

Education & Training Profile

| Subcategory | Comp. ID | Competency Statement | Importance Type |
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TECHNICAL COMPETENCIES

Liaising and partnering with stakeholders

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| 122 | Liaises with stakeholders (e.g. governments, private sector, environmental experts, farmers, producers, NGOs, culturally diverse groups, communities, etc.) to collaborate on stewardship and sustainability issues and concerns (e.g. broad-based habitat preservation and management practices and ecological fiscal reform). | 2 |
| 123 | Identifies ethical and cultural concerns regarding the economic, social, cultural, and spiritual valuing of specific natural resources, and the implications for informed decision-making regarding sustainability. | 2 |
| 124 | Builds consensus regarding the goals and timelines of sustainable development initiatives (e.g. use of natural resources), considering the competing interests of all stakeholders (e.g. economics, increased productivity or harvesting, protecting habitats, access and rights to land, etc.). | 3 |
| 125 | Develops partnerships with key stakeholders (e.g. industry, governments, local communities and other stakeholder groups) to address environmental sustainability and stewardship issues and concerns. | 3 |
| 126 | Develops partnership and stewardship agreements which incorporate sustainable development guidelines, indicators, targets, and processes for measuring progress related to specific environmental issues. | 3 |

Developing environmental curricula and programs

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| 233 | Demonstrates a knowledge of environmental science and technology that enables the educational professional to understand the fundamental relationships between human activities and the natural environment. | 1 |
| 234 | Demonstrates an understanding of how the educational professional's specific body of knowledge can be applied to address the economic, social, cultural and political impacts of human activities on the natural environment. | 1 |
| 235 | Contributes to the development of a conceptual framework and mission for environmental education programs, e.g. Environment Canada's National Framework for Environmental Learning and Sustainability. | 1 |
| 236 | Participates in taskforces and committees (set up by educational institutions, industry, governments or professional associations) to identify emerging needs and issues in environmental education and strategies to address these needs. | 2 |
| 237 | Identifies environmental competency requirements for accreditation purposes (meeting provincial, national, and international standards), including those that will develop the capacity of environmental professionals to approach environmental issues in a holistic manner. | 2 |
| 238 | Conducts needs assessments/gap analysis to determine environmental education requirements, considering existing and proposed academic education and industry training programs/courses. | 1 |
| 239 | Determines strategy on how the program will be coordinated/integrated with other programs, departments, faculties, and other disciplines and institutions. | 1 |
| 240 | Develops proposals for approval and/or funding of environmental education and training programs/courses. | 2 |
| 241 | Contributes to the development of a curriculum that addresses the full range of identified environmental education requirements. | 1 |
| 242 | Stays abreast of industry feedback generated through associations, councils, etc. to ensure the curriculum and learning sessions stay relevant to trends in the industry. | 1 |
| 243 | Designs the individual education and training courses to facilitate the development of the relevant environmental competencies in specific subject areas. | 1 |

