and national levels in the areas of prevention, targeted oversight, and rapid response; • collaboration and engagement with provincial, territorial and municipal partners as well as international government agencies and organizations; • compliance or enforcement approaches; • consideration of economic benefits, and • the competitiveness of sectors under jurisdiction.	PMRA identified compliance and enforcement as a specific area of concern due to inadequate funding. The HC 2016/17 Compliance and Enforcement Report outlining activities and results of the National Pesticide Compliance Program (NPCP) provides context of the vast scope of the regulated community and suggests various factors influencing levels of compliance including: • regional differences; • a complex environment in which NPCP carries out its compliance/enforcement mandate due to the need for collaboration between, and engagement with provincial, territorial and municipal partners as well as international governmental agencies and organizations; and • compliance by entities and associated enforcement activities may be impacted by considerations of initiatives related to economic benefits and the competitiveness of Canadian agriculture, aquaculture and other industry sectors. The above underscore the scope/complexity of pesticide-related compliance/enforcement activities and related concerns.

Public Health Agency of Canada and Health Canada	Engagement Priority
Costing Information for Decision Making (concurrent audits)	

Core Responsibility	Departmental/Branch Priorities
CFOB (HC), OCFO (PHAC)	To deliver strategic, operational and analytical financial, procurement and material services, and lead corporate planning and reporting in support of departmental objectives and the Government's policy on accountability

Risk Taxonomy	MAF Elements
Business processes; Capital Infrastructure, Financial Management; Governance and Strategic Direction.	Governance and Strategic Management; and Financial and Asset Management.

Preliminary Objective and Scope	Rationale
The objective of the audit is to assess if Health Canada and the Public Health Agency of Canada have effective costing practices in support of decision making and in line with the TBS guidelines for costing and related policy instruments. The audit will examine key costing practices and processes in place at HC and PHAC for decision making regarding programs and projects. Note: Separate audit reports will be submitted to management of each organization.	Treasury Board's new Guideline on Costing underscores the importance of costing because information on costs helps managers at all levels understand the financial impact on initiatives being proposed and decisions being made. Managers need to know how the costs will change when the nature or level of an activity changes. Costing information is necessary to inform consideration of program affordability and sustainability, and is important for Cabinet decision making.

Health Canada and Public Health Agency of Canada	Engagement Priority
Management of Scientific Research (concurrent audits)	

Core Responsibility	Departmental/Branch Priorities
IDPCB (PHAC), HECSB (HC) and HPFB (HC)	To have a central point for sharing public health expertise across Canada and with international partners to inform and support Canada's public health priorities.

Risk Taxonomy	MAF Elements
Governance and Strategic Direction; and Privacy/Information Stewardship	Results and Accountability; Continuous Learning and Innovation; Public Sector Values; Information Management; and Management of Service Delivery

Preliminary Objective and Scope	Rationale
The preliminary objective of the audit is to assess the effectiveness of the control framework for management of scientific research in support of the Department's and Agency's regulatory and policy mandates. The scope is expected to include the management of scientific research activities in HECSB and HPFB within HC and IDPC within PHAC, but may adjusted after the planning phase of the project. It will not include testing, analysis and surveillance undertaken as routine program activities. The following aspects of the management framework will be considered for inclusion in the scope during the planning phase of the audit: • Planning of research activities; • Mechanisms for capturing, assessing and reporting and communicating research activities, expenditures, and results; • Mechanisms for collaboration between HC and PHAC, among individual branches, and with external stakeholders; • Processes and controls to identify, protect and manage Intellectual Property resulting from research activities.	An audit dealing with scientific research was conducted in 2013 at Health Canada. This audit identified opportunities for improvement in key aspects of management related to research activities including: • governance, • defining the dimensions and planning for research; • monitoring and reporting of research-related resources; and • developing performance measurement frameworks for research. Scientific research activities link to two of the key risks identified in the PHAC CRP 2016-19: access to timely and accurate data, and keeping up with the changing external environment. Research activities within the Agency are primarily undertaken by IDPC which has not yet been audited. In its 2018-19 Operational Plan, HECSB identified the mobilization of its science and research as a strategic priority and outlined several supporting initiatives. The recent joint communique by the HC and PHAC deputy heads on the new HC and PHAC Scientific Integrity Policy (2019) underscores the importance of scientific research: "Scientific research is one of the foundations of our work. It is critical to our ability to identify emerging public health issues, capitalize on opportunities, and minimize health and environmental risks to Canadians". "To that end, our Scientific Integrity Policy supports and promotes scientific integrity in the design, conduct, review and communication of research and science…"

Shared Services Partnership Engagements	Engagement Priority
Staffing Practices and Service Delivery	

Core Responsibility	Departmental/Branch Priorities
CSB	To recruit, maintain and foster an engaged, high performing and diverse work force within a healthy workplace.

Risk Taxonomy	MAF Elements
Governance and Strategic Direction; HR Management, Business Processes, and Values and Ethics	HR Management, Business Processes, Values and Ethics

Preliminary Objective and Scope	Rationale
The objective of the audit is to assess the effectiveness of processes and controls in place to ensure that HC and PHAC's human resource requirements are met.

The scope will comprise planning, recruiting and staffing activities that took place in fiscal years 2018-19 and 2019-20 and may be expanded to include certain planning activities undertaken in 2017-18.

The scope excludes assessment of the organizational structures of branches and programs or whether they are adequately resourced. | The ability to recruit staff and maintain a diverse and qualified workforce has been identified as a risk by HC and PHAC. Furthermore, effectiveness and timeliness of staffing service delivery is a key concern that has been expressed by a number of branches within both HC and PHAC.

A sound framework to support recruitment and staffing is integral to HC and PHAC meeting operational requirements and fulfilling their mandates. |

Shared Services Partnership Engagements	Engagement Priority
Corporate Communications Function	

Core Responsibility	Departmental/Branch Priorities
CPAB	To strengthen openness and transparency; Strengthen stakeholder and public engagement and collaboration

Risk Taxonomy	MAF Elements
Governance and Strategic Direction; Reputation, and Relations with Stakeholders / Clients / the Public.	People management; Information Management, Leadership and Strategic Direction, Management of Service Delivery

Preliminary Objective and Scope	Rationale
The audit will assess whether processes and controls are adequately designed and working effectively for management of the communications function. The scope will focus on the following key areas: • goal setting and operational planning; • coordination and Integration of CPAB communication activities with those of individual branches; • use of the web and social media communication platforms; • monitoring and performance measurement of communication strategies and initiatives; • client-centred service and service standards; and, • communication to the public, industry, health professionals and other stakeholders.	No prior audit of communication activities and practices has been undertaken. Communication and engagement with stakeholders and the public is important for HC and PHAC's mandates, as reflected in their respective corporate risk profiles. HC organizational Priority II, as outlined in the 2018-19 CRP, is to "strengthen openness and transparency as modernization of health protection, legislation, regulation and delivery continues". A key supporting initiative is the implementation of HC's Regulatory and Openness Transparency Framework (ROTF). Effective communication with the public, industry, health professionals and other stakeholders underpins implementation of the ROTF, and as such, an examination of the processes and controls in place for management of the communications function is warranted.

Services Partnership Engagements	Engagement Priority
Pay and Benefits	

Core Responsibility	Departmental/Branch Priorities
CSB	To recruit, maintain and foster and engaged, high performing and diverse work force within a healthy workplace.

Risk Taxonomy	MAF Elements
Governance and Strategic Direction; HR Management, Financial Management; and Business Processes.	HR Management, Business processes, Financial and Asset Management; Results and Accountability, Management of Service Delivery

Preliminary Objective and Scope	Rationale
The preliminary objective of this audit is to determine if key controls are in place to ensure accuracy of data and to help resolve pay transaction issues.

The preliminary scope is expected to include an examination of key activities in support of pay system stabilization as outlined by HC in responding to the Clerk of the Privy Council, and to focus on the pay events and associated transactions that are of higher risk for the Department and Agency. | In response to the November 2017 request of the Clerk of the Privy Council, CSB outlined activities that had been or were being implemented, including a dedicated Phoenix Escalation Team and dedicated data collection, sharing and analysis.

In light of the ongoing issues with pay transactions and the concerns that departments may not be doing their part in adequately supporting the Phoenix Pay system in the timely and accurate processing of pay transactions, key processes, activities and controls related to pay and benefits should be examined. |

4.3   Audit Plan – FY 2021-22

Public Health Agency of Canada	Audit Priority
Potable Water	

Core Responsibility	Departmental/Branch Priorities
HSIB	To enhance public health security.

Risk Taxonomy	MAF Elements
Governance and Strategic Direction; Legal; Policy Development and Implementation; Reputational; and Stakeholders and Partnerships	Management of Integrated Risk, Planning and Performance.

Preliminary Objective and Scope	Rationale
The objective of this audit is to assess the management control framework in place for regulations regarding potable water on board trains, vessels, aircraft, and buses. The audit will include an examination of the implementation and enforcement activities undertaken at the Agency to ensure compliance with the potable water regulations.	PHAC modernized and implemented new *Potable Water Regulations* (last amended September, 2016), replacing the existing 60-year-old regime governing the safety and quality of drinking water on federally-regulated airplanes, trains, ships, and buses. The *Regulations* represent an important additional point of compliance in the transportation sector. This area has not been audited since it was transferred from HC to PHAC in 2013.

Health Canada	Engagement Priority
Radiation Protection Activities (joint audit and evaluation engagement)	

Core Responsibility	Departmental/Branch Priorities
HECSB	To foster Sustainable Health Care Systems, **to strengthen openness and transparency and be a trusted regulator and credible source of health and safety information as modernization of health protection legislation regulation and service delivery continues.**

Risk Taxonomy	MAF Elements
Governance and Strategic Direction; Safety and Security; Reputation, Relations with Stakeholders, Clients and Public; and Legal.	Management of Policy and Programs; Results and Accountability, Governance and Strategic Management, and Information Management.

Preliminary Objective and Scope	Rationale
The objective of this engagement (audit and evaluation) is to review the relevance and performance of the Radiation Protection Activities, and to provide reasonable assurance that the program's management control framework is working as intended. The scope will be finalized following results of the planning phase of the project. The following areas are expected to be considered for inclusion: • Roles, responsibilities and collaboration mechanisms among the different branches and external stakeholders; • Processes for identifying and addressing radiation safety risks in a timely manner; • Processes for addressing public enquiries in a timely manner and for effective and timely communication; and, • Implementation of recommendations from the 2014-15 internal review of the Radiation-Emitting Devices program.	This program links directly to HC's identified Risk Priority Areas, namely: '*Canadians will lose confidence in the health and safety of consumer products if HC is not regarded as a trusted regulator and used as a credible source of information*' and, '*Health Canada's ability to protect Canadians from the risks of products may be weakened due to the changing integrity of the global supply chain and the rapid pace of innovation*'. The Program receives a significant number of requests (about 750 per year for information on radiation safety) relative to its size. Given this and the complexity of some of the requests, the response time is longer than the standard target response time. There is growing demand for the development of new technology and associated devices, especially in the medical and communication fields. It is reasonable to expect that demand for information regarding risks and protection from radiation will continue to take on increased importance. An evaluation was last conducted in FY 2016-17. However, to date no internal audit of the Radiation Protection Program has been conducted by OAE.

Health Canada	Engagement Priority
Regulatory Nutrition Labelling	

Core Responsibility	Departmental/Branch Priorities
HPFB, ROEB	To strengthen openness and transparency as modernization of health protection legislation/ regulation and service delivery continues.

Risk Taxonomy	MAF Elements
Governance and Strategic Direction; Legal; Policy Development and Implementation; Reputational; and, Stakeholders and Partnerships	Results and Accountability, Information Management, Governance and Strategic Management, Management of Service Delivery

Preliminary Objective and Scope	Rationale
The objective of the audit is to assess the effectiveness of the management control framework in place to support the regulatory requirements for nutrition labelling and to manage associated risks. The scope of the audit will include examination of pre-market activities that assess the safety and nutritional adequacy of foods with a focus on novel foods proposed for sale in Canada. It will also examine post-market activities related to the accuracy of nutritional labelling as well as the activities to support compliance to requirements by the industry.	This area has never been audited and poses significant reputational risks to the Department. Today, science is yielding new products and practices that carry new benefits and risks. There is a constant increase in the importation and distribution of foods from outside Canada. These risk drivers have added to the complexity of regulating nutrition labelling. The HC Corporate Risk Profile for 2018-19 notes that Canadians will lose confidence in the safety of health and consumer products if Health Canada is not regarded as a trusted regulator and used as a credible source of information; and Health Canada's ability to protect Canadians from the risks of products may be weakened due to the increasing complexity of the global supply chain and pace of innovation.

Health Canada and Public Health Agency of Canada	Engagement Priority
Investment Planning (concurrent audits)	

Core Responsibility	Departmental/Branch Priorities
CFOB (HC) and OSPP (PHAC)	To deliver strategic, operational and analytical financial, procurement and material services, and lead corporate planning and reporting in support of departmental objectives and the government's policy and accountability

Risk Taxonomy	MAF Elements
Financial Management; Governance and Strategic Direction, Capital Infrastructure, Business Processes, Project Management, Resource management.	Governance and Strategic Management, Financial and Asset Management; Results and Accountability, Management of Service Delivery

Preliminary Objective and Scope	Rationale
The objective of the audit is to assess the management control framework in place to support investment planning. The scope of the audit will include the processes involved in identifying and prioritizing investments inter and intra-branch including the exercise of a central challenge function, and the processes for budgeting and resource allocation. Note: Separate audit reports will be submitted to management of each organization.	Investment planning has major operational, risk and financial implications for any organization. It ensures that resources are allocated in a manner that clearly supports program outcomes and departmental priorities. It helps our organization concentrate its investments on those projects of highest priority and greatest risk. Effective investment planning helps to ensure a diligent and rational resource allocation for both existing and new assets, and for acquired services, within HC and PHAC's reference levels.

