

INTRODUCTION

DEFINITION AND BACKGROUND

A competency model describes the knowledge, skills and attributes employees demonstrate when successfully contributing to an organization’s strategic objectives. The UVic model describes competencies that make UVic unique. This model is aspirational, recognizing that pursuing our strategic objectives will always require us to lean into the edge of learning, growth and discovery. Details regarding the Competency Development Methodology and CANEUEL OL Consultative Process are available on the competency webpage

APPLICATION

This model applies to staff and administrative leaders and is a foundation for many of the HR processes and systems used by managers including: selection tools, performance and development reviews, career and succession planning and employee development. While the model has not been designed specifically to apply to faculty roles, it can be used by any employee at UVic. For most employees, conversations about the competencies will occur as part of the annual Performance and Development Cycle and associated goal-setting conversations.

STRUCTURE

The UVic Competency Model offers a high-level view of what it means to work at UVic. It aligns with and supports but does not replace information found in job descriptions, collective agreements and UVic policies and procedures. The four competency themes describe UVic’s aspirations and are stated in “we” language, while the 13 competency behaviours use “I” language—emphasizing the shared accountability required between the organization and the individual to achieve UVic’s strategic goals.

The model is presented visually as a nested graphic to demonstrate how each competency builds on the others. We start in the centre, with **Honour People and Place**, and the competencies listed are the foundation for employees to effectively **Work Together**, which enables us to collectively **Make It Better** so we can focus our energy and resources to **Make a Difference**.

The model is intentionally non-hierarchical, recognizing that each employee will realize, demonstrate and develop competencies and behaviours differently according to their position and department, team, and personal goals. The model and accompanying Resource Guides are intended to encourage employees to ask the question “How does this show up for me?” rather than offer a prescriptive application for all.



DEVELOPMENT AND SUPPORT

The competencies are enabled by but do not replicate foundational skillsets, such as personal effectiveness, interpersonal communication, collaboration, and supervision and leadership skills. These skills are being incorporated into HR’s Learning Programs through the HR Employee Learning Calendar which align with the competencies.

Resource guides for each competency outline strategic linkages, sample coaching questions, suggested skills, and learning opportunities. Employees and their supervisors are encouraged to identify one or two competencies to develop at a time, in a way that is relevant and appropriate to the individual, rather than attempting to take it all on at once.

ADDITIONAL RESOURCES

Competency Development Methodology

https://www.uvic.ca/hr/assets/docs/ld/competency_model/UVicCompetencyMethodology.pdf

C̄ANEUEL OL Consultative Process <https://www.uvic.ca/hr/services/home/pdc/index.php>