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| TECHNICAL COMPETENCIES | | | |
| Implementing environmental education and training | | | |
| | 244 | Determines the appropriate presentation approach for each environmental education and training course, e.g. classroom, distance interactive, workshops, etc. | 1 |
| | 245 | Delivers the course/training using a variety of learning modes, incorporating practical and on-site/field experiences that facilitate the application of learning to current environmental practice. | 1 |
| | 246 | Completes regular program/course reviews, including evaluation of impact on students and other stakeholders. | 1 |
| | 247 | Assesses environmental expertise of instructional staff regarding current and emerging environmental issues and practice. | 1 |
| | 248 | Develops opportunities and processes to facilitate effective continuous learning of self and others regarding environmental issues and techniques. | 1 |
| Evaluating/ Mentoring/ Supervising students/practitioners | | | |
| | 249 | Mentors students and environmental practitioners by advising, supervising, and challenging them to facilitate the development and application of new knowledge in their role as environmental practitioners and community partners in their role in the delivery of sustainable environmental practices. | 1 |
| | 250 | Cultivates a stewardship approach within students and practitioners in the application of sound environmental practices within specific industries. | 1 |
| | 251 | Evaluates the transfer of knowledge and skills, including comprehension of: the multidisciplinary nature of environmental practice, current best practices in industry, and the need for a global perspective for solving environmental problems. | 1 |
| Designing/ developing environmental research and development proposals, programs, and projects | | | |
| | 253 | Identifies research priorities and opportunities for funding, considering financial viability and other indicators such as, current environmental conditions, scientific knowledge gaps, need for industrial improvements, socio-economic and cultural factors. | 3 |
| | 255 | Conducts review of literature and existing data pertinent to the potential environmental research program/project. | 3 |
| | 256 | Defines the scope, strategy and objectives for specific environmental research projects and programs, including appropriate quantitative and qualitative methodologies and tools. | 3 |
| | 257 | Writes a proposal, communicating the scientific rationale behind the environmental research project to obtain funding and/or approval from internal, industry, government, or other sources. | 3 |
| | 259 | Develops a research action plan for the environmental project (e.g. establish budget, deliverables, timelines and human resource needs) for consideration by stakeholders and decision-makers. | 3 |
| | 260 | Identifies the laboratory, equipment and other site-specific needs for the environmental research program. | 3 |
| Conducting environmental research/ publishing results | | | |
| | 262 | Establishes the framework, baselines and benchmarks against which environmental research outcomes can be measured. | 3 |
| | 263 | Defines the specific methodologies and protocols appropriate to the environmental research project. | 3 |
| | 264 | Conducts science and social science environmental research (e.g. eco-toxicology studies, developing models, identifying optimal agri-chemical application rates, studies on environmental perspectives and the effectiveness of public education programs, etc.). | 3 |

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| | 266 | Analyzes the environmental research findings to determine if research objectives have been met, or if research methodologies need to be modified. | 3 |
| Developing/ Implementing environmental communications and awareness programs | | | |
| | 288 | Demonstrates an understanding of the fundamental relationships between human activities and the natural environment. | 1 |
| | 289 | Demonstrates an understanding of the Canadian environmental business sector and sustainability issues. | 3 |
| | 291 | Demonstrates an understanding of the role of communications in increasing public awareness of environmental issues and in motivating the public to work towards solutions. | 3 |
| | 297 | Establishes goals for environmental awareness programs that will help ensure the intended message is accurately conveyed to the appropriate target audience. | 3 |
| | 299 | Makes presentations to a variety of audiences (including schools, and community and non-governmental organizations) to build awareness of environmental issues, concerns and/or programs (e.g. the health-related effects of chemical enhancements to agricultural food production). | 3 |
| Presenting expert information on environmental matters | | | |
| | 305 | Conducts informational meetings to identify community and stakeholder priorities on environmental issues and concerns. | 3 |
| | 307 | Participates as a speaker, panellist, witness, or expert in conferences, public forums on environment-related topics and issues, or hearings (such as defending the Environmental Impact Assessment report). | 3 |
| | 308 | Critiques environmental reports, proposals, and publications of peers or staff. | 3 |