Health Canada and Public Health Agency	Engagement Priority
Project Management (concurrent audits)	

Core Responsibility	Departmental/Branch Priorities
CFOB (HC) and OSPP (PHAC)	To deliver strategic, operational and analytical financial, procurement and material services, and lead corporate planning and reporting in support of departmental objectives and the government's policy and accountability.

Risk Taxonomy	MAF Elements
Financial Management; Governance and Strategic Direction; Safety and Security; IM/IT; Capital Infrastructure; Resource Management; and; Business Processes.	Governance and Strategic Management, Financial and Asset Management; Information Management, Management of Service Delivery

Preliminary Objective and Scope	Rationale
The objective of the audit is to determine if the project management frameworks support the effective delivery of projects in compliance with TBS's *Policy on the Management of Projects*. The scope of the audit will include HC and PHAC's project management frameworks focusing on the areas of: • Governance mechanisms; • Guidance, procedures and tools to support Project Management; and, • Monitoring, reporting and oversight activities for project management. Note: Separate audit reports will be submitted to management of each organization.	An audit of Project Management (PM) was last conducted in 2013-2014 following the implementation of the new Project Management Framework in 2012 and during a time of transition of certain corporate services under the Shared Services Partnership (SSP). It identified the need to address certain aspects of PM including: updating governance mechanisms; further strengthening the project management process, including the areas of project costing, development of standard templates, information requirements for project management plans and documentation requirements for all aspects of the associated framework. In the MAF 2017-18 Comparative Results document, there is no indication of the percentages of HC/PHAC projects that were completed on time and within budget in 2016/17. In addition, in the MAF 2018-19 draft Results, HC completed one project in 2017-18, the Grants and Contributions Information Management System (GCMIS), and the project was not delivered on time. The management of projects is essential to providing value for money and demonstrating sound stewardship in program delivery.

Shared Services Partnership Engagements	Engagement Priority
Personnel Security	

Core Responsibility	Departmental/Branch Priorities
CSB	To enhanced Public Health Security, and Strengthened Public Health Capacity and Science Leadership

Risk Taxonomy	MAF Elements
Business Processes, Program Design and Delivery, Values and Ethics, and Legal	Public Sector Values, People Management, Governance and Strategic Management

Preliminary Objective and Scope	Rationale
The objective of the audit is to determine if the personnel security processes for HC and PHAC are consistent with the *Policy on Government Security* and the *Security Screening Standard*, and whether activities are carried out efficiently. The audit will examine the personnel security screening processes and activities related to: PHAC and HC staffing, contractors in the NCR and in the regions, and scientists or other individuals collaborating with HC and PHAC through collaborative agreements. In addition, the engagement is expected to incorporate a review of the security screening processes including associated process reviews and mapping exercises that have been undertaken by the Departmental Security Office. The scope will exclude the issuance of security passes, and access controls to buildings, IT resources and Networks.	Security screening is at the core of the Policy on Government Security as a fundamental practice that establishes and maintains a foundation of trust within government, between government and Canadians, and between Canada and other countries. During recent consultations, concerns have been expressed regarding the efficiency of the Personnel Security screening process. A recent audit of contracting and procurement identified that addressing the requirements to complete the Security Requirements Check List (SRCL), posed significant challenges to the efficient operation of the contracting process and was one of the reasons for delays. Similarly, the Audit of Biosecurity identified that there were issues with the information requests and processing of applications that resulted in established service standards not being met. The above are indicators that there may be potential gaps in understanding of information requirements; roles and responsibilities; errors in the processing of information and/or unnecessarily long processes for review, assessment and/or approvals. Any such gaps may have adverse impacts on operations, specifically in the staffing process and in the implementation and administration of contracts.

Shared Services Partnership Engagements	Engagement Priority
Real Property	

Core Responsibility	Departmental/Branch Priorities
CSB	To strengthen physical infrastructure

Risk Taxonomy	MAF Elements
Business Processes; Capital Infrastructure, Financial Management; Governance and Strategic Direction; Safety and Security and Resource Management.	Governance and Strategic Management, Financial and Asset Management, Management of Service Delivery

Preliminary Objective and Scope	Rationale
The objective of the audit is to assess the adequacy of the management framework in place for supporting effective and efficient operations to address real property and accommodation requirements of the Department and the Agency. The scope is expected to include management processes and activities in place during fiscal years 2018-19 and 2019-20. The audit will be national in scope. Areas examined are expected to include: • long and short-term planning exercises and outputs; • facility conditions, threat assessments and management plans; • interaction and communication between functional specialists and clients; • physical security and safety requirements; • service standards, monitoring and performance measurement and reporting; and • management of agreements and contracts related to real property with PSPC and other service providers.	Concerns were raised during February 2018 BEC consultations related to various classes of assets including Real Property, Fleet, and IT. Concerns expressed were in the areas of aging infrastructure, funding pressures, asset investment, project prioritization and asset maintenance management. The PHAC 2016-2019 Corporate Risk Profile identifies physical infrastructure (facilities and assets) as a key risk to the delivery of the Agency's mandate. The MAF 2017-18 Comparative Results Report indicates that Health Canada was the department with the lowest rated conditions of its real property assets with over 57% of floor space rated as either in poor or critical condition.

Appendix A – Audit Planning Considerations

The following elements were considered when developing the Risk-Based Audit Plan (RBAP), in order to ensure alignment with Government of Canada, Departmental, and Agency priorities:
- Ministerial Mandate Letter;
- Departmental Results Frameworks (DRF);
- Senior Management Priorities;
- Corporate Risk Profiles;
- Management Accountability Framework elements;
- Risk taxonomies.

In addition, OAE considers upcoming projects by external assurance providers and the program evaluation function for Health Canada (HC) and Public Health Agency of Canada (PHAC).

Ministerial Mandate Letters

The Ministerial mandate letters provide a framework for what ministers are expected to accomplish, including specific policy objectives and challenges to be addressed. Mandate letters provide ministers with the Prime Minister's expectations of approach and priorities. They are not intended to be an exhaustive list of all the files a minister needs to work on.

Departmental Results Framework (see Table 5)

The DRF identifies the core responsibilities for both the PHAC and HC. During the development of this RBAP, the DRF was used to define the various individual components that may be considered priority program areas for the "audit universe" of the RBAP. Accordingly, the RBAP represents a clear link between the audits proposed and the strategic outcomes for the Department and Agency.

Table 5 – Departmental Results

Public Health Agency of Canada[4]
Canadians have improved physical and mental health
Canadians have improved health behaviours
Chronic diseases are prevented
Health Canada[5]
Canada has modern and sustainable health care systems
Canadians have access to appropriate and effective health services
Canadians have access to safe, effective and quality health products
Canadians are protected from unsafe consumer and commercial products and substances
Canadians make healthy choices

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[4] Per the PHAC - 2018-19 Departmental Plan
[5] Per the Health Canada - 2018-19 Departmental Plan

Senior Management Priorities

The development of the RBAP also took into account audit priorities proposed by senior management from the Public Health Agency of Canada and Health Canada, as well as a detailed review of key agency and departmental documents, such as the Report on Plans and Priorities, and Agency and Departmental operational plans.

Corporate Risk Profiles

Corporate Risk Profiles (CRP) are annual outputs of the risk management processes of the Department and Agency. They provide an overview of key corporate-level threats and opportunities that may potentially affect organizational mandates. They also present organizational priorities that are aligned with key risks, as well as initiatives in support of the priorities. As such, review of the CRPs provides valuable context and input into the prioritization of the audit universe, and identifying and defining specific audit projects.

Management Accountability Framework (see Table 6)

Existing strengths and improvement opportunities identified as a result of the annual Management Accountability Framework assessment were taken into account when identifying priority areas for the RBAP. The assessment elements were:

Table 6 – Management Accountability Framework

1	Financial Management
2	People Management
3	Information Management and Information Technology (IM/IT) Management
4	Results Management
5	Management of Acquired Services and Assets
6	Security Management

Risk taxonomies (see Table 7)

The OAE referenced the TBS *Guide to Risk Taxonomies: An approach to articulating key risks* during its assessment of potential audit projects. A risk taxonomy is a comprehensive, common, and stable set of risk categories that is used within an organization. The Treasury Board Secretariat taxonomy was developed to be applicable across government, and may be modified as appropriate by a department. The OAE risk taxonomy adds Safety and Security to the TBS risk taxonomy, as this is central to the organizational mandates.

Table 7 – Risk Taxonomies

A. Business processes	L. Transformation and change management
B. Capital infrastructure	M. Policy development and implementation
C. Communications	N. Privacy/Information stewardship
D. Conflict of interest	O. Program design and delivery
E. Financial management	P. Project management
F. Governance and strategic direction	Q. Political
G. Human resources management	R. Reputational
H. Information management	S. Resource management
I. Information technology	T. Stakeholders and partnerships
J. Knowledge management	U. Values and ethics
K. Legal	V. Safety and security

Government of Canada horizontal audit priorities (see Table 8)

Government-wide audit priorities, as well as specific audits and reviews planned by external assurance providers, were considered during the selection and prioritization of potential audits to be included in the RBAP. When an external assurance provider performs an audit at Health Canada or at the Public Health Agency of Canada, OAE considers the subject area covered by the external auditors in the development of the RBAP. The RBAP also takes into consideration past environmental petitions in relation to risk themes.

Table 8 – External Audits

OAG - Health Canada
• 2018 – Risks of Toxic Substances and Enforcing CEPA
• 2018 – Strategic Environmental Assessments of Government Projects
• 2017 – Public Accounts
• 2017 – Environmental Petitions Annual Report and Retrospective
• 2017 – Adapting to the Impacts of Climate Change
• 2017 – Managing the Risk of Fraud
• 2016 – Public Accounts
• 2016 – Environmental Petitions Annual Report
• 2016 – Chemicals in Consumer Products and Cosmetics
OAG - PHAC
• 2018 – Strategic Environmental Assessments of Government Projects
• 2017 – Departmental Progress in Implementing Sustainable Development Strategies
• 2017 – Adapting to the Impacts of Climate Change
PSC – HC and PHAC
• 2018 – System-wide Staffing Audit

Appendix B – Internal Audit Resources by Project and Year

This RBAP is based on the assumption that the notional OAE budget of $5.4M for 2019–20.

OAE Net Available Resources

There are approximately 1,950 gross working hours for each full-time equivalent (FTE). After deducting leave and training, this leaves 1,493 net working hours available for each full-time employee by year. The details of leave and training deductions are found in **Table 9**:

Table 9 – Hours Allocated per Year for Leave and Training per Employee

	Hours	% of Total
Hours available per employee	1,950.0	100%
Less:		
Statutory holidays	82.5	4%
Personal leave (estimated average four weeks)	150.0	8%
Sick leave (estimated average three weeks)	112.5	6%
Misc. leave (e.g., family-related, appointments)	37.5	2%
Net Leave	382.5	20%
Employee Hours after Leave Balances	**1,567.5**	**80%**
Less: Training	75.0	4%
Net Available Working Hours per Employee	**1,492.5**	**76%**

Internal Audit Resource Allocation

The typical auditor and audit project leader is expected to devote 80 percent of their available time to conducting audit activities. The remaining 20 percent is to be used in non-audit specific meetings, general administration, travel, and lost time. For the audit manager position, the amount of available audit time decreases to 70 percent, due to an increase in administrative activities such as managing staff, and staffing and contracting activities. For the executive (EX-02), the time decreases further to just 20 percent for direct audit activities due to other activities, such as financial planning, meetings, HR issues, corporate activities, special projects, reporting requirements, and other duties. Finally, the developmental auditor, while not engaged in the administrative activities of the executive and audit manager, is scheduled to have 50 percent of their time dedicated to audit activities as they are still in a learning process and therefore take longer to complete work, re-work tasks, and are participating in more professional development activities.

The development of the RBAP has ensured that internal audit resources are appropriate, sufficient, and will be effectively deployed to achieve the approved Plan. An estimate of the time available to conduct the audits, by position, is detailed in **Table 10**.

Table 10 – Internal Audit Resource Allocation Table

Net Hours Available to Audits by Position					
Position	Working Hours	% of Available Time	Hours Available for Auditing	Planned FTEs	Total Hours
Executive Director	1,492.50	20%	298.50	1	299
Manager	1,492.50	70%	1,044.75	5	5,224
Auditor	1,492.50	80%	1,194.00	15	17,910
Developmental Auditor	1,492.50	50%	746.25	1	746
Total Available Effort – Hours					24,179

Duration of Internal Audits

Based on previous OAE audit engagements, the average level of effort per audit engagement has been estimated at 2,000 hours. This level of effort is broken down as follows: 40 percent for planning, 45 percent for examination and 15 percent for reporting.

