



## HUMBER COLLEGE – COMPETENCY CATALOGUE CORE COMPETENCIES

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### Introduction

Competencies help the organization and its employees focus on key attributes and behaviours that are core to its success. The Competency Framework supports key talent programs associated to how we identify, attract, align, deploy, develop and retain employees at all levels of the organization. Competencies assist employees and their managers in understanding what is required to achieve success in their current role as well to plan for and understand how to achieve success in any role across Humber, as they plan their career.

This document outlines the details of Humber’s Competency Framework, including the Core Competencies that apply to all employees.

### Definition of a Competency

Competencies are observable and measurable knowledge, skills, abilities, behaviours and traits defined in terms of what is needed for successful job performance

### Humber’s Competency Framework

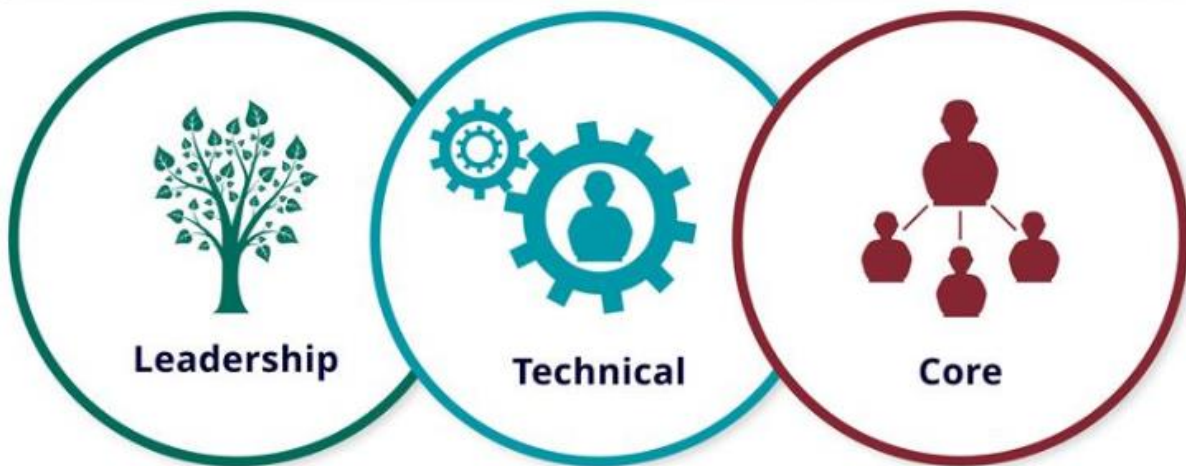
Humber’s competency framework outlines the three (3) competency levels and collection of associated competencies that are required by all employees to perform successfully in their respective jobs. Within the framework model, competencies are classified or grouped into clusters or major categories. Humber’s competency categories are:

1. Core
2. Leadership
3. Technical

The diagram below describes each category.

## HUMBER COLLEGE COMPETENCY FRAMEWORK

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### Competency Categories

The three (3) categories that make up Humber's Competency Framework are:

1. Core competencies: are shared by every employee at Humber, describing in behavioral terms, the key values and strengths that help the organization achieve strategic goals and competitive advantage, and allows Humber to differentiate itself from its competitors. They can be value based or grounded in key behaviours that promote the organization's focus, intent or commitment and generally articulate the strength and uniqueness of Humber.
2. Leadership competencies: define multi-layer skills and abilities typically required to support performance excellence. They are linked to roles hierarchically in an organization and across a broad range of job families. They are typically defined at the Executive, Manager and Employee levels.
3. Technical competencies: job family knowledge and skills – are shared by a 'family' of related jobs that have common functions or relate together from a discipline perspective. They describe the application of knowledge and skills needed to perform effectively in a specific role or group of jobs.

