



Criminal Justice Branch

Behavioural Event Interview Guide

Guidebook

February 2005
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Overview

Starting from the premise that the best predictions of what a person will do are based on observations of what a person has done before in similar circumstances, we are taking a new direction in staffing. By changing the focus from what goes on inside a person's head (what they "know", or "think", or "believe") to what concrete action a person took in response to a particular situation, we hope to provide managers with a flexible assessment tool which is directly related to the real requirements of the position being staffed.

Purpose of Guide

The purpose of this guidebook is to assist you in developing assessment tools using Behavioural Event Interviews and contains a detailed framework for successfully eliciting and recording behavioural information from the applicants. **The guidebook does not explain the full recruitment process.**

What is a Behavioural Event Interview?

Behavioural Event Interviews (BEI) ask applicants for specific examples of past actions in conditions similar to those the applicants are likely to encounter on the job. BEI ask leading questions about real life situations and provide a mechanism to explore responses in greater detail as time and relevance allow. Specific characteristics of BEIs include:

- Focused on a specific event/experience/past action for a particular competency
- Work related events that occurred 12 to 24 months ago
- Objective to capture details of the event 'in action': what the candidate did, said, thought and felt

Although only a part of the recruitment process, it is expected that BEIs will provide more and better information to managers about how applicants are likely to respond to the real demands of the position for which they are being considered.

Objectives of Behavioural Event Interviews

The objectives of Behavioural Event Interviews are:

- Develop better recruitment criteria and selection tools which will lead to better staffing decisions
- Develop specific assessment tools relevant to Criminal Justice Branch competencies
- Develop a supportive and productive workplace environment
- Ensure human resources, workload and experience are equitably allocated across the Branch and a model to predict staffing requirements is established

EXAMPLE cont'd

Competency

Competency
definition

<p>Decisive Insight combines the ability to draw on one's own experience, knowledge and training and effectively problem-solve increasingly difficult and complex situations. It involves breaking down problems, tracing implications and recognizing patterns and connections that are not obviously related. It translates into identifying underlying issues and making the best decisions at the most appropriate time.</p>	
Behavioural Level	Interpretive Guide
<p>1. Responds to Situations at Face Value:</p> <ul style="list-style-type: none"> - Uses no abstract concepts in the face of uncertainty or lack of information. - Requires some guidance or support to determine if and when action is appropriate. 	<p><i>Did the candidate make a decision based solely on existing facts, without confirming the completeness of those facts? Did the candidate not break the problem down in order to analyze it? To score at this level, the candidate needed some guidance in order to make a decision.</i></p>
<p>2. Breaks Down Problems to Reach a Decision:</p> <ul style="list-style-type: none"> - Breaks problems into simple lists, tasks or activities without assigning values or priorities. - Uses common sense and past experiences to approach problems and make a decision. - Able to overcome minor obstacles and suggest actions to make a decision without having all the information. 	<p><i>Did the candidate demonstrate an ability to recognize a problem, and break it into specific tasks? Did the candidate provide evidence of having made a decision despite not having all the information? To score at this level, the candidate thought briefly about the short term solutions and took steps to address each task.</i></p>
<p>3. Sees Patterns or Basic Relationships or Connections when Problem-Solving:</p> <ul style="list-style-type: none"> - Breaks apart a problem and links together pieces with a single link. - Identifies alternative approaches or actions to a problem. - Is able to make a decision and take action quickly and decisively when there is not enough information to predict the consequences with certainty. 	<p><i>Did the candidate link together pieces of information to solve the problem or break apart the problem to identify a solution? Was the candidate able to identify simple cause and effect relationships to understand issues or problems? Did the candidate provide evidence of taking decisive action quickly?</i></p>