Costing of Internal Audits (see Table 11)

To determine the total budgeted cost for OAE audit engagements, a standardized cost per FTE is calculated. The total budgeted hours per engagement are converted to FTEs, and this converted amount is multiplied by the standardized cost in order to develop the total budgeted cost per audit engagement. This standard cost is increased each year by one percent to account for increases in salaries (as per collective agreements). The standard cost of audit engagements also includes an overhead amount for items such as translation.

Table 11– Costing of Internal Audits

Projects	Totals (FY 2019-20 to FY 2021-22)		
	Fiscal Year	Total Budgeted Hours	Total Budgeted Cost
Public Health Agency of Canada			
Multi-sectoral Partnerships	2019-20	2,000	$139,510
Surveillance Activities	2019-20	2,000	$139,510
Immunization and Respiratory Infectious Diseases	2020-21	2,000	$140,755
National Emergency Strategic Stockpile	2020-21	2,000	$140,755
Potable Water	2021-22	2,000	$142,013
Health Canada			
Controlled Substances	2019-20	2,000	$139,510
Inspection Activities	2019-20	300	$33,492
Medical Devices Program	2019-20	2,000	$139,510
Program Implementation of the Cannabis Act (Consulting Engagement)	2019-20	1,200	$88,966
Natural Health Products Program	2020-21	2,000	$139,510
National Pesticide Compliance Program	2021-22	2,000	$139,510
Radiation Protection Activities	2021-22	2,000	$140,755
Regulatory Nutrition Labelling	2021-22	2,000	$140,755
Concurrent Audits (HC and PHAC)			
Costing Information for Decision Making	2020-21	2,000	$140,755
Management of Scientific Research	2020-21	2,000	$140,755
Investment Planning	2021-22	3,000	$205,519
Project Management	2021-22	3,000	$207,424
Shared Services Partnership			
Management of Privacy Practices	2019-20	2,000	$129,510
IT Systems Development	2019-20	2,000	$134,510
Shared Services Partnership Agreement	2019-20	1,200	$89,706
Asset Management	2019-20	2,000	$139,510
Staffing Practices and Service Delivery	2020-21	1,800	$128,180
Corporate Communications Function	2020-21	2,000	$139,510
Pay and Benefits	2020-21	800	$65,302
Audit of Personnel Security	2021-22	2,000	$142,013
Real Property	2021-22	2,000	$142,013

Appendix C – Audits and Evaluations by Branch and Fiscal Year of Completion (Crosswalk) for PHAC and HC

Proposed Public Health Agency of Canada Evaluations and Audits by Branch and Fiscal Year of Completion (as of March 15, 2019)

BRANCH	YEAR 1 2019-20	YEAR 2 2020-21	YEAR 3 2021-22	YEAR 4 2022-23	YEAR 5 2023-24
Underline text = evaluations on a fixed schedule due to Financial Administration Act (FAA) and/or Treasury Board (TB) submissions **Bold text** = Horizontal evaluations. *Italicized text* = horizontal evaluations led by another Department (Date) = date the Deputy Head approval is required by to be compliant with FAA / TB sub requirement Grey highlight = Audits. Audit planning runs on a three-year cycle, therefore information is provided for years one through three only. Year four audits have been shown when they begin in year three. Light Grey Highlight = Advisory / Consulting engagements Green Highlight - Joint Audit and Evaluations					
Infectious Disease Prevention and Control	Public Health Laboratories Mar 2019 - Dec 2019	PHAC Component Evaluation for Adapting to Climate Change Dec 2019 - Sep 2020	Tuberculosis Jul 2020 - Jun 2021	Health Care-Associated Infections Apr 2022 - Mar 2023	
	Surveillance Activities Sep 2018 – Nov 2019	Immunization and Respiratory Infectious Diseases (Oct 2021) Jan 2020 - Feb 2021	***Canadian Drug & Substance Strategy*** (Mar 2022) Dec 2020 - Mar 2022	Foodborne and Zoonotic Diseases Apr 2022 - Mar 2023	Federal Initiative to Address HIV in Canada (including STBBI activities) (March 2024) Jan 2023 – Mar 2024
		Management of Scientific Research Jan 2020 – Feb 2021	***Adapting to Impacts of Climate Change*** *(ECCC-led)* Jan 2020 – Jun 2021	***Canadian Food Safety Information Network*** *(CFIA-led)* Apr 2022 – Mar 2023	National Collaborating Centres (March 2024) Apr 2023 – Mar 2024

BRANCH	YEAR 1 2019-20	YEAR 2 2020-21	YEAR 3 2021-22	YEAR 4 2022-23	YEAR 5 2023-24
Health Promotion and Chronic Disease Prevention	Multi-sectoral Partnerships (Mar 2020) Jun 2018 - Sep 2019	Children's Programs (CAPC, CPNP, FASD) (Mar 2021) Jan 2020 - Dec 2020	Aboriginal Head Start in Urban and Northern Communities (Mar 2022) Sep 2020 -Dec 2021		
	Canadian Centre for Aging and Brain Health Innovation Contribution Program Dec 2018 – Dec 2019	***Strategy to Prevent and Address Gender-based Violence*** (SWC-led) Mar 2019-Sep 2020	PHAC's Tobacco Activities Jun 2020- Jun 2021		
	Innovation Strategy (Mar 2020) Sep 2018 - Sep 2019		Evidence for Health Promotion, Chronic Disease and Injury (including CPHO Report, CCDR) Jan 2021 - Dec 2021		***Strategy to Prevent and Address Gender-based Violence*** (SWC-led) Apr 2023-Mar 2024
	Family Violence Investment (Mar 2020) Sep 2018-Sep 2019		***Roadmap for Canada's Official Languages: Education Immigration Communities*** (PCH-led) Sept 2020 – Mar 2022		
	Surveillance Activities Sep 2018 – Nov 2019				
Health Security Infrastructure		Biosecurity Jan 2020 - Dec 2020	Border and Travel Health Program Jan 2021 - Dec 2021	Emergency Preparedness and Response Sept 2021 – Sept 2022	

BRANCH	YEAR 1 2019-20	YEAR 2 2020-21	YEAR 3 2021-22	YEAR 4 2022-23	YEAR 5 2023-24
		Single Window Initiative (CBSA-led) Jun 2018 – May 2020	Potable Water Jan 2021 - Feb 2022		
		National Emergency Strategic Stockpile Feb 2020 – Mar 2021			
Office of International Affairs	Shared Services Partnership Agreement May 2019 – Dec 2019		PHACs Tobacco Activities Jun 2020 - Jun 2021		
Office of Strategic Policy and Planning		OCG Horizontal Audit of Departmental Performance Measurement TBD	Investment Planning Sep 2020 – Oct 2021	Project Management Nov 2021 – Dec 2022	
Office of the Chief Financial Officer	Shared Services Partnership Agreement May 2019 – Dec 2019	Costing Information for Decision Making Jun 2019 – Jul 2020			

Proposed Health Canada Evaluations and Audits by Branch and Fiscal Year of Completion (as of March 15, 2019)

BRANCH	YEAR 1 2019-20	YEAR 2 2020-21	YEAR 3 2021-22	YEAR 4 2022-23	YEAR 5 2023-24
Underline text = evaluations on a fixed schedule due to *Financial Administration Act* (FAA) and/or Treasury Board (TB) submissions **Bold text** = horizontal evaluations. *Italicized text* = horizontal evaluations led by another Department (Date) = date the Deputy Head approval is required by to be compliant with FAA / TB sub requirement Grey highlight = Audits. Audit planning runs on a three-year cycle, therefore information is provided for years one through three only. Light grey highlight = Advisory/Consulting engagements Green highlight = Joint Audit and Evaluations					
Healthy Environments and Consumer Safety Branch	Chemicals Management Plan (including water quality) (HC-led) (Sept 2019) Aug 2018 - Sep 2019	*Addressing Air Pollution Horizontal Initiative (AAPHI)* (ECCC-led) Jan 2019 – Jun 2020	*Adapting to Impacts of Climate Change* (ECCC-led) Jan 2020 – Jun 2021	Consumer Product Safety Jun 2021 - Jun 2022	*Federal Contaminated Sites* (ECCC-led) Jan 2023 – Sept 2024
	Workplace Hazardous Products Apr 2019 - Mar 2020	*Single Window Initiative* (CBSA-led) Jun 2018 – May 2020	Radiation Protection Activities Feb 2021 – Feb 2022	*Impact Assessment and Regulatory Processes* (CEAA-led) Jan 2021 – Jun 2022	
		HC Component Evaluation for Climate Change (Mar 2021) Dec 2019 - Sept 2020			
		Management of Scientific Research Jan 2020 – Feb 2021			

BRANCH	YEAR 1 2019-20	YEAR 2 2020-21	YEAR 3 2021-22	YEAR 4 2022-23	YEAR 5 2023-24
Controlled Substances and Cannabis Branch	Consulting Engagement – Program Implementation of the Cannabis Act April 2019 – July 2019	*Single Window Initiative* (CBSA-led) Jun 2018 – May 2020	<u>**Canadian Drugs and Substances Strategy**</u> (HC-led) (Mar 2022) Dec 2020 - Mar 2022	**Cannabis Program** (HC-led) Sept 2021 – March 2023	
	Controlled Substances Oct 2018 – Dec 2019		HCs Tobacco Activities Jun 2020 - Jun 2021		
Health Products and Food Branch	<u>**Chemicals Management Plan (including water quality)**</u> (HC-led) (Sept 2019) Aug 2018 - Sep 2019	Natural Health Products Program Apr 2020 – Mar 2021	Veterinary Drugs Apr 2021 – Mar 2022	*Canadian Food Safety Information Network* (CFIA-Led) (Dec 2022) Apr 2022 – Mar 2023	Food and Nutrition Program – Food Safety Apr 2023 – Mar 2024
	Medical Devices Mar 2019 - Mar 2020	Management of Scientific Research Jan 2020 – Feb 2021	Regulatory Nutrition Labelling Feb 2021 – Mar 2022	Human Drugs Apr 2022 – Mar 2023	Biologics and Radiopharmaceuticals Program Jan 2023 – Dec 2023
	<u>**Drug Safety and Effectiveness Network (DSEN)**</u> (HC-led) (Mar 2020) Dec 2018 - Dec 2019		<u>**Canadian Drugs and Substances Strategy**</u> (HC-led) (Mar 2022) Dec 2020 - Mar 2022	*Impact Assessment and Regulatory Processes (IARP) Horizontal Initiative* CEAA-led (Jan 2021-Jun 2023	
				Food and Nutrition Program – Nutrition Policy Sep 2021 – Sep 2022	

BRANCH	YEAR 1 2019-20	YEAR 2 2020-21	YEAR 3 2021-22	YEAR 4 2022-23	YEAR 5 2023-24
Pest Management Regulatory Agency	**Chemicals Management Plan (including water quality)** (HC-led) (Sept 2019) Aug 2018 - Sep 2019	Pesticides Program Oct 2019 - Oct 2020			
		Single Window Initiative (CBSA-led) Jun 2018 – May 2020			
		National Pesticide Compliance Program Oct 2019 - Nov 2020			
Regulatory Operations and Enforcement Branch	**Chemicals Management Plan (including water quality)** (HC-led) (Sept 2019) Aug 2018 - Sep 2019	Pesticides Program Oct 2019 - Sep 2020	Veterinary Drugs Apr 2021 - Mar 2022	Consumer Product Safety Jun 2021 - Jun 2022	Food & Nutrition Program – Food Safety Apr 2023 – Mar 2024
	Medical Devices Mar 2019 - Mar 2020	*Single Window Initiative* (CBSA-led) Jun 2018 – May 2020	**Canadian Drugs & Substances Strategy** (HC-led) (Mar 2022) Dec 2020 - Mar 2022	Human Drugs Apr 2022 - Mar 2023	Biologics and Radiopharmaceuticals Program Jan 2023 – Dec 2023
	Inspection Activities Apr 2018 – Sep 2019	Natural Health Products Program April 2020 – Mar 2021	HC's Tobacco Activities Jun 2020 – Jun 2021	*Canadian Food Safety Information Network* (CFIA-Led) Apr 2022 – Mar 2023	
		Taking Action on Air Pollution (ECCC-led) Jan 2019 - Jun 2020	Regulatory Nutrition Labelling Feb 2021 – Mar 2022	**Cannabis Program** (HC-led) Sep 2021 – Mar 2023	

BRANCH	YEAR 1 2019-20	YEAR 2 2020-21	YEAR 3 2021-22	YEAR 4 2022-23	YEAR 5 2023-24
			Radiation Protection Activities Feb 2021 – Feb 2022	*Impact Assessment and Regulatory Processes (IARP)* (CEAA led) Jan 2021-Jun 2022	
				Food & Nutrition Program – Nutrition Policy Sep 2021 – Sep 2022	
Strategic Policy Branch	Thalidomide Survivors Contribution Program TBC		Home Care and Mental Health Services Initiative (Mar 2022) Oct 2020 - Sep 2021	Canadian Blood Services Contribution Programs (Dec 2022) Jan 2022 – Dec 2022	Pan-Canadian Health Organizations (March 2024) Oct 2022 – Dec 2023
	Drug Safety and Effectiveness Network (DSEN) (HC-led) (Mar 2020) Dec 2018 - Dec 2019		Sex and Gender Based Analysis Sept 2020 – Jun 2021		Health Care Policy Contribution Program (Oct 2023) Oct 2022 – Sept 2023
			Roadmap for Canada's Official Languages: Education Immigration Communities (PCH-led) Sept 2020 – Mar 2022		
Communications and Public Affairs Branch	Shared Services Partnership Agreement May 2019 – Dec 2019	Corporate Communications Function Oct 2019- Nov 2020	**Canadian Drugs and Substances Strategy** (HC-led) (Mar 2022) Dec 2020 - Mar 2022		

BRANCH	YEAR 1 2019-20	YEAR 2 2020-21	YEAR 3 2021-22	YEAR 4 2022-23	YEAR 5 2023-24
Chief Financial Officer Branch			Health Canada's Tobacco Activities Jun 2020 - Jun 2021		
	Shared Services Partnership Agreement May 2019 – Dec 2019	Costing Information for Decision Making Jun 2019 – Jul 2020	Investment Planning Sep 2020 – Oct 2021	Project Management Nov 2021 – Dec 2022	
	Asset Management Dec 2018 – Jan 2020	OCG Horizontal Audit of Departmental Performance Measurement TBD			
Corporate Services Branch	IT Systems Development Aug 2018 – Nov 2019	Staffing Practices & Service Delivery Aug 2019 – Sep 2020	Personnel Security May 2020- May 2021		
	Management of Privacy Practices Jan 2019 – Feb 2020	Pay and Benefits Oct 2020 – Mar 2021	Real Property April 2021 – May 2022		
	Shared Services Partnership Agreement May 2019 – Dec 2019	OCG Horizontal Audit of Human Resource Planning TBD			
	Asset Management Dec 2018 – Feb 2020				

Appendix D – Areas of Risk for Consideration for Future Audits

Consultations undertaken as part of the development of the Risk-Based Audit Plan identified other areas of risk that are not included in this current plan, but are listed below as they will be considered for inclusion in future updates to the Risk-Based Audit Plan.