## Competency Structure

Humber's competency structure includes:

- **Competency Categories** – described above, these competencies fall into three (3) broad categories: Core, Leadership and Technical.
- **Competency Groups** – a grouping or 'family' of competencies that are subject related, and are typically broad terms with smaller related terms making up the competency group.
- **Competency Catalogue** - a list of the full range of knowledge, skills, attitudes and behaviours needed in a major discipline. It provides the basic building block or tool used for developing a competency profile.
- **Competency Descriptors/Behaviours** - statements that describe the competency when demonstrated
- **Proficiency Scale/Proficiency** - establishes levels of competence and understanding with regard to a single competency or groups of related competencies. With each changing level of competence there is the acquisition of clearly distinctive skills and abilities. The proficiency scale used by Humber is:
  - Foundational
  - Proficient
  - Advanced
- **Competency Profile** - a document that describes *which* key competencies are required at Humber, and at *what* skill levels. The profile has the following characteristics:
  - Is job and content specific
  - Describes competencies by groups/ clusters
  - Describes competencies by disciplines
  - Describes skill levels of proficiency
  - Reflects Humber's requirements

The job competency profile is used to measure individual accomplishments against what is required by Humber

## Proficiency Scale Proficiency Definitions

**Foundational:** The individual demonstrates the competency at a basic or introductory level where high level knowledge may have been obtained either through general reading or basic training with limited practical use or application of the skill/behaviour. In other instances, the individual may be demonstrating the skill/behaviour from modelling others but without the full understanding of concepts and theories.

**Proficient:** The individual demonstrates an in-depth proficiency level of the competency and is able to assist, consult and lead others. Understands and demonstrates both the theoretical and practical aspects of the skill/behaviour.

**Advanced:** The individual demonstrates the competency at a broad and in-depth proficiency level. Understands and demonstrates theoretical and practical aspects of the skill/behaviour in a manner that translates foundational knowledge, skill and behaviour in new and sometimes unique applications. Is seen as an authority or organizational expert.

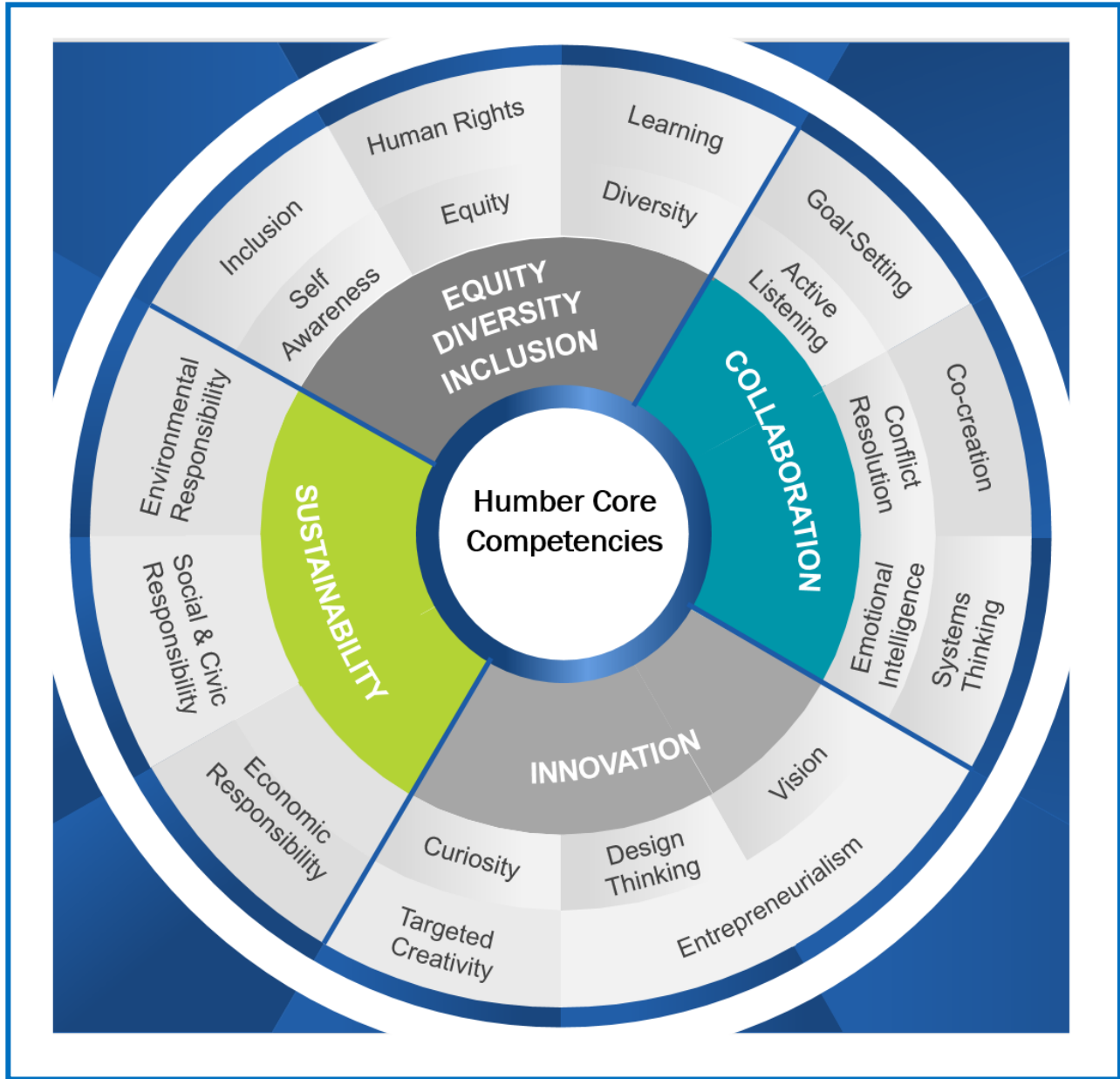
*Note: The proficiency scale described above is not used for core competencies as these apply to all employees at the same level required proficiency.*