<p>4. Sees Multiple Relationships and Can Make Effective Decisions:</p> <ul style="list-style-type: none"> - Makes multiple causal links: several potential causes of events or several consequences of actions. - Does not rely on a single factor, but draws conclusions from an appropriate combination of facts, information, professional knowledge, intuition and past experiences and expertise of one's self and others to support decisions or courses of action. - Analyses relationships among several parts of a problem or situation before making decisions. - Anticipates obstacles and thinks ahead about next steps. - Probes deeper with witnesses and police; does not stop with the first answer but finds out why something happens. 	<p><i>Did the candidate take the time to analyze the problem and what led up to the situation? Did the candidate look at the problem by breaking it down and determining causal links between the pieces? Did the candidate think of the consequences of actions and anticipate any obstacles? Did the candidate examine the present information in order to consider if any critical pieces were missing? To score at this level, the candidate not only thought about the problem and its immediate impact but also thought about the possible options and obstacles as well as considering that some information might be missing.</i></p> <div style="border: 1px dashed blue; border-radius: 50%; padding: 10px; width: fit-content; margin: 20px auto;"> <p>blue: target competency level</p> </div>
<p>5. Makes Complex Plans or Analyses and Reaches Effective Decisions in Ambiguous Situations:</p> <ul style="list-style-type: none"> - Uses several analytical or creative techniques to break apart complex problems into component problems or issues. - Draws on complex learned concepts when examining patterns or trends and recognizes underlying issues/implications of decisions or courses of action. - Consistently makes the right decision when there are competing and ambiguous priorities. 	<p><i>Did the candidate use several tools or techniques to analyze the situation, and identify the relationships? Did the candidate think about the possible impact about each part of the problem and how it would impact other issue? Was the candidate able to deal with complex issues and maneuver adroitly through large amounts of data? To score at this level, the candidate has to be able to identify what other problems may be involved in the situation and must demonstrate that despite the ambiguity of the problem, an appropriate decision was made.</i></p>

Crown Counsel Competencies

Thinking Capabilities

- A. *Decisive Insight*

Self Management

- B. *Flexibility*
- C. *Self Development*
- D. *Organizational Commitment*

Social Awareness

- E. *Impact and Influence*
- F. *Listening, Understanding and Responding*
- G. *Relationship Building*
- H. *Teamwork and Co-operation*

The questions set out in the competencies are sample questions. Different questions may be asked at an interview.

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<p>Flexibility is the ability and willingness to adapt to and work effectively within a variety of diverse situations, and with diverse individuals or groups. Flexibility entails understanding and appreciating different and opposing perspectives on an issue, adapting one's approach as situations change and accepting changes within one's own job or organization.</p>	
Behavioural Level	Interpretive Guide
<p>1. Values Need for Flexibility:</p> <ul style="list-style-type: none"> - Accepts that other people's points of view are reasonable or valid. - Acknowledges that people are entitled to their opinions, and accepts that they are different. - Steps into co-workers' tasks when needed or required. 	<p><i>Did the candidate express willingness to adapt the way they approached an issue without actually adapting their tactics? Did the candidate consider alternative approaches or the other person's point of view? To score at this level, the candidate does not have to alter his or her own opinion, he/she merely has to recognize and acknowledge that other people's views are legitimate.</i></p>
<p>2. Demonstrates Flexibility:</p> <ul style="list-style-type: none"> - Works creatively within standard procedures to fit a specific situation. - Understands policies and can work within them to meet branch, work group, team or individual goals. 	<p><i>Did the candidate provide examples of where he or she changed the way in which he or she accomplished a task including bending the rules or altering standard procedure? To score at this level, the candidate deviates slightly from the normal process, and offers a reasoned explanation of why it was necessary or appropriate to deviate from standard practice.</i></p>
<p>3. Adapts Approach:</p> <ul style="list-style-type: none"> - Changes and adapts approach as required to achieve intended outcomes. - Prioritizes actions effectively in order to respond to numerous, diverse challenges and demands. - Understands and appreciates different and opposing perspectives on an issue. - Deals effectively with multiple files when parameters and/or circumstances are constantly changing. 	<p><i>Did the candidate re-assess tactics based on changes or shifting priorities? Did the candidate reprioritize, yet keep the end goal in mind? To score at this level, the candidate achieves the end goal or objective by substantially altering the originally planned approach. The need for change comes about through circumstances beyond the candidate's control.</i></p>
<p>4. Adapts Strategy:</p> <ul style="list-style-type: none"> - Changes the overall service plan and implements new practices when original approach and assumptions are no longer valid. - Able to shift strategic focus and activities quickly in response to changing organizational priorities. 	<p><i>Was the candidate able to change priorities and plans quickly and appropriately when more urgent matters required attention? Was she/he able to exercise appropriate judgment in determining timing and priority of strategy shifts? To score at this level, the candidate thinks about others and the impact any issues and changes would have on them in the long run.</i></p>