Area of Risk	Risk Considerations
Travel, Hospitality, Conferences and Events	A new policy governing expenditures in the area of Travel for public and non-public servants came into effect April 1, 2017 outlining expectations related to planning, approval, and classifications of associated expenditures. There is a risk that new policy requirements related to planning, due regard for economy (rationale for expenditures, number of participants, etc.), and proper classification of expenditures (e.g. training vs. conference expenditures) are not complied with. In light of the sensitive nature of these expenditures, the new policy and, the fact they have not been audited in the recent past, a horizontal audit in this area is warranted.
Internal Controls Division's Quality Assurance activities	In the recent past, audits related to Internal Controls over Financial Reporting were done for acquisition cards and procurement of contracting, G&C, etc., where some improvement required in the quality assurance function. Therefore, periodic audits and reviews focusing on the Quality Assurance function undertaken by the Internal Controls Division in support of the design and ongoing operational effectiveness of internal controls are warranted. The following are some key risks areas: • Appropriate risk-based monitoring strategies may not be employed (i.e. ineffective monitoring processes and frequencies, necessary adjustments are not made); • Testing techniques and assessment methodologies may not be sound and effective; • Inadequate actions and recommendations; and • Inadequacy and inappropriateness of follow up actions.
Social Media	There has been a widespread adoption of the Internet by government departments, and the rapid evolution of networks and devices has changed the way public servants work. This has impacted the way the government communicates, collaborates, and shares information and expertise. The relative novelty of the social media platforms, their increasing number and ease of use offer an opportunity for effective, efficient communications. This communications environment also increases certain risks, primarily associated with erroneous information and information security. From an operational perspective, there is a risk that departments are not adequately integrating the use of social media into their communication strategies to obtain maximum benefits. An audit in this area would examine the process and controls in place to support the use of Social Media in a prudent and effective manner to obtain maximum benefits while managing associated risks.
Fraud Framework	The Framework on Fraud Risk Management was approved in January 2017. The Framework is a strategic document that provides context and broad guidance related to fraud risk management, and sets parameters within which other departmental policy instruments can be developed.

Area of Risk	Risk Considerations
Horizontal Cost Recovery (HPFB and PMRA)	In Budget 2017, the Government of Canada made changes in its approach to user fees through amendments and rebranding of the *User Fees Act*. These changes were intended to provide a modernized legislative framework that makes it more flexible for departments to update their user fees required for the delivery of regulatory services and products in a timely, streamlined, and efficient manner. Health Canada also made significant changes to modernize its user fee regime in Budget 2017. They include the following: • Giving the Minister of Health the authority to fix fees via ministerial order under the *Food and Drugs Act*. • Allowing the Minister of Health to set or update user fees efficiently, in as little as 12 months. • Creating a sustainable source of funding to keep pace with global trends in science. • Aligning with the user fee regimes of international partners. As a result of the changes in Budget 2017, several Health Canada programs that rely on user fees for funding are expected to make changes to both the fees they charge, and the way they collect user fees.
National Collaborating Centres G&C funding	• An audit of the funding provided to National Collaboration Centres (NCCs) has not been conducted in the recent past. • The NCCs are hosted by differing organizations (provincial government organizations, universities, and a non-government organization). This may present differing challenges and risks related to the management of their funding arrangements. • The hosting organizations provide support to the activities of the Centres and this may in itself pose certain risks with regards to clarity in identifying and funding related support activities. • The most recent evaluation report (2019) states that: "There was limited interaction between PHAC and the NCCs, making it challenging for the NCCs to align annual work plans with areas of interest to PHAC to foster collaboration and avoid duplication." This may be a factor in the extent and effectiveness of PHAC management of NCC funding. • NCC activities and mandates closely link to key PHAC risks and priorities in relation to access to timely and relevant data, and keeping up with the changing external environment.

Appendix E – Audit Planning Methodology

OAE updates the Risk-Based Audit Plan on an annual basis to cover a three-year cycle using a methodology aligned with the requirements of the Office of the Comptroller General and in compliance with the Treasury Board *Policy on Internal Audit*. During the Plan's development, OAE considers upcoming projects by external assurance providers and the program evaluation function for Health Canada and the Public Health Agency of Canada. The Plan supports the allocation of internal audit resources to the areas that represent the most significant risks and priorities for an organization. The audit planning methodology involves six distinct phases.

Phase One: Development of Audit Universe

The "audit universe" defines the scope for identifying potential internal audits. It provides a framework within which the audit plan is developed. To ensure that the audit focus aligns with departmental and agency objectives and priorities, the Departmental Results Framework (DRF) and Program Information Profiles (PIP) were used as the foundation for defining the components of the audit universe. The alignment of the audit universe along the DRF and PIPs reflects certain programming and organizational changes in the past year, but overall it did not result in significant changes to individual audit universe components from previous years.

On this basis, taking a portfolio approach, an audit universe for both Health Canada and the Public Health Agency of Canada was developed. The various "audit universe" components represent either distinct DRF and PIP elements or internal service functions that are undertaken by Health Canada and the Public Health Agency of Canada in order to achieve their organizational mandates.

The key programming and organizational changes of the past fiscal year that were considered in the update of the RBAP included the creation of the Controlled Substances and Cannabis Branch within Health Canada. This new branch brought together the Opioid Response Team, the Controlled Substances Directorate, the Cannabis Legalization and Regulation Branch, the Tobacco Control Directorate from the Healthy Environments and Consumer Safety Branch and the Substance Use and Addictions Program from the Strategic Policy Branch. Additionally, the Regulatory Operations and Regions Branch was renamed the Regulatory Operations and Enforcement Branch (ROEB) to better reflect the branch's core compliance and enforcement mandate and its evolution from a regional to a national delivery model.

Phase Two: Preliminary Prioritization of Audit Universe

The next step of the audit planning process involves the ranking of audit universe components by core responsibilities or internal service functions. To that end, OAE undertakes an extensive review of key departmental documents (see **Appendix A**), and analyzes financial and human resources data. As part of this process, profiles were developed to include information related to the audit component's risks and significance to the organization. This assessment considered the risks associated with each component, as well as each component's overall significance or relevance to the organization (see **Table E1**).

Table E1 – Criteria for Preliminary Prioritization of Audit Universe

Risk Exposure of the Entity	Significance and Relevance of the Entity
• Program/service delivery framework • Complexity of operations • Compliance requirements • Knowledge dependencies • Internal/external dependencies • Changes recently implemented, or to be implemented	• Materiality • Strategic importance • Important stakeholder benefits • Public visibility/concerns
Considerations **(Indicators of risk level)** • Current and anticipated business conditions and the presence of inherent risk factors • Number and nature of risks to which the sub-activity is exposed • Severity and possible consequences that could materialize for the public and for the programs • Quality of the control environment within the sub-activity	**Considerations** **(Indicators of significance level)** • Extent to which the program/activity is critical to achieving the departmental mandate • Dollar value (materiality) of the program/activity • Scope or reach of the program/activity and its impact on stakeholders and/or public visibility/concerns

A review of these risk assessments and preliminary prioritization this past fiscal year did not result in any changes with respect to those identified risks, with the exception of the inclusion of Opioids and Cannabis as part of the Controlled Substances and Cannabis Branch. Additionally, the risk rankings of certain audit universe elements were reduced based on previous OAE audit coverage (i.e., reduced risk in the Strategic Policy Branch due to the completion of the Audit of Grants and Contributions) as well as follow-up on Management Response and Action Plans (MRAPs) of prior audits during that time.

Phase Three: Final Prioritization of Audit Universe

Following the initial prioritization, in conjunction with the development of the Departmental Evaluation Plan, senior departmental management are consulted via their Branch Executive Committees (BECs). These consultations allow OAE to discuss management concerns, critical systems or applications, and planned and ongoing priorities and initiatives.

Along with the results of BEC consultations, the following were also considered in finalizing the prioritization of the audit universe components: the results of prior internal audits and evaluations associated with the audit universe components, results of past related audits undertaken by the Office of the Auditor General (OAG) and other external assurance providers, as well as areas of focus of future audits planned by these external assurance providers.

Phase Four: Identification of Potential Audit Projects

Once the prioritization of the audit components is finalized, OAE identifies potential audit projects and other engagements to be included in the Audit Plan, focusing on those components ranked as "Very High Priority", "High Priority" and "Moderate Priority" (see **Table E2**).

Table E2 – Audit Priority Level for Identification of Potential Audit Projects

Audit Priority Level	Guidance from the Office of the Comptroller General
Very High Priority	Audit universe components ranked as "Very High Priority" are considered to be highly important from an audit standpoint and should be subject to internal audit activity.
High Priority	The components that are ranked as "High Priority" are considered to be an important audit priority and should be audited in the planning cycle, but not necessarily in the first year of the plan.
Moderate Priority	The components that are ranked as "Moderate Priority" for this planning cycle may be subject to audit if further information (from program areas or other OAE engagements) results in a re-assessment to a higher priority level.
Low Priority	There is little justification for audit resources to be expended in these areas during the planning cycle.

Along with the priority of audit universe components in identifying specific audit projects, consideration is also given to past internal and external audit and evaluation projects and results, and the focus of planned audit coverage by external audit service providers. In particular, the Office of the Comptroller General (OCG) identifies horizontal audit priorities across large and small departments and agencies. In the event that the OCG selects Health Canada and/or the Public Health Agency of Canada to be a part of these audits, OAE will incorporate the audit into its audit plan, as these external audits are typically conducted using internal audit resources. **Table E3** outlines the audits that are currently proposed by the OCG for 2019-20 and 2021-22 that were considered in the development of the HC/PHAC Risk-Based Audit Plan. OAE has indicated its interest in participating in the Audit of Performance Measurement and the Audit of Human Resource Planning.

Table E3 – Office of the Comptroller General 2018-21 Risk-Based Audit Plan

APPLICABLE AUDITS	YEAR
Information Technology Security – Phase II	Ongoing
Project Management	Ongoing
Regulatory Compliance and Enforcement Frameworks	2019-20
Information for Decision Making	2019–20
Departmental Performance Measurement	2020–21
Human Resource Planning	2020–21
Departmental Implementation of Digital Standards	2020–21
Project Management (Phase II)	TBD

Draft audit project schedules are then prepared aligning audit projects with branches that will be Offices of Primary Interest (OPIs) and/or are likely to be significantly implicated in the conduct of the audit. The schedules identify key risk considerations and a rationale for proposing the audit as well as a preliminary objective and scope of the engagement. Changes to previously planned engagements and/or the timing thereof are also identified and explained. The schedules are

then communicated to branch heads seeking their concurrence or feedback and may be revised after consideration of branch head comments

Phase Five: Audit Plan Finalization, Validation and Approval

The final draft of the Risk-based Audit Plan (RBAP) is then prepared, reflecting the results of the analyses and consultations as well as various considerations discussed in the previous steps. It identifies the audit projects planned for the three-year period, including their objective, rationale, proposed timing and the anticipated level of effort for each. The mix and focus of audit projects reflect a risk-based approach to the prioritization of audit components and departmental priorities. The timing for individual audit projects reflects a consideration of the timing of past audits, upcoming evaluations, planned external audits, as well as a distribution of demand for OAE resources and expertise.

The RBAP is presented to both PHAC's and HC's Executive Committees for concurrence and recommendation to present to the Departmental Audit Committees (DACs). Following its review, the DACs recommend the RBAP for approval by the respective Deputy Heads. Once approved, OAE has the authority and the responsibility to carry out the plan and report progress in accordance with Treasury Board legislative and policy requirements.