### Core Competencies

Humber has defined its core competencies as:

1. Collaboration
2. Equity, Diversity & Inclusion (EDI)
3. Innovation
4. Sustainability

These four core competencies are defined in greater detail below, through the use of sub or supporting competencies required to achieve proficiency in the overall core competency.



## Competency Group: Collaboration (COR 1)

Working effectively with others to achieve a common goal. Building networks and working relationships internally and externally. Nurturing meaningful and positive connections that encourage and reinforce diversity of thinking and acting, respect differences and promote shared learning.

### 1.1 Active Listening

- 1.1.01 Uses positive non-verbal cues to show understanding (eye contact, nodding, leaning forward)
- 1.1.02 Checks for understanding by para-phrasing what was heard
- 1.1.03 Gives speaker undivided attention
- 1.1.04 Responds appropriately
- 1.1.05 Withholds judgement
- 1.1.06 Reflects or clarifies what was heard

### 1.2 Conflict Resolution

- 1.2.01 Helps others navigate through emotional and tense situations
- 1.2.02 Tactfully brings disagreements into the open
- 1.2.03 Encourages the understanding of different perspectives
- 1.2.04 Seeks common ground that everyone can agree on
- 1.2.05 Acknowledges the views of others
- 1.2.06 Resolves conflict in a positive and constructive manner to minimize negative impact



1.2.07 Uses appropriate conflict resolution styles and skills

1.2.08 Maintains focus on issues and results and does not allow oneself to be distracted by personal or emotional remarks

### 1.3 Emotional Intelligence

1.3.01 Demonstrates heightened sense of self-awareness to own emotional state, feelings, views and opinions

1.3.02 Self-regulates by taking ownership of emotions and emotional reactions

1.3.03 Uses self-awareness to modify and adjust own emotions and motivations to remain positive and productive – achieving a positive outcome