Self-Development/Continuous Development involves proactively taking actions to improve personal capability. It also involves being willing to assess one's own level of development or expertise relative to one's current job, or as part of focused career planning.	
Behavioural Level	Interpretive Guide
<p>1. Updates Job Knowledge/Skills:</p> <ul style="list-style-type: none"> - Keeps abreast of new information and developments or best practices in own field of expertise (e.g., by reading, liaising with organization and business core group contacts, or by attending earning events). - Stays current with new tools, methods, technologies or approaches that may potentially impact the overall business of the organization. 	<p><i>Did the candidate demonstrate that he/she reads about materials, practices and methods identified as new in his/her field?</i></p> <p><i>Did the candidate demonstrate an understanding of which tools, methods, technologies or approaches in his/her field might impact the overall business of the organization?</i></p>
<p>2. Initiates Self-Development:</p> <ul style="list-style-type: none"> - Analyzes own performance to understand positive experiences and set-backs and takes specific short-term action to improve performance in current job. - Applies learning on the job. 	<p><i>Did the candidate review their own performance explicitly for developmental purposes? Did the candidate demonstrate an ability to learn from experience and modify performance?</i></p>
<p>3. Actively Seeks Feedback for Performance Enhancement:</p> <ul style="list-style-type: none"> - Actively seeks feedback from others including colleagues, justice partners, supervisors and managers, and integrates the results into personal development efforts. - Continually monitors and recognizes the need to adjust to developments and changes in the law, technology, branch directives and guidelines, public policy and societal shifts. - Demonstrates motivation and takes steps to acquire appropriate skills and experience to achieve personal and career growth. - Takes on more challenging cases to enhance and develop advocacy skills. 	<p><i>Did the candidate ask for feedback from others explicitly for development purposes? When the candidate received feedback, did they build it into current development plans?</i></p>
<p>4. Takes Responsibility for Personal Career Development:</p> <ul style="list-style-type: none"> - Seeks out new information and opportunities to enhance competencies and integrates the results into own career planning. - Takes action to improve own abilities in line with career goals, including volunteering for "stretch" assignments and taking on increased responsibilities. 	<p><i>Did the candidate seek additional development feedback beyond that offered by colleagues, customers/clients and managers? Did the candidate initiate developmental activities aligned with career goals?</i></p>

Organizational Commitment is the ability and willingness to align one's own behaviour with the needs, priorities and goals of the organization, and to promote organizational goals to meet organizational needs. It also includes acting in accordance with organizational decisions and behaving with integrity.	
Behavioural Level	Interpretive Guide
<p>1. Behaves in a Professional Manner:</p> <ul style="list-style-type: none"> - Acts in accordance with Standards of Conduct and respects the organization's business agenda; fulfills job requirements 	<p><i>Was the candidate aware of the organizational culture and norms, and acted accordingly? To score at this level, the candidate made an effort to follow informal and formal procedures, including the Standards of Conduct.</i></p>
<p>2. Actively Supports the Organization:</p> <ul style="list-style-type: none"> - Actively supports the organization's missions, values and goals. - Makes choices and sets priorities to meet organization's needs and fit with the organizational mission. - Co-operates with others to achieve organizational objectives. - Publicly supports the mission and promotes a positive image of the Branch. 	<p><i>Did the candidate help others get the job done? Did the candidate respect what others valued as important? To score at this level the candidate demonstrated loyalty to the organization by modeling respect for the organization goals and norms.</i></p>
<p>3. Demonstrates Personal Commitment:</p> <ul style="list-style-type: none"> - Able to manage and balance personal needs and corporate needs, but is willing to put organizational needs before one's own. - When necessary, makes personal sacrifices in order to meet the organization's needs. 	<p><i>Did the candidate go out of his or her way to support the organization's goals and mission? Was the candidate able to set aside his/her own personal preference to meet the organization's goals? To score at this level the candidate put a high priority on organizational objectives.</i></p>
<p>4. Takes Tough Stands:</p> <ul style="list-style-type: none"> - Stands by decisions that benefit the organization even if they are unpopular or controversial. - Acts in accordance with organizational values, even when challenged or in stressful situations. - Speaks up and confronts management or others in authority when organizational values are being compromised. 	<p><i>Did the candidate champion decisions on behalf of the organization, even when they were unpopular or difficult to support? To score at this level, the candidate maintained resolve even when faced with conflict or opposition.</i></p>