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| TRANSFERABLE COMPETENCIES | | | |
| Professional Ethics and Work Style | | | |
| | 1 | Maintains good standing in professional associations, practicing professional ethics and remaining current in practice requirements. | Exceptional |
| | 2 | Demonstrates professional, ethical conduct, such as trust, integrity, confidentiality and discretion during the conduct of all work activities. | Exceptional |
| | 3 | Demonstrates self reliance, motivation and commitment in the conduct of day to day activities. | Exceptional |
| | 4 | Demonstrates flexibility and creativity in the face of unusual or unexpected circumstances. | Exceptional |
| | 5 | Cooperates willingly with others in dealing with changing situations, conditions, and expectations. | Exceptional |
| | 6 | Demonstrates attention to detail to ensure the thoroughness and accuracy of work results. | Exceptional |
| | 7 | Balances the need for 'attention to detail' with a focus on goals and objectives to achieve the desired outcomes. | Exceptional |
| | 8 | Applies principles of quality assurance and scientific rigour in all work activities. | Exceptional |
| Learning and Creativity | | | |
| | 9 | Stays current on the theory and practice pertinent to one's roles and responsibilities. | Exceptional |
| | 10 | Integrates relevant data and information from a variety of disciplines/sources. | Exceptional |
| | 11 | Continuously pursues personal learning and development opportunities to promote professional growth and development. | Exceptional |
| | 12 | Uses creative approaches to develop innovative ways of working, new designs and technologies, and cost-effective solutions to technical and business challenges. | Exceptional |
| Communicating Effectively | | | |
| | 13 | Prepares clear, well-formatted reports and other written communications that meet established protocols and are appropriate to the target audience. | Exceptional |
| | 14 | Communicates clearly and respectfully using verbal and nonverbal language appropriate to the cultural and social context. | Exceptional |
| | 15 | Uses effective interviewing techniques, including appropriate and respectful questioning, clarifying and listening skills, to elicit accurate and complete information. | Exceptional |
| | 16 | Conveys technical information accurately, clearly and concisely, interpreting it appropriately and effectively for the target audience. | Exceptional |
| | 17 | Uses appropriate content, graphics and format in oral presentations to address the specific needs of target audiences. | Exceptional |
| Collaboration | | | |
| | 18 | Builds constructive networks inside and outside the organization to facilitate the accomplishment of results. | Exceptional |
| | 19 | Builds strong relationships and trust with team members that make it possible to receive everyone's input and ideas, and maximize individual and team output and potential. | Exceptional |
| | 20 | Works cooperatively with multiple stakeholders, demonstrating willingness to consider alternative approaches or ideas. | Exceptional |
| | 21 | Deals effectively with confrontational situations, demonstrating diplomacy, tact, empathy and consideration for differing points of view. | Exceptional |

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| TRANSFERABLE COMPETENCIES | | | |
| Critical Thinking/ Judgement | | | |
| | 22 | Carries out independent primary, secondary and tertiary research to collect sufficient data and information pertinent to the area of inquiry. | High |
| | 23 | Performs an objective and thorough analysis of information and data from multiple sources. | High |
| | 24 | Distinguishes between facts, inferences and assumptions to establish the quality of the information collected and the reliability of its source. | Exceptional |
| | 25 | Employs professional scepticism to assess the objectivity and reliability of assumptions and evidence asserted by a responsible party or client. | Exceptional |
| | 26 | Makes decisions in a timely manner, committing to a course of action that considers pertinent data, information, options and implications. | Exceptional |
| Planning and Organizing Work and Projects | | | |
| | 27 | Uses ICT (information communication technologies) as appropriate to manage work effectively and increase efficiency. | High |
| | 28 | Manages multiple priorities through the selection and application of time and project management tools and approaches. | Exceptional |
| | 29 | Develops work/project plans, identifying the work to be accomplished, the risk/contingencies that may arise, and how they will be addressed. | High |
| | 30 | Coordinates resources (including financial, logistical, supplies, etc.) needed to implement work/project plans and achieve desired results. | High |
| Leading/ Influencing Others | | | |
| | 31 | Manages the work of others, including project teams, working groups and contractors. | High |
| | 32 | Builds consensus and commitment to the team mandate, vision, goals, roles, responsibilities, and processes. | High |
| | 33 | Facilitates solutions to barriers that affect individual, team and project performance. | High |
| | 34 | Identifies the individual/and or team competencies that are required to accomplish work/project objectives and deliverables. | High |
| | 35 | Mentors peers and team members to facilitate their technical competence and on-going professional development. | High |
| | 36 | Creates an environment that promotes innovation, creativity and entrepreneurial thinking within the organization. | Exceptional |
| | 37 | Navigates effectively through political and organizational complexities to avoid or overcome potential barriers to successful completion. | Exceptional |
| Business Acumen | | | |
| | 38 | Analyzes relevant business trends, financial measures, economic factors and new regulations, assessing and articulating their impact on the organization. | Moderate |
| | 39 | Recognizes business threats and/or opportunities affecting their area of the business, recommending actions to address them. | Moderate |
| | 40 | Identifies clients' stated and underlying needs, and the work activities and methodologies that will best address these needs. | High |