Departmental Evaluation Plan for the Public Health Agency of Canada and Health Canada

2019-20 to 2023-24

Deputy Head Confirmation Note

We approve this joint Departmental Evaluation Plan for the Public Health Agency of Canada and Health Canada for the fiscal years 2019-20 to 2023-24, which we submit to the Treasury Board of Canada Secretariat, as required by the *Policy on Results*.

We confirm that this five-year rolling Departmental Evaluation Plan:

1. Plans for evaluation of all ongoing programs of grants and contributions with five-year average actual expenditures of $5 million or greater per year at least once every five years, in fulfillment of the requirements of subsection 42.1 of the *Financial Administration Act.*
2. Meets the requirements of the Mandatory Procedures for Evaluation.
3. Supports the requirements of the expenditure management system including, as applicable, Memoranda to Cabinet, Treasury Board submissions, and resource alignment reviews.

We will ensure that this plan is updated annually and will provide information about implementation of the joint Departmental Evaluation Plan to the Treasury Board of Canada Secretariat, as required.

Kristina Namiesniowski
President
Public Health Agency of Canada

Simon Kennedy
Deputy Minister
Health Canada

List of Acronyms and Abbreviations

CPHO	Chief Public Health Officer
DEP	Departmental Evaluation Plan
DPS	Direct Program Spending
DRF	Departmental Results Framework
FAA	*Financial Administration Act*
FNIHB	First Nations and Inuit Health Branch
G&Cs	Grants and Contributions
HC	Health Canada
HECSB	Healthy Environments and Consumer Safety Branch
HPCDP	Health Promotion Chronic Disease Prevention
HPFB	Health Products and Food Branch
HSIB	Health Security Infrastructure Branch
IDPC	Infectious Disease Prevention and Control
ISC	Indigenous Services Canada
OAE	Office of Audit and Evaluation
OPI	Office of Primary Interest
PIP	Program Information Profile
PED	Program Evaluation Division
PMRA	Pest Management Regulatory Agency
SPB	Strategic Policy Branch
TB	Treasury Board

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1.   Introduction

1.1   Purpose

This document presents the Office of Audit and Evaluation's (OAE) Departmental Evaluation Plan (DEP) for 2019-20 to 2023-24 for the Public Health Agency of Canada (PHAC) and Health Canada (HC).

The DEP is updated annually to support the allocation of resources to a suite of evaluation projects over a five-year period, and is focused on Departmental and PHAC information needs. The development of this plan complies with requirements of the Treasury Board (TB) *Policy on Results* (July 1, 2016). The projects contained within this plan were selected to ensure compliance with legislation and policy, support information needs, and consider risks in order to ensure the optimal use of resources.

The 2019-20 to 2023-24 DEP for PHAC and HC reflects OAE's commitment to implementing TB's *Policy on Results (2016)* requirements. The Departmental Results Frameworks (DRF), program inventories, and performance information profiles developed by each organization have formed the basis for this plan.

1.2   Planning for Evaluation

Over the next five years, the OAE plans to conduct 51 evaluations: 19 of which will cover PHAC activities and 23 of which will cover HC activities. In addition, OAE will participate in nine horizontal evaluations led by other government departments or agencies. A yearly breakdown is provided in **Table 1**, while **Table 2** provides an overview of the number of horizontal evaluations led by Other Government Departments (OGDs) by year. **Appendix F** outlines the evaluations and audits by branch and fiscal year of completion for both, PHAC and HC.

Table 1 – Number of evaluations per fiscal year

	2019-20	2020-21	2021-22	2022-23	2023-24	Total
PHAC	5	4	5[1]	3	2	**19**
HC	5	3	6	5	4	**23**
Horizontal OGD led	-	3	2	2	2	**9**
Total	**10**	**10**	**13**	**10**	**8**	**51**

Table 2 – Number of horizontal evaluations led by OGDs per fiscal year

	2019-20	2020-21	2021-22	2022-23	2023-24	Total
Only PHAC activities	-	1	-	-	1	**2**
Only HC activities	-	1	-	-	1	**2**
Both PHAC and HC	-	1	2	2	-	**5**
Total Horizontal	**0**	**3**	**2**	**2**	**2**	**9**

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[1] The evaluation of Canada's Tobacco Strategy is currently counted as two evaluations one covering Health Canada's activities and the other covering PHAC's activities. At the time of scoping the evaluation, these evaluations may be merged into one.

1.3   Evaluation Capacity and Resource Planning

When the Program Evaluation Division is at full capacity, 26 full-time equivalents are dedicated to evaluation activities (Evaluation Managers and Analysts) and functional stewardship activities (including consulting activities).

The forecasted overall budget for the Evaluation function for 2019-20 is $4,519,581. Within this allocation, $3,003,708 is for salary (excluding employee benefit plans) and $1,515,873 pertains to operations and maintenance. **Table 3** provides budget details for 2019-20 to 2023-24.

Table 3 – Capacity and resource planning

Type of resource	Year 1 2019-20 (planned budget)	Year 2 2020-21 (planned budget)	Year 3 2021-22 (planned budget)	Year 4 2022-23 (planned budget)	Year 5 2023-24 (planned budget)
Salaries (excluding employee benefits)	$3,003,708	$3,003,708	$3,003,708	$3,003,708	$3,003,708
Operations and Maintenance[2]	$1,515,873	$1,515,873	$1,515,873	$1,515,873	$1,515,873
Total	**$4,519,581**	**$4,519,581**	**$4,519,581**	**$4,519,581**	**$4,519,581**

1.4   Approach Used to Develop this Evaluation Plan

This Evaluation Plan is a five-year rolling document. It provides a platform for communication and consensus building on evaluation priorities, by generating a dialogue between the OAE, senior management, and program managers on evaluation needs and priorities across PHAC and HC. Evaluations are timed to ensure that results are available when needed to inform and contribute to renewal processes within the organization.

Evaluation Coverage

The requirement to evaluate all programming over a five-year cycle has been replaced with the general principle that all programs and spending should be evaluated periodically. The timing of evaluations and exceptions to this are based on the analysis of risks, needs, and priorities.

OAE transitioned from the Program Alignment Architecture to the DRF in November 2017. Consistent with this transition, the Evaluation Plan is based on the DRF.

Treasury Board Secretariat guidance indicates that internal services (such as communications, legal services, human resources and information technology) represent 'evaluable units' for departments, but are excluded from the requirement for periodic evaluations. As such, separate evaluations of internal services have not been included in the 2019-20 to 2023-24 Evaluation Plans. However, as appropriate, specific evaluation questions related to internal services will be included in program evaluations, particularly in cases where one or more internal services significantly influence program delivery or achievements.

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[2] A portion of the operations and maintenance budget is transferred over to salaries as the majority of evaluation projects are conducted in-house.

Evaluation Costing

Cost estimates for identified evaluation projects for 2019-20 to 2023-24 are included in **Table 4**. Subsequent projects (Years 3, 4 and 5) will undergo a costing analysis as part of the preparation of future plans, based on up-to-date program and user need information.

The duration of PHAC and HC evaluations is typically between 10 and 12 months. Project costing reflects the level of effort required over the duration of the project to provide a credible and useful evaluation product. In estimating the cost of each evaluation project, OAE considered the program type and type of evaluation required to meet the information needs of stakeholders, which could lengthen or shorten project timelines.

Appendix B describes the process by which OAE's Program Evaluation Division (PED) assesses each program's risks. Programs that are considered higher risk and have higher levels of complexity, receive on average more time and resources to support planning and execution.

Each evaluation found in the Plan has been further assessed in relation to the type of evaluation required, based on the review of *Financial Administration Act* (FAA) or TB requirements and consultations. For those requiring a traditional approach covering relevance, performance, efficiency, and economy, the costing estimates have considered the need for a full evaluation approach. For those programs where it is appropriate to focus on select program components or aspects of achievement (impact, delivery, innovation, etc.), the costing reflects the intent to apply a targeted evaluation approach.

As of April 2018, evaluations supporting the First Nations and Inuit Health Branch (FNIHB), which formerly resided with Health Canada, became the responsibility of Indigenous Services Canada (ISC).

2.   Public Health Agency of Canada's Evaluation Schedule and Summaries

2.1   Status of Completion of the 2018-2019 Planned Activities

OAE has completed all Public Health Agency of Canada (PHAC) evaluations as planned. Below is a summary of the status of the planned 2018-19 PHAC evaluations.

OAE led the following five PHAC evaluations that have been completed and approved:
- Office of International Affairs (January 2019);
- National Collaborating Centres (March 2019);
- Viral Hepatitis and Sexually Transmitted Infections (STI) Activities (March 2019);
- Federal Initiative to Address HIV/AIDS (March 2019); and
- Coordination of Antimicrobial Resistance Activities (March 2019).

No planned evaluations were cancelled.

2.2   The 2019-20 to 2023-24 PHAC Evaluation Schedule

Table 4 details PHAC's evaluation schedule and highlights assessed level of program risks for each evaluation project, whether or not it is horizontal, and includes PHAC branch leads, planned start and approval dates, and estimated costs (budgets are provided for the first two years of the plan only), sorted by Program Inventory as per Program Information Profiles (PIP). Only PHAC-led horizontal evaluations are included. Total evaluation costs are also included in Table 3, with external costs for the use of consultants identified separately.

Table 4 and Appendices B and E present an overview of the planned evaluations. Requests from senior management to include special studies or reviews may require subsequent adjustments to the evaluation schedule moving forward.

- Table 4 provides an evaluation summary by fiscal year, branch and program activity. This schedule outlines evaluations to be conducted between 2019-20 to 2023-24 in response to commitments related to the *Financial Administration Act* (FAA) and Treasury Board submissions, as well as coverage requirements for the *Policy on Results.*
- Table 4 identifies the requirement for each evaluation in the Plan, based on one of the following:
  - o FAA – The timing of the evaluation allows for its approval in advance of the deadline set by *Financial Administration Act* (FAA) requirements of the program. This rationale applies to all ongoing grants and contributions programs with five-year average actual expenditures of five million dollars or greater per year. The deadline to meet FAA requirements is identified in the table.
  - o TB submission – The timing of the evaluation has been set through a commitment made in a Treasury Board submission.
  - o Need – The project will meet a departmental need for evaluation information on the program.
  - o Priority – The program is linked to a departmental priority.
  - o Risk – The program has been identified as high-risk through the Program Evaluation Division's (PED) risk assessment process.
- **Appendix C** outlines the schedule for the coverage of direct program spending over the next five years.
- In addition to providing the schedule of evaluations by branches within PHAC, **Appendix F** also outlines horizontal evaluations led by other government departments that cover PHAC's activities. OAE considers its level of engagement in horizontal evaluations that PHAC does not lead on a case-by-case basis, and in consultation with the department leading the project.

As highlighted in **Appendix D**, PHAC will evaluate all grants and contributions program spending in cases where average funding is five million dollars or above per year, over the next five years.

Appendix E provides a summary of PHAC programming not addressed in the current five-year Evaluation Plan.

Table 4 – Detailed five-year schedule of evaluations 2019-20 to 2023-24[3]

Program Inventory	Title of Proposed Evaluation	Requirement for evaluation	Requirement deadline	Risk	Horizontal Evaluation	PHAC Evaluation Lead	Planned Start Date	Planned Approval Date	Estimated Cost of Evaluation External Costs ($)	Total Costs ($)
Fiscal Year 2019-2020										
Laboratory Science Leadership and Services	Public Health Laboratories	Need	N/A	Medium	No	IDPC	Mar 2019	Dec 2019	$0	$234,302
Chronic Disease Prevention	Multisectoral Partnerships Program (Joint Audit and Evaluation)	FAA	2019-20	Medium	No	HPCDP	Jun 2018	Jun 2018	$0	$234,302
Health Promotion	Centre for Aging and Brain Health Innovation	FAA	2019-20	Low	No	HPCDP	Dec 2018	Dec 2019	$0	$161,201
Health Promotion	Innovation Strategy	FAA	2019-20	Low	No	HPCDP	Sep 2018	Sep 2019	$32,010	$198,845
Health Promotion	Family Violence Investment	FAA	2019-20	Low	No	HPCDP	Sep 2018	Sep 2019	$30,000	$58,734
Fiscal Year 2020-2021										
Immunization	Immunization and Respiratory Infectious Diseases	FAA	2021-22	High	No	IDPC	Feb 2020	Jan 2021	$50,000	$311,106
Foodborne and Zoonotic Diseases	PHAC Component Evaluation for Adapting to Climate Change	Need	N/A	Low	No	IDPC	Dec 2019	Sep 2020	$0	$162,663

[3] Projects are reported by fiscal year of evaluation completion. Estimated costs are, therefore, totals for the life of each project (i.e., not split by fiscal year in which the project costs are incurred). Where evaluation contracts are not already in place, costs are initial estimates of the resources required. Costs will be further refined as the exact approach, design, and methods for each evaluation are finalized. The start and end dates noted for evaluations in this Plan are the current anticipated dates for completion of projects. These may be adjusted to meet operational or other requirements. In order to meet coverage requirements, it will always be the intent to complete all evaluation projects scheduled for approval in a given fiscal year no later than March.