1.3.04 Demonstrates empathy for others

### 1.4 Goal Setting

1.4.01 Proactively determines and guides projects towards measurable goals and outcomes

1.4.02 Plans with objectives and goals in mind

1.4.03 Reinforces desired outcome or goal during execution

1.4.04 Sets SMART (Specific, Measurable, Attainable, Realistic, Time-bound) measures

1.4.05 Demonstrates willingness to be held accountable/responsible for goal achievement/under achievement

1.4.06 Takes ownership

1.4.07 Creates goals in partnership with others

## 1.5 Co-creation

1.5.01 Contributes to the learning of others by co-constructing knowledge, meaning, and content

1.5.02 Proactively seeks the contributions of others

1.5.03 Recognizes and appreciates the interpersonal and intrapersonal exchange required to create a value output

## 1.6 Systems Thinking

1.6.01 Incorporates multiple perspectives when analyzing a problem

1.6.02 Works comfortably within a space where the boundary/scope of a problem may be 'fuzzy'

1.6.03 Demonstrates the ability to observe and understand a system in a non-linear fashion

1.6.04 Identifies inter and intra dependencies

1.6.05 Understands the impact of change on a system

## Competency Group: Equity, Diversity and Inclusion (EDI) (COR 2)

Creating a fair, just and inclusive world through a deep understanding of and respect for human diversity, interdependence, interconnectedness and cultural complexity. Acting with empathy, compassion and humility to create equal opportunity for all individuals and communities.

### 2.1 Self Awareness

- 2.1.01 Demonstrates empathy and compassion towards others
- 2.1.02 Recognizes emotions, experiences and perspectives of others
- 2.1.03 Adjusts and adapts communications, processes, systems, etc. for effectiveness in a diverse workplace
- 2.1.04 Demonstrates self-awareness of values, beliefs, stereotypes, prejudices, cultural conventions, language use, and any barriers and enablers to equity
- 2.1.05 Reflects on own identity and unconscious biases and takes steps to reduce biases
- 2.1.06 Recognizes interconnection of power and privilege within the workplace
- 2.1.07 Demonstrates awareness of impact of microaggression on equity-seeking groups and takes steps to prevent and interrupt such behaviours in the workplace

### 2.2 Equity

- 2.2.01 Demonstrates knowledge of societal inequities
- 2.2.02 Acknowledges and removes barriers that prevent access for equity-seeking groups
- 2.2.03 Decisions made impacting others are grounded in fairness

2.2.04 Uses an equity lens (i.e. anti-oppressive, anti-racist principles) to respond to interpersonal dynamics

2.2.05 Develops and deepens partnerships with equity-seeking groups

### 2.3 Diversity

2.3.01 Demonstrates respect of all social and political identities

2.3.02 Understands intersectionality of identities

2.3.03 Understands and appreciates the experiences, perspectives, *world* views and practices of others

2.3.04 Awareness and practice of intercultural communication

2.3.05 Interacts effectively with a diversity of people in different contexts

### 2.4 Inclusion

2.4.01 Actively and intentionally engages all members of the college community, while respecting their social and political identities

2.4.02 Seeks, respects and acknowledges contributions of others

2.4.03 Supports organizational culture that fosters open and transparent communication

2.4.04 Models behavior that fosters, promotes, supports and drives equity and inclusion

2.4.05 Advocates for diverse perspectives

2.4.06 Contributes to respectful workplace relationships

2.4.07 Collaborates on and contributes to organizational and community EDI efforts

## 2.5 Human Rights

2.5.01 Demonstrates awareness and compliance with human rights legislation and policies

2.5.02 Fosters a workplace that is free from discrimination and harassment

2.5.03 Responds to inappropriate and non-inclusive behaviours

2.5.04 Responds effectively and appropriately to diverse accommodation needs

## 2.6 Learning

2.6.01 Proactively builds competence in recognizing and fostering equity, diversity and inclusion

2.6.02 Influences others to promote, embrace and advance EDI

2.6.03 Engages in learning of historical and current social justice issues

2.6.04 Engages in continuous self-work and personal development

## Competency Group: Innovation (COR 3)

Thinking creatively and critically to generate new and different ideas. Deliberately nurturing a curiosity and comfort with ambiguity to aggressively seek out new approaches, products, systems, processes, etc. that create value, differentiation from competitors and embrace the “Art of the Possible”.