<p>5. Acts for Greater Good of Organization:</p> <ul style="list-style-type: none">- Acts for the long-term good of the organization, even when short-term personal or departmental sacrifices may be necessary.- Asks others to makes sacrifices in order to meet the larger organization's needs.	<p><i>Did the candidate generate commitment in others by modeling organization support? To score at this level, the candidate ensured that group tasks and activities were aligned with the organization's mission and goals, even if it meant a short-term sacrifice.</i></p>
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<p>Impact and Influence is the ability to influence, persuade, or convince others to adopt a specific course of action. It involves the use of persuasive techniques, presentations or negotiation skills to achieve desired results.</p>	
Behavioural Level	Interpretive Guide
<p>1. States Intention but Takes No Specific Action:</p> <ul style="list-style-type: none"> - Intends to have a specific effect or impact; expresses concern but does not take any specific actions. 	<p><i>Did the candidate talk about a desire to have an impact, but didn't take action to do so? Did the candidate plan and think of ways to influence others (without actually doing it)?</i></p>
<p>2. Takes a Single Action to Persuade:</p> <ul style="list-style-type: none"> - Uses direct persuasion in a discussion or presentation (e.g., appeals to reason, data, others' self-interests; uses concrete examples, visual aids, demonstrations, etc.). - Makes no apparent attempt to adapt presentation to the interest and level of the audience. 	<p><i>Did the candidate believe his or her presentation or point of view was valid, and did not use anything more than his or her own reasoning or logic to address the audience? For example, the candidate gave details, and facts, but did not find out how the audience would react.</i></p>
<p>3. Takes Multiple Actions to Persuade:</p> <ul style="list-style-type: none"> - Takes two or more steps to persuade without trying to adapt specifically to level or interest of an audience. - Includes careful preparation of data for presentation or making two or more different arguments or points in a presentation or a discussion. 	<p><i>Did the candidate go out of his or her way to adapt the presentation when the first attempt at persuasion failed? Was the candidate able to use a variety of approaches when the initial approach didn't work? To score at this level, the candidate had to demonstrate the benefits of each argument to persuade the audience to buy into his/her idea.</i></p>
<p>4. Calculates the Impact of One's Actions or Words:</p> <ul style="list-style-type: none"> - Adapts a course of action or discussion to maximize impact on others. - Anticipates the effect of an action (or other detail/argument) on people's acceptance and comprehension of what is being said. - Takes a well thought-out or unusual action in order to have a specific impact. - Anticipates and prepares for others' reactions. - Presents oral and written arguments in an organized and articulate manner. 	<p><i>Did the candidate go out of his/her way to adapt the discussion to each of the audience's "hot buttons"? Did the candidate demonstrate an understanding of how his/her actions would impact on the audience? To score at this level, the candidate had to think of an opportunity or problem that was not obvious to others and present it to the audience. Was the candidate able to identify solutions that met differing agendas?</i></p>

<ul style="list-style-type: none"> - Negotiates with defence counsel, persuades witnesses to testify and works closely with the police to ensure the most appropriate course of action is taken. - Asks questions, formulates logical arguments and presents these arguments in a clear, concise and persuasive manner. 	
<p>5. Uses Indirect Influence:</p> <ul style="list-style-type: none"> - Uses chains of indirect influence: “get A to show B so B will tell C such-and-such” or takes two steps to influence, with each step adapted to the specific audience. - Uses experts or other third parties to influence. 	<p><i>Did the candidate believe the essential foundation for changing others’ opinions was to gather support from those closely involved in the situation, and who would directly influence others? Did the candidate go out of his/her way to get the support of others to make a specific change or solve a particular organizational problem?</i></p>
<p>6. Uses Complex Influence Strategies:</p> <ul style="list-style-type: none"> - Assembles political coalitions, builds “informal” support for ideas, selects information to have specific effects, and uses “group process skills” to lead or direct a group. 	<p><i>Did the candidate use techniques such as lobbying and different influence tactics to build support for an idea or course of action? Did the candidate demonstrate clear understanding of individuals’ different points of view and how to use different tactics and different people to influence others? For example, did the candidate achieve success by talking to stakeholders one-on-one in advance, to ensure buy-in, prior to presenting his/her idea to the whole group?</i></p>