Program Inventory	Title of Proposed Evaluation	Requirement for evaluation	Requirement deadline	*Risk*	Horizontal Evaluation	PHAC Evaluation Lead	Planned Start Date	Planned Approval Date	Estimated Cost of Evaluation	
									External Costs ($)	Total Costs ($)
Health Promotion	Children's Programs (CAPC, CPNP, FASD)	FAA	2020-21	Medium	No	HPCDP	Jan 2020	Dec 2020	$0	$236,495
Biosecurity	Biosecurity	Need	N/A	Low	No	HSIB	Jan 2020	Dec 2020	$0	$162,663
Fiscal Year 2021-2022										
Communicable Diseases and Infection Control	Tuberculosis	Need	N/A	Medium	No	IDPC	Jul 2020	Jun 2021	TBD	TBD
Evidence for Health Promotion, Chronic Disease and Injury	Evidence for Health Promotion, Chronic Disease and Injury (including CPHO Report, CCDR)	Need	N/A	Medium	No	HPCDP	Jan 2021	Dec 2021	TBD	TBD
Border and Travel Health	Border and Travel Health Program	Need	N/A	Medium	No	HSIB	Jan 2021	Dec 2021	TBD	TBD
Health Promotion	Aboriginal Head Start in Urban and Northern Communities	FAA	2021-22	Low	No	HPCDP	Sep 2020	Dec 2021	TBD	TBD
Health Promotion	PHAC's Tobacco Activities	TB Sub	2022-23	Low	No	HPCDP	Jun 2020	Jun 2021	TBD	TBD
Fiscal Year 2022-2023										
Communicable Diseases and Infection Control	Health Care Associated Infections	Need	N/A	Medium	No	IDPC	Apr 2022	Mar 2023	TBD	TBD
Foodborne and Zoonotic Diseases	Foodborne and Waterborne Enteric Diseases	Need	N/A	High	No	IDPC	Apr 2022	Mar 2023	TBD	TBD

Program Inventory	Title of Proposed Evaluation	Requirement for evaluation	Requirement deadline	Risk	Horizontal Evaluation	PHAC Evaluation Lead	Planned Start Date	Planned Approval Date	Estimated Cost of Evaluation	
									External Costs ($)	Total Costs ($)
Emergency Preparedness and Response	Emergency Preparedness and Response	Need	N/A	High	No	HSIB	Sep 2021	Sep 2022	TBD	TBD
Fiscal Year 2023-2024										
Communicable Diseases and Infection Control	Federal Initiative for HIV/AIDS in Canada (Including STBBIs)	FAA	2023-24	Medium	Yes	IDPC	Jan 2023	Mar 2024	TBD	TBD
Laboratory Science Leadership and Services	National Collaboration Centres	FAA	2023-24	Low	No	IDPC	Apr 2023	Mar 2024	TBD	TBD

3.   Health Canada's Evaluation Schedule and Summaries

3.1   Status of Evaluation Completion of the 2018-19 Activities

Below is a summary of the completion status of Health Canada (HC) evaluations for fiscal year 2018-19. OAE has completed all HC evaluations as planned.

The following four HC-led evaluations have been completed and approved:
- Territorial Health Investment Fund (June 2018);
- Health Care Policy Contribution Program (November 2018);
- Pan-Canadian Health Organizations (December 2018); and
- Food Safety Program (March 2019).

One evaluation was an unplanned carry-forward into 2018-19:
- Administration of Licensing of Producers of Cannabis for Medical Purposes (approved May 2018).

The following horizontal, non-HC-led evaluation was completed and approved:
- The Federal Contaminated Sites Action Plan led by Environment and Climate Change Canada (December 2018).

Historically, OAE has been responsible for conducting evaluations to support the First Nations and Inuit Health Branch (FNIHB). In December 2017, Indigenous Services Canada (ISC) assumed responsibility for all FNIHB activities, including evaluations. Previous Health Canada schedules for FNIHB evaluation activities have now been undertaken by ISC (from April 2018 onwards). However, in 2018-19, OAE provided continuing support on three projects transferred to ISC and finalized under ISC governance:
- Clinical and Client Care;
- First Nations and Inuit Health Human Resources; and
- First Nations and Inuit Home and Community Care.

3.2   The 2019-20 to 2023-24 HC Evaluation Schedule

The following tables detail Health Canada's evaluation schedule and summarize direct program spending coverage.

Table 5 highlights the assessed level of program risk for each evaluation, whether or not it is an evaluation of a horizontal initiative, and includes HC branch leads, planned start and approval dates, and estimated costs (budgets provided for the first two years only), sorted by Program Inventory as per Program Information Profiles (PIP). Only Health Canada-led horizontal evaluations are included. Total evaluation costs are included in Table 4A, with external costs for the use of consultants identified separately.

Table 5 and **Appendices B and E** present an overview of planned evaluations. Requests from senior management to include special studies or reviews may require subsequent adjustments to the evaluation schedule.

Table 5 provides an evaluation schedule by fiscal year, branch and program activity. This schedule outlines evaluations to be conducted between 2019-20 to 2023-24 in response to commitments related to the *Financial Administration Act* (FAA), Treasury Board submissions and the coverage requirements of *Policy on Results*.

Table 5 identifies the requirement for each evaluation in the Departmental Evaluation Plan (DEP), based on one of the following:

- FAA – The timing of the evaluation allows for its approval in advance of the deadline set by the *Financial Administration Act* (FAA) requirements of the program. This rationale applies to all ongoing grants and contributions programs with five-year average actual expenditures of five million dollars or greater per year. The deadline to meet FAA requirements is identified in the table.

- TB submission – The timing of the evaluation has been set through a commitment made in a Treasury Board submission.

- Need – The project will meet a departmental need for evaluation information on the program.

- Priority – The program is linked to a departmental priority.

- Risk – The program has been identified as high-risk through the Program Evaluation Division's (PED) risk assessment process.

Appendix C outlines the schedule for the coverage of direct program spending over the next five years.

In addition to providing the schedule of evaluations by branches within Health Canada, **Appendix F** also outlines horizontal evaluations led by other government departments that cover HC activities. OAE considers its level of engagement in horizontal evaluations that HC does not lead on a case-by-case basis, and in consultation with the department leading the project. Please refer to Section 4 for further information on who is leading the evaluation and other federal partners.

As highlighted in **Appendix D**, HC will evaluate all grants and contributions program spending in cases where average funding is five million dollars or above per year, over the next five years.

Appendix E provides a summary of HC programming not addressed in the current five-year evaluation plan.

Table 5 – Detailed five-year schedule of HC evaluations 2019-20 to 2023-24 [4]

Program Inventory	Title of Proposed Evaluation	Requirement for evaluation	Requirement deadline	Risk	Horizontal Evaluation	HC Evaluation Lead	Planned Start Date	Planned Approval Date	Estimated Cost of Evaluation External Costs ($)	Total Costs ($)
Fiscal Year 2019-2020										
Water Quality; Health Impacts of Chemicals; Air Quality	Chemicals Management Plan (including water quality)	Need	N/A	Medium	Yes	HECSB	Aug 2018	Sep 2019	227,300	305,527
Workplace Hazardous Products	Workplace Hazardous Products	Need	N/A	Low	No	HECSB	Apr 2019	Mar 2020	-	161,201
Thalidomide	Thalidomide Survivors Contribution Program	FAA	2019-20	Low	No	SPB	TBC	TBC	-	161,201
Medical Devices	Medical Devices	Need	N/A	High	No	HPFB	Apr 2019	Mar 2020	50,000	308,669
Pharmaceutical Drugs	Drug Safety and Effectiveness Network (DSEN)	FAA	2019-20	Medium	Yes	SPB	Dec 2018	Dec 2019	-	234,302
Fiscal Year 2020-2021										
Radiation Protection	Radiation Protection Activities	Need	N/A	Medium	No	HECSB	Apr 2020	Mar 2020	-	236,495
Climate Change	Component Evaluation of HC Activities on Climate Change	Need	N/A	Medium	No	HECSB	Dec 2019	Sep 2020	-	236,495
Natural Health Products	Natural Health Products Program	Need	N/A	Medium	No	HPFB	Apr 2020	Mar 2021	-	236,495

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[4]   Projects are reported by fiscal year of evaluation completion. Estimated costs are, therefore, totals for the life of each project (i.e., not split by fiscal year in which the project costs are incurred). Where evaluation contracts are not already in place, costs are initial estimates of the resources required. Costs will be further refined as the exact approach, design and methods for each evaluation are finalized.

The start and end dates noted for evaluations in the DEP are the current anticipated dates for completion of projects. These may be adjusted to meet operational or other requirements. In order to meet coverage requirements, it will always be the intent to complete all evaluation projects scheduled for approval in a given fiscal year no later than March.

Program Inventory	Title of Proposed Evaluation	Requirement for evaluation	Requirement deadline	Risk	Horizontal Evaluation	HC Evaluation Lead	Planned Start Date	Planned Approval Date	Estimated Cost of Evaluation	
									External Costs ($)	Total Costs ($)
Pesticides	Pesticides Program	Need	N/A	Medium	No	PMRA	Oct 2019	Sep 2020	75,000	286,885
Fiscal Year 2021-2022										
Controlled Substances; Substance Use and Addictions	Canadian Drug and Substances Strategy	TB sub	2021-22	High	Yes	CSCB	Dec 2020	Mar 2022	TBD	TBD
Tobacco Control (including Vaping)	HC's Tobacco Activities	TB sub	2022-23	Medium	No	CSCB	Jun 2020	Jun 2021	TBD	TBD
Pharmaceutical Drugs	Veterinary Drugs	Need	N/A	Medium	No	HPFB	Apr 2021	Mar 2022	TBD	TBD
Other	Sex and Gender-based Analysis	Need	N/A	Low	No	SPB	Sep-20	Jun 2021	TBD	TBD
Healthcare Systems Analysis and Policy; Home, Community and Palliative Care; Mental Health	Home Care and Mental Health Services Initiative	FAA	2022-23	Medium	No	SPB	Oct 2020	Sep 2021	TBD	TBD
Fiscal Year 2022-2023										
Cannabis	Cannabis Program	TB sub	2022-23	High	No	CSCB	Sep 2021	Mar 2023	TBD	TBD
Pharmaceutical Drugs	Human Drugs	Need	N/A	High	Yes	HPFB	Apr 2022	Mar 2023	TBD	TBD
Food Safety and Nutrition	Food and Nutrition Program - Nutrition Policy	Need	N/A	Medium	No	HPFB	Sep 2021	Sep 2022	TBD	TBD
Blood Systems, Organs, Tissues and Transplantations	Canadian Blood Services Contribution Programs	FAA	2022-23	Low	No	SPB	Jan 2022	Dec 2022	TBD	TBD
Consumer Product Safety	Consumer Product Safety	Need	N/A	High	No	HECSB	Jun 2021	Jun 2022	TBD	TBD

Program Inventory	Title of Proposed Evaluation	Requirement for evaluation	Requirement deadline	Risk	Horizontal Evaluation	HC Evaluation Lead	Planned Start Date	Planned Approval Date	Estimated Cost of Evaluation	
									External Costs ($)	Total Costs ($)
Fiscal Year 2023-2024										
Food Safety and Nutrition	Food and Nutrition Program - Food Safety	Need	Need	High	No	HPFB	Apr 2023	Mar 2024	TBD	TBD
Access, Affordability and Appropriate use of Drugs and Medical Devices; Mental Health; Digital Health; Health Information; Cancer Control; Patient Safety	Synthesis Evaluation of Transfer Payments to Pan-Canadian Organizations	FAA	2023-24	High	No	SPB	Sep 2022	Sep 2023	TBD	TBD
Health Care Systems, Analysis and Policy	Health Care Policy Contribution Program	FAA	2023-24	Medium	No	SPB	Oct 2022	Sep 2023	TBD	TBD
Biologics and Radiopharma-ceuticals	Biologics and Radiopharmaceuticals	Need	N/A	High	No	HPFB	Jan 2023	Dec 2023	TBD	TBD

4. Horizontal Evaluations

The OAE continues to be the focal point for all PHAC-led and HC-led horizontal evaluations, while program areas are responsible for providing required performance information and support to evaluations.