### 3.1 Curiosity

- 3.1.01 Nurtures a learning mindset and environment to encourage a free flow of ideas and perspectives
- 3.1.02 Asks questions
- 3.1.03 Listens without judgement
- 3.1.04 Makes time to be curious
- 3.1.05 Demonstrates willingness to be wrong
- 3.1.06 Pushes against own limits

### 3.2 Design Thinking

- 3.2.01 Asks questions
- 3.2.02 Thrives on sharing ideas
- 3.2.03 Demonstrates story-telling ability
- 3.2.04 Starts assessing every challenge with an understanding of user or customer impact
- 3.2.05 Actively seeks to understand what users or customers need and want
- 3.2.06 Fails fast to find more viable and feasible solutions

### 3.3 Entrepreneurialism

- 3.3.01 Constantly looks for ways to improve and create new value
- 3.3.02 Thinks “outside the box” – looks beyond traditional ideas and solutions
- 3.3.03 Considers solutions from a value proposition perspective
- 3.3.04 Examines setbacks and problems related to creating new opportunities and competitive strategies and learns from them
- 3.3.05 Demonstrates comfort for working in ambiguous circumstances

### 3.4 Targeted Creativity

- 3.4.01 Freely generates ideas and approaches for solving problems
- 3.4.02 Uses critical thinking to logically identify if different approaches are strong or weak and analyzes these to arrive at the optimum solution
- 3.4.03 Uses novel ideas to solve problems
- 3.4.04 Takes calculated and reasonable risks
- 3.4.05 Trusts own intuition

**3.5 Vision**

3.5.01 Leads courageously – with confidence and authority

3.5.02 Demonstrates the ability to clearly define and communicate the vision for the future

3.5.03 Focuses on how things might be versus how they are

3.5.04 Sees beyond the current state



## Competency Group: Sustainability (COR 4)

Thinking and acting to preserve our collective future. Leading by example to promote sustainable practices in our professional and personal lives. Acting responsibly in environmental, economic and social ways that protect our planet and contribute positively to the well-being of our communities.

### 4.1 Environmental Responsibility

- 4.1.01 Takes responsibility for behaviours and actions that put the environment at risk
- 4.1.02 Incorporates behavioural insights to achieve sustainable goals
- 4.1.03 Considers the impact of decisions on the next seven generations
- 4.1.04 Contributes to maintenance of a healthy environment through individual actions

### 4.2 Social and Civic Responsibility

- 4.2.01 Learns about equity, diversity and inclusion continuously
- 4.2.02 Role models positive behaviours for others
- 4.2.03 Engages with local and global community
- 4.2.04 Models ethics, justice, social and ecological integrity and equity
- 4.2.05 Reflections on one's own values, perceptions, and actions
- 4.2.06 Demonstrates compassion, empathy and solidarity with others across intersectional identities (i.e.: differences of opinions, experiences or perspectives)
- 4.2.07 Demonstrates active and responsible engagement in sustainability activities

4.2.08 Participates in creating sustainability initiatives

### **4.3 Environmental Responsibility**

4.3.01 Demonstrates fiscal and fiduciary responsibility for spending

4.3.02 Uses resources to generate long-lasting value

4.3.03 Works on complex problems in interdisciplinary contexts

## Use and Related Catalogues

For Competency Catalogues for other categories in Humber's Competency Framework, see the following Catalogues:

- Leadership Competency Catalogue
- Technical Competency Catalogue (by discipline)

Also supporting competency development are separate guides that outline processes for using the competency framework and the competency profiles to:

- Identify and attract talent
- Align and deploy talent
- Develop talent
- Retain talent

For guidance and support on how to use these guides and competencies, contact the Organizational Effectiveness Unit of the Human Resources and Organizational Effectiveness Division of Humber.