<p>Listening, Understanding and Responding is the desire and ability to understand and respond effectively to other people from diverse backgrounds. It includes the ability to understand accurately and respond effectively to both spoken and unspoken or partly expressed thoughts, feelings and concerns of others. People who demonstrate high levels of this competency show a deep and complex understanding of others, including cross-cultural sensitivity.</p>	
Behavioural Level	Interpretive Guide
<p>1. Listens and Responds to Expressed Emotions:</p> <ul style="list-style-type: none"> - Understands what people say and responds accordingly. - Asks questions to clarify what is expressed. 	<p>Did the candidate ask questions and respond to others' feelings or concerns? Did the candidate make an effort to clarify the expressed message?</p>
<p>2. Understands and Responds to Unexpressed Emotions:</p> <ul style="list-style-type: none"> - Reads body language and other non-verbal cues accurately and uses that understanding to structure and give an appropriate response. - Reiterates information to check understanding before drawing conclusions. 	<p><i>Did the candidate solicit input, paraphrase the individual's words, mirror body language and tone of voice? Did the candidate find out information pertinent to a situation or decision and use that information when responding?</i></p>
<p>3. Understands and Responds to Underlying Issues:</p> <ul style="list-style-type: none"> - Demonstrates the ability to see things from another's perspective. - Understands why people behave in a certain way in given situations; accurately assesses root causes of individual's behaviours. - Responds to people's concerns in a proactive manner that promotes long term solutions. - Demonstrates the ability to effectively express facts and ideas to individuals and groups. - Listens and interprets information, asks questions to clarify understanding. - Presents information, both verbally and in written form, in a clear and concise manner. 	<p><i>Did the candidate demonstrate an understanding about the other person's behaviour? Was the candidate aware of how others would react in a situation because of past behaviours, or experiences with the person? Did the candidate use knowledge of people's perspective and concerns when responding?</i></p>

<p>4. Anticipates and Plans for Future Interactions:</p> <ul style="list-style-type: none">- Anticipates and understands people’s likely reactions to events or situations.- Uses that understanding to plan for effective interactions and to foster long- term positive relationships.	<p><i>Did the candidate understand the underlying reasons of a person’s behaviour? To score at this level, the candidate has an accurate understanding of deep-rooted issues affecting others, and takes specific actions to prepare for and manage those.</i></p>
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<p>Relationship Building is working to build or maintain ethical relationships or networks or contacts with people who are, or may be, potentially helpful in achieving work-related goals.</p>	
Behavioural Level	Interpretive Guide
<p>1. Builds Rapport:</p> <ul style="list-style-type: none"> - Makes a conscious effort to establish and build rapport with others, including discussion about weather, current events, etc. - Identifies and refers to areas of mutual interest as a means of establishing a personal relationship. 	<p><i>Did the candidate mention chatting with customers, colleagues and others regarding non-work issues with the purpose of creating relationships? Did the candidate mention using knowledge of common interests to guide conversation?</i></p>
<p>2. Develops Longer-Term Relationships:</p> <ul style="list-style-type: none"> - Meets regularly with others without specific objectives; maintains clear contact with others to maintain relationship. - May initiate opportunities designed to improve the longer-term working relationship with the customer. 	<p><i>Did the candidate express a desire to strengthen non-work relationships with the intent of potential future use for business? Did the candidate initiate interaction with customers for the express purpose of building the relationship? To score at this level, the candidate is working on developing existing relationships.</i></p>
<p>3. Uses Relationships:</p> <ul style="list-style-type: none"> - Calls upon established relationships to facilitate and achieve the ultimate goal of justice being met. - Identifies the needs and motivations of individuals, determines the type and frequency of contact required and ensures appropriate exchange of information relevant to the relationship. - Successfully prepares witnesses. - Displays empathy with others. 	<p><i>Did the candidate demonstrate relationships with others that have been useful for the organization? Did the candidate provide evidence of having used existing relationships to gain access to additional relationships?</i></p>
<p>4. Creates Opportunities to Initiate Relationships:</p> <ul style="list-style-type: none"> - Identifies significant opportunities for contribution, identifies key contacts in target organizations and finds ways to make personal connections. - Nurtures the relationship over time to build rapport and trust and develop a basis for future interactions. 	<p><i>Did the candidate provide examples of social events that were organized specifically to strengthen business contacts? Did the candidate give evidence of give-and-take with business relationships? Did the candidate provide examples of scanning the environment for potential partners? Did the candidate accurately assess the business benefit of pursuing alliances? To score at this level, the candidate is strategic in the relationships that are initiated.</i></p>