Table 6 – Horizontal evaluations

Name of Horizontal Initiative to be Evaluated	Lead	Partners/Other Agencies Involved	Planned Start Date	Planned Completion Date
2019-20				
1. Drug Safety and Effectiveness Network (DESN)	Health Canada	Canadian Institutes of Health Research	Dec 2018	Dec 2019
2. Chemicals Management Plan, including water quality	Health Canada	Environment and Climate Change Canada	Aug 2018	Sep 2019
2020-21				
3. Single Window Initiative	Canadian Border Services Agency	Canadian Food Inspection Agency; Canadian Nuclear Safety Commission; Environment and Climate Change Canada; Fisheries and Oceans Canada; Global Affairs Canada; Health Canada; Natural Resources Canada; Public Health Agency of Canada; Transport Canada	Jun 2018	May 2020
4. Strategy to Prevent and Address Gender-Based Violence (implementation)	Status of Women Canada	Immigration, Refugees and Citizenship Canada; National Defence; Public Health Agency of Canada; Public Safety Canada; Royal Canadian Mounted Police	Mar 2019	Sep 2020
5. Addressing Air Pollution Horizontal Initiative (AAPHI)	Environment and Climate Change Canada	Health Canada; National Research Council of Canada	Jan 2019	Jun 2020
2021-22				
6. Adapting to Impacts of Climate Change	Environment and Climate Change Canada	Canadian Standards Council; Environment and Climate Change Canada; Fisheries and Oceans Canada; Health Canada; Indigenous Services Canada; National Research Council of Canada; Parks Canada; Public Health Agency of Canada; Transport Canada	Jan 2020	Jun 2021
7. Canadian Drugs and Substances Strategy, including the Substance Use and Addictions Program, and Opioid Response	Health Canada	Canada Border Services Agency; Canada Revenue Agency; Canadian Institutes of Health Research; Correctional Service of Canada; Financial Transactions Reports Analysis Centre of Canada; Global Affairs Canada; Indigenous Services Canada; Justice Canada; National Parole Board; Office of the Director of Public Prosecutions; Public Health Agency of Canada; Public Safety Canada; Public Services and Procurement Canada; Royal Canadian Mounted Police	Dec 2020	Mar 2022

Name of Horizontal Initiative to be Evaluated	Lead	Partners/Other Agencies Involved	Planned Start Date	Planned Completion Date
8. Impact Assessment and Regulatory Processes Horizontal Initiative	Canadian Environmental Assessment Agency	Environment and Climate Change Canada; Fisheries and Oceans Canada; Health Canada; Indigenous Services Canada; National Energy Board; Natural Resources Canada; Transport Canada	Jan 2021	Jun 2022
2022-23				
9. Roadmap for Canada's Official Languages	Heritage Canada	Atlantic Canada Opportunities Agency; Canada Public Service Agency; Canada School of Public Service; Employment and Social Development Canada; Federal Economic Development Initiative in Northern Ontario; Economic Development Agency of Canada for the Regions of Quebec; Health Canada; Innovation Science and Economic Development; Justice Canada; National Research Council Canada; Official Languages Secretariat; Public Services and Procurement Canada; Immigration, Refugees and Citizenship Canada; Western Economic Diversification Canada	Sep 2020	Mar 2022
10. Canadian Food Safety Information Network	Canadian Food Inspection Agency	Health Canada; Public Health Agency of Canada	Apr 2022	Mar 2023
11. Cannabis Program	Health Canada	Canada Border Services Agency; Public Health Agency of Canada; Public Safety Canada; Royal Canadian Mounted Police	Sep 2021	Mar 2023
2023-24				
12. Federal Initiative to Address HIV/AIDS in Canada	Public Health Agency of Canada	Canadian Institutes of Health Research; Correctional Service Canada; Health Canada; Indigenous Services Canada	Jan 2023	Mar 2024
13. Federal Contaminated Sites	Environment and Climate Change Canada	Agriculture and Agri-Food Canada; Canadian Food Inspection Agency; Canada Border Services Agency; Correctional Services Canada; Fisheries and Oceans Canada; Health Canada; Indigenous Services Canada; Jacques Cartier and Champlain Bridge Incorporated; National Capital Commission; National Defense; Natural Resources Canada; Parks Canada; Public Services and Procurement Canada; Royal Canadian Mounted Police; Transport Canada	Jan 2023	Sep 2024
14. Strategy to Prevent and Address Gender-Based Violence (outcomes)	Status of Women Canada	Immigration, Refugees and Citizenship Canada; National Defence; Public Health Agency of Canada; Public Safety Canada; Royal Canadian Mounted Police	TBD	TBD

APPENDIX A – Approach Used to Develop this Evaluation Plan

This Plan is the result of a number of key activities that began in September 2018. They are described below.

Review Process

OAE began the DEP process by conducting a review of internal and external documents for both organizations, including the following:
- Departmental Results Frameworks (DRF);
- Three-Year Transfer Payment Plans;
- Corporate Risk Profiles;
- Treasury Board Submissions and Memoranda to Cabinet; and
- Internal Audit Plans.

The OAE reviewed the Treasury Board Secretariat's guidance documents, as well as evaluation plans from other federal departments during this process, with an emphasis on Health Portfolio partners.

The projects contained in this plan reflect all known externally-defined evaluation requirements as of March 2019.

Consultation Process

OAE held consultations with senior management and senior advisors from all branches, including presentations at strategic committee meetings where feasible. This approach helped to identify priorities and risks to both organizations, and determine upcoming strategic decisions.

As with last year, OAE streamlined its planning processes by integrating its audit and evaluation planning functions. It developed common consultation material (e.g., presentations to senior management, an oversight assurance map, an integrated schedule) and a single process was developed and undertaken. OAE held initial consultations with all branch executive committees.

These consultations served as a key step in the development of the DEP. During this process:
- new projects were identified or discussed;
- the scope and approach of some projects were clarified; and
- timing was revisited to provide findings as needed for decision making, to reduce the level of burden on program areas, and to ensure appropriate evaluation capacity.

OAE participated in a consultation session with the Treasury Board Secretariat on January 18, 2019 to discuss the PHAC and HC evaluation plans and draft schedules.

Draft evaluation schedules were shared with HC Assistant Deputy Ministers and PHAC Vice Presidents for validation. Following these consultations, OAE presented the draft Integrated Schedule of Audits and Evaluations by Branch and Fiscal Year of Completion to the respective senior management committees for concurrence; both to PHAC's Performance Measurement and Evaluation Committee (PMEC), and to HC's Performance Measurement, Evaluation and Results Committee (PMERC). Subsequently, the Plans were presented to the respective Executive Committees for recommendation for President and Deputy Minister approval.

Appendix B – Risk and Calibration Process

This Five-Year Evaluation Plan for 2019-20 to 2023-24 was developed using risk assessment tools. A program risk assessment to determine scheduling, timing, and calibration (see Table B1) was completed for all programs at PHAC and HC. In cases where there was flexibility in terms of timing, this tool helped determine the size and scope of higher-risk evaluations.

Table B1 – Risk Criteria Chart

RISK FACTORS	RISK RATING		
	HIGH = 3	MEDIUM = 2	LOW = 1
1. Health and safety	High degree of consequence (e.g. impact on public health and safety) associated with program failure	Medium degree of consequence associated with program failure	Low degree of consequence associated with program failure
2. Sensitivity	High sensitivity associated with program failure	Medium sensitivity associated with program failure	Low sensitivity associated with program failure
3. Size of target population	Impacts large number of people	Impacts moderate number of people	Impacts small number of people
4. Known issues	Managers or others are aware of significant problems affecting program performance	Managers or others are aware of some problems affecting program performance	Managers or others are aware of few problems affecting program performance
5. Previous evaluation findings	Previous evaluations have noted significant challenges with program performance and/or recommended significant changes to the program	Previous evaluations have noted some challenges with program performance, and/or have recommended changes to the program	Previous evaluations have noted minor challenges with program performance and/or have recommended minor changes to the program
6. Materiality	Highest materiality programs - Programs in the top 25% of materiality range of all programs	Programs in the middle of the materiality range (26% to 74%)	Lowest materiality programs - Programs in the bottom 25% of materiality range
7. Complexity of program	High degree of complexity (e.g. in terms of delivery partners, legal context, jurisdictional issues)	Medium degree of complexity	Low degree of complexity
8. Evaluation readiness	High risk of evaluation encountering challenges (e.g., poor performance measurement)	Medium risk of evaluation encountering challenges	Low risk of evaluation encountering challenges
9. Options available to prevent risk	Very few or no options to prevent or mitigate risk	Some options available to prevent or mitigate risk	Many options available to prevent or mitigate risk
10. Time available to prevent risk	Little or no time to prevent risk	Some time available to prevent risk	Much time available to prevent risk

Overall scores were calculated with the following ranges to support decisions around the scheduling of evaluation projects: High-risk = 2.3-3; Medium-risk = 1.6-2.2; and Low-risk = 1-1.5. Notwithstanding this calculation of risk associated with the timing of evaluation projects, it should be noted that some projects are evaluated on a fixed schedule (due to *Financial Administration Act* or Treasury Board submission requirements) which overrides their risk score.

Appendix C – Coverage of Direct Program Spending (DPS)

Table C1 – Coverage of PHAC's DPS

Program	Evaluations planned in the next five years	Fiscal year of approval	2019-20 spending covered by evaluation ($)	Rationale for not evaluating program or spending
Core Responsibility	**Health Promotion and Chronic Disease Prevention ($257,822,279)**			
Health Promotion ($156,713,664)	Family Violence Investment	2019-20	998,290	N/A
	Innovation Strategy	2019-20	5,981,592	N/A
	Canadian Centre for Aging and Brain Health Innovation Contribution Program	2019-20	10,191,791	N/A
	Children's Programs (CAPC, CPNP, FASD)	2020-21	85,725,347	N/A
	Strategy to Prevent and Address Gender-based Violence	2020-21	14,506,669	N/A
	Aboriginal Head Start in Urben and Northern Communities	2021-22	35,955,975	N/A
	Roadmap for Canada's Official Languages: Education, Immigration, Communities	2021-22	2,835,000	N/A
	Oral Health	N/A	-	Low Need: Evaluation conducted within last seven years (2016-17).
	Nutrition North Canada	N/A	519,000	Low Need: These activities are part of the broader horizontal initiative, led by Indigenous Services Canada. There is low utility to assessing in isolation, but there is the potential that ISC will cover these activities as part of a broader horizontal evaluation, which will be determined in year 3 or 4 of this plan.
Chronic Disease Prevention ($33,684,068)	Multisectoral Partnerships	2019-20	30,252,223	N/A
	PHAC's Tobacco Activities	2021-22	3,431,845	N/A
Evidence for Health Promotion, and Chronic Disease and Injury Prevention ($67,424,547)	Canadian Centre for Aging and Brain Health Innovation Contribution Program	2019-20	10,000,000	N/A
	Innovation Strategy	2019-20	250,000	N/A
	Multisectoral Partnerships	2019-20	1,433,000	N/A
	Children's Programs (CAPC, CPNP, FASD)	2020-21	250,000	N/A

Program	Evaluations planned in the next five years	Fiscal year of approval	2019-20 spending covered by evaluation ($)	Rationale for not evaluating program or spending
Core Responsibility	**Health Promotion and Chronic Disease Prevention** ($257,822,279)			
	Evidence for Health Promotion, and Chronic Disease and Injury (including CPHO Report and CCDR)	2021-22	51,570,545	N/A
	Canadian Drug and Substance Strategy	2021-22	1,000,000	N/A
	National Collaborating Centres	2023-24	2,921,002	N/A
Core Responsibility	**Infectious Disease Prevention and Control** ($207,886,062)			
Laboratory Science Leadership and Services ($83,637,518)	Public Health Laboratories	2019-20	72,814,261	N/A
	Canadian Food Safety Information Network	2022-23	3,228,668	N/A
	Emergency Preparedness and Response	2022-23	1,260,000	N/A
	Federal Initiative for HIV/AIDS in Canada (including STBBI activities)	2023-24	6,334,589	N/A
Communicable Diseases and Infection Control ($70,380,444)	Tuberculosis	2021-22	-	N/A
	Canadian Drug and Substances Strategy	2021-22	7,000,000	N/A
	Health Care-Associated Infections	2022-23	27,218,076	N/A
	Federal Initiative for HIV/AIDS in Canada (including STBBI activities)	2023-24	35,188,702	N/A
	National Collaborating Centres	2023-24	973,666	N/A
Immunization ($35,349,498)	Immunization and Respiratory Infectious Diseases	2020-21	35,349,498	N/A
Foodborne and Zoonotic Diseases ($18,518,602)	Adapting to Climate Change	2020-21	4,842,412	N/A
	Foodborne and Zoonotic Diseases	2022-23	12,702,524	N/A
	National Collaborating Centres	2023-24	973,666	N/A
Core responsibility	**Health Security** ($52,331,185)			
Emergency Preparedness and Response ($35,501,051)	Emergency Preparedness and Response	2022-23	34,527,385	N/A
	National Collaborating Centres	2023-24	973,666	N/A
Biosecurity ($9,130,012)	Biosecurity	2020-21	9,130,012	N/A
Border and Travel Health ($7,700,122)	Border and Travel Health Program	2021-22	7,700,122	N/A
Core Responsibility	**Other**			
Single Window Initiative (funding Sunset in 2017-18)		2020-21	-	N/A

Table C2 – Coverage of HC direct program spending

Core Responsibility	Health Care Systems ($1,576,688,206)				
Program	Evaluations planned in the next five years	Fiscal year of approval	2019-20 spending covered by evaluation ($)	Rationale for not evaluating program or spending
Health Care Systems Analysis and Policy ($55,467,706)	Home Care and Mental Health Services Initiative	2021-22	11,349,706	N/A
	Health Care Policy Contribution Program	2023-24	27,118,000	N/A
	Pan-Canadian Health Organizations	2023-24	17,000,000	N/A
Access, Affordability, and Appropriate Use of Drugs and Medical Devices ($24,428,155)	Pan-Canadian Health Organizations	2023-24	24,248,155	N/A
Home, Community and Palliative Care ($651,075,395)	Home Care and Mental Health Services Initiative	2021-22	651,075,395	N/A
Mental Health ($465,325,395)	Home Care and Mental Health Services Initiative	2021-22	451,075,395	N/A
	Pan-Canadian Health Organizations	2023-24	14,250,000	N/A
Substance Use and Addictions ($55,884,526)	Canadian Drugs and Substance Strategy	2021-22	55,884,526	N/A
Digital Health ($76,075,395)	Pan-Canadian Health Organizations	2023-24	76,075,395	N/A
Health Information ($88,739,969)	Pan-Canadian Health Organizations	2023-24	88,739,969	N/A
Canada Health Act ($1,649,138)	*Canada Health Act* Administration	N/A	1,649,138	Low Need: HC's activities have focused on the administration of the Act, such as monitoring for compliance. On an annual basis, the federal Minister of Health is required to report to Parliament on the administration and operation of the Canada Health Act, which provides good oversight on this activity.

Core Responsibility	Health Care Systems ($1,576,688,206)				
Program	Evaluations planned in the next five years	Fiscal year of approval	2019-20 spending covered by evaluation ($)	Rationale for not evaluating program or spending
Medical Assistance in Dying ($1,075,395)	Medical Assistance in Dying	N/A	1,075,395	Low Need: Program has been recently implemented. Furthermore, while the potential for conducting an evaluation will be examined in the future, parliamentary reporting requirements provide good oversight on this activity at this time.
Cancer Control ($52,075,395)	Pan-Canadian Health Organizations	2023-24	52,075,395	N/A
Patient Safety ($8,675,395)	Pan-Canadian Health Organizations	2023-24	8,675,395	N/A
Blood Systems, Organs, Tissue and Transplantation ($8,583,487)	Canadian Blood Services Contribution Programs	2022-23	8,583,487	N/A
Promoting Minority Official Languages in the Health Care Systems ($38,798,752)	Roadmap for Canada's Official Languages: Education Immigration Communities	2021-22	38,798,752	N/A
Brain Research ($13,174,646)	Brain Health	N/A	13,174,646	Low Need: Last evaluation conducted in 2016-17; currently scheduled to sunset.
Thalidomide ($8,659,457)	Thalidomide Survivors Contribution Program	2019-20	8,659,457	N/A
Territorial Health Information Fund ($27,000,000)	Territorial Health Information Fund	N/A	27,000,000	Low Need: Program will be sunsetting in 2020-21. An evaluation was completed in 2018-19.

| Core Responsibility | Health Protection and Promotion ($520,029,668) | | | |
Program	Evaluations planned in the next five years	Fiscal year of approval	2019-20 spending covered by evaluation ($)	Rationale for not evaluating program or spending
Pharmaceutical Drugs ($54,868,350)	Drug Safety and Effectiveness Network (DSEN)	2019-20	652,039	N/A
	Single Window Initiative	2020-21	-	N/A
	Veterinary Drugs	2021-22	-	N/A
	Human Drugs	2022-23	54,216,311	N/A
Biologics and Radiopharmaceutical Drugs ($39,629,681)	Single Window Initiative	2020-21	-	N/A
	Biologics and Radiopharmaceutical Drugs	2023-24	39,629,681	N/A
Medical Devices ($14,618,322)	Medical Devices	2019-20	14,618,322	N/A
	Single Window Initiative	2020-21	-	N/A
Natural Health Products ($15,954,791)	Natural Health Products Program	2020-21	15,954,791	N/A
	Single Window Initiative	2020-21	-	N/A
Food Safety and Nutrition ($61,436,386)	Canadian Food Safety Information Network	2022-23	-	N/A
	Food and Nutrition Program – Nutrition Policy	2022-23	61,436,386	N/A
	Impact Assessment and Regulatory Processes	2022-23	-	N/A
	Food and Nutrition Program – Food Safety	2023-24	-	N/A
Air Quality ($20,499,995)	Taking Action on Air Pollution	2020-21	19,299,995	N/A
	Climate Change	2020-21	1,200,000	N/A
Climate Change ($4,842,642)	Climate Change	2020-21	3,688,281	N/A
	Adapting to the Impacts of Climate Change	2021-22	1,154,361	N/A
Water Quality ($3,599,933)	Chemical Management Plan (including water quality)	2019-20	3,599,933	N/A
Health Impacts of Chemicals ($64,674,994)	Chemical Management Plan (including water quality)	2019-20	61,276,665	N/A
	Impact Assessment and Regulatory Processes	2022-23	2,364,393	N/A
	Consumer Product Safety	2022-23	500,000	N/A
	Federal Contaminated Sites	2023-24	533,936	N/A
Consumer Product Safety ($31,868,948)	Single Window Initiative	2020-21	-	N/A
	Consumer Product Safety	2022-23	31,868,948	N/A
Workplace Hazardous	Workplace Hazardous Products	2019-20	3,587,196	N/A

Core Responsibility	Health Protection and Promotion ($520,029,668)				
Program	Evaluations planned in the next five years	Fiscal year of approval	2019-20 spending covered by evaluation ($)	Rationale for not evaluating program or spending
Products ($3,587,196)				
Tobacco Control (including vaping) ($32,593,850)	HC's Tobacco Activities	2021-22	32,593,850	N/A
Controlled Substances ($38,661,752)	Canadian Drugs and Substances Strategy	2021-22	38,661,752	N/A
Cannabis ($67,832,012)	Cannabis Program	2022-23	67,832,012	N/A
Radiation Protection ($16,147,220)	Radiation Protection Activities	2020-21	16,147,220	N/A
	Single Window Initiative	2020-21	-	N/A
Pesticides ($34,553,720)	Pesticides Program	2020-21	34,553,720	N/A
	Single Window Initiative	2020-21	-	N/A
Specialized Health Services and Internationally Protected Persons Program ($14,659,876)	Specialized Health Services	N/A	14,659,876	Low Need: No requirement to inform major policy or spending decisions. Low Risk: Low enterprise risk. For one program component, Health Canada is the delivery agent rather than program owner (Employee Assistance Services - EAS). EAS has been accredited with the highest quality standard (gold) of the industry as set out by the Employee Assistance Society of North America (EASNA) as the Council of Accreditation (COA) carries out in-depth assessments of EAS' compliance with best practices in the industry.
	Sex and Gender-based Analysis	2021-22	-	N/A

Appendix D – Coverage of Grants and Contributions Programs

Table D1 – Coverage of PHAC's Grants and Contributions Programs

Name of transfer payment program	Program	G&Cs portion of DPS ($)	YEAR 1 2019-20	YEAR 2 2020-21	YEAR 3 2021-22	YEAR 4 2022-23	YEAR 5 2023-24	Scoped in Evaluation Project
Aboriginal Head Start	Health Promotion	19,045,000			8.00%			Aboriginal Head Start in Urban and Northern Communities
Aboriginal Head Start – Northern Wellness	Health Promotion	709,000			0.30%			Aboriginal Head Start in Urban and Northern Communities
Aboriginal Head Start – Upstream	Health Promotion	3,000,000			1.26%			Aboriginal Head Start in Urban and Northern Communities
Autism	Health Promotion	5,429,300		2.28%				Children's Programs (CAPC, CPNP, FASD)
Blood Safety	Communicable Disease and Infection Control	1,734,000				0.73%		Health Care-Associated Infections
Brain Health	Evidence for Health Promotion, and Chronic Disease and Injury Prevention	10,000,000	4.20%					Canadian Centre for Aging and Brain Health Innovation Contribution Program
Canadian Breast Cancer Initiative	Chronic Disease Prevention	583,000	0.24%					Multisectoral Partnerships
Canadian Prenatal Nutrition Program	Health Promotion	27,189,000		11.43%				Children's Programs (CAPC, CPNP, FASD)
Climate Change	Foodborne and Zoonotics Diseases	2,550,000		1.07%				Adapting to Impacts of Climate Change
Community Action Program for Children	Health Promotion	53,400,000		22.44%				Children's Programs (CAPC, CPNP, FASD)
Drug Safety	Communicable Disease and Infection Control	456,000				0.19%		Health Care-Associated Infections

Name of transfer payment program	Program	G&Cs portion of DPS ($)	YEAR 1 2019-20	YEAR 2 2020-21	YEAR 3 2021-22	YEAR 4 2022-23	YEAR 5 2023-24	Scoped in Evaluation Project
Drug Strategy	Communicable Disease and Infection Control	7,000,000			2.94%			Canadian Drug and Substances Strategy
Early Childhood Development	Health Promotion	9,380,000			3.94%			Aboriginal Head Start in Urban and Northern Communities
Family Violence	Health Promotion	950,000	0.40%					Strategy to Prevent and Address Gender-based Violence
Federal Initiative to Address HIV/AIDS in Canada	Communicable Disease and Infection Control	23,061,758					9.69%	Federal Initiative to Address HIV/AIDS in Canada (including STBBI activities)
Fetal Alcohol Syndrome	Health Promotion	1,499,000		0.63%				Children's Programs (CAPC, CPNP, FASD)
Gender-based Violence	Health Promotion	8,100,000		3.40%				Strategy to Prevent and Address Gender-based Violence
Hepatitis C Prevention, Support and Research Program	Communicable Disease and Infection Control	3,357,242					1.41%	Federal Initiative to Address HIV/AIDS in Canada (including STBBI activities)
Immunization	Immunization	3,804,735		1.60%				Immunization and Respiratory Infectious Diseases
Indigenous Early Learning and Child Care	Health Promotion	2,500,000			1.05%			Aboriginal Head Start in Urban and Northern Communities
Innovation Strategy	Health Promotion	10,197,000	4.28%					Innovation Strategy / Family Violence Investment
	Evidence for Health Promotion, and Chronic Disease and Injury Prevention	250,000	0.11%					

Name of transfer payment program	Program	G&Cs portion of DPS ($)	YEAR 1 2019-20	YEAR 2 2020-21	YEAR 3 2021-22	YEAR 4 2022-23	YEAR 5 2023-24	Scoped in Evaluation Project
International Health	Chronic Disease Prevention	205,000	0.09%					Multisectoral Partnerships
	Evidence for Health Promotion, and Chronic Disease and Injury Prevention	150,000			0.06%			Evidence for Health Promotion, and Chronic Disease and Injury (including CPHO Report, CCDR)
	Communicable Disease and Infection Control	825,000					0.35%	Federal Initiative to Address HIV/AIDS in Canada (including STBBI activities)
	Foodborne and Zoonotic Disease	150,000				0.06%		Foodborne and Zoonotic Diseases
Lung Health related to Tobacco	Chronic Disease Prevention	3,250,000			1.37%			PHAC's Tobacco Activities
Men's Health	Chronic Disease Prevention	1,250,000	0.53%					Multisectoral Partnerships
National Collaborating Centres for Public Health	Evidence for Health Promotion, and Chronic Disease and Injury Prevention	2,921,002					1.23%	National Collaborating Centres
	Communicable Disease and Infection Control	973,666					0.41%	
	Emergency Preparedness and Response	973,666					0.41%	
	Foodborne and Zoonotic Disease	973,666					0.41%	
Official Languages	Health Promotion	2,835,000			1.19%			Roadmap for Canada's Official Languages: Education, Immigration, Communities

Name of transfer payment program	Program	G&Cs portion of DPS ($)	YEAR 1 2019-20	YEAR 2 2020-21	YEAR 3 2021-22	YEAR 4 2022-23	YEAR 5 2023-24	Scoped in Evaluation Project
Opioids	Evidence for Health Promotion, and Chronic Disease and Injury Prevention	1,000,000			0.42%			Canadian Drug and Substances Strategy
ParticipACTION	Chronic Disease Prevention	5,000,000	2.10%					Multisectoral Partnerships
Public Health Scholarship and Capacity Building Program	Emergency Preparedness and Response	1,203,000				0.51%		Emergency Preparedness and Response
	Laboratory Science Leadership and Services	1,260,000				0.53%		
School Health	Evidence for Health Promotion, and Chronic Disease and Injury Prevention	250,000		0.11%				Children's Programs (CAPC, CPNP, FASD)
Integrated Strategy on Healthy Living and Chronic Disease								
Canadian Diabetes Strategy	Chronic Disease Prevention	6,032,000	2.53%					Multisectoral Partnerships
	Evidence for Health Promotion, and Chronic Disease and Injury Prevention	246,000	0.10%					
Cancer	Chronic Disease Prevention	3,878,479	1.63%					Multisectoral Partnerships
	Evidence for Health Promotion, and Chronic Disease and Injury Prevention	692,521	0.29%					

Name of transfer payment program	Program	G&Cs portion of DPS ($)	YEAR 1 2019-20	YEAR 2 2020-21	YEAR 3 2021-22	YEAR 4 2022-23	YEAR 5 2023-24	Scoped in Evaluation Project
Cardiovascular Disease	Chronic Disease Prevention	1,130,000	0.47%					Multisectoral Partnerships
	Evidence for Health Promotion, and Chronic Disease and Injury Prevention	246,000	0.10%					
Healthy Living Fund	Chronic Disease Prevention	4,474,521	1.88%					Multisectoral Partnerships
	Evidence for Health Promotion, and Chronic Disease and Injury Prevention	248,479	0.10%					
Enhanced Surveillance	Evidence for Health Promotion, and Chronic Disease and Injury Prevention	2,729,000			1.15%			Evidence for Health Promotion, and Chronic Disease and Injury (including CPHO Report, CCDR)
Knowledge Development	Evidence for Health Promotion, and Chronic Disease and Injury Prevention	665,000			0.28%			Evidence for Health Promotion, and Chronic Disease and Injury (including CPHO Report, CCDR)
Observatory of Best Practices	Evidence for Health Promotion, and Chronic Disease and Injury Prevention	217,000			0.09%			Evidence for Health Promotion, and Chronic Disease and Injury (including CPHO Report, CCDR)
Total G&Cs $:		237,974,035						
% of G&Cs spending 2019-20 to 2023-24:			19.07%	42.96%	22.05%	2.02%	13.90%	
							100.00%	