<p>5. Builds a Network of External Relationships:</p> <ul style="list-style-type: none">- Develops and maintains a planned network of relationships within the external/stakeholder community.- Uses the network to identify opportunities, gather information, and seek input to problems, with a view to sustaining Public Service excellence.	<p><i>Did the candidate provide evidence of relationships that are useful for business purposes, or for expanding one's network of relationships?</i></p> <p><i>Did the candidate specifically mention creation a network of relationships?</i></p>
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Teamwork and Co-operation is the ability to work co-operatively within diverse teams, work groups and across the organization to achieve group, Branch and Ministry goals.	
Behavioural Level	Interpretive Guide
<p>1. Co-operates:</p> <ul style="list-style-type: none"> - Participates willingly, is a “good team player”, does his/her share of the work. - Supports team decisions. - As a member of a team, keeps other team members informed and up-to-date about the group process, individual actions, or influencing events; shares all relevant or useful information. 	<p><i>Did the candidate make a contribution to the team, and participate 100% with the team? Was the candidate willing to “roll up his/her sleeves” and pitch in? To score at this level, the candidate did not hold back any information that would contribute to the team’s goals.</i></p>
<p>2. Expresses Positive Expectations of Team:</p> <ul style="list-style-type: none"> - Expresses positive expectations of others in terms of their abilities, expected contributions, etc.; speaks of team members in positive terms. - Shows respect for others’ intelligence by appealing to reason. 	<p><i>Did the candidate talk about team members as valued and important contributors to the team goal? Did the candidate express positive expectations about team results and relying on the skills and contributions of team members?</i></p>
<p>3. Solicits Input:</p> <ul style="list-style-type: none"> - Genuinely values others’ input and expertise, is willing to learn from others (including subordinates and peers). - Solicits ideas and opinions to help form specific decisions or plans. - Promotes team co-operation. - Focuses on the team as a whole rather than keeping a narrow focus on own work. - Takes initiative to assist others with cases or workload and ensures professional support of colleagues. - Shares trial strategy and sentencing results to improve the knowledge and capability of the Branch. 	<p><i>Did the candidate invite others to discuss and share information to contribute to a decision? Did the candidate depend on others to make a decision, and believe without their support the goal would not be achieved? Did the candidate take specific action to resolve a conflict within the team? To score at this level, the candidate must demonstrate a genuine appreciation of others’ input (rather than a means to achieving their own ends and gaining the team’s buy-in).</i></p>

<p>4. Encourages Others:</p> <ul style="list-style-type: none"> - Publicly credits others who have performed well. - Encourages and empowers others, makes them feel strong and important. 	<p><i>Did the candidate express his or her gratitude for a job well done, and create a positive environment? This includes encouraging co-operation and involving others in decision making.</i></p>
<p>5. Builds Team Spirit:</p> <ul style="list-style-type: none"> - Acts to promote a friendly climate, good morale and co-operation within the team. - Protects and promotes group reputation with others. 	<p><i>Did the candidate ensure good relations between team members? Did the candidate take specific action to build team spirit and show his or her appreciation for the group? e.g., arranging a social event or having a barbecue. Did the candidate demonstrate a desire to have a friendly work environment, and did he/she contribute to creating the sense of teamwork?</i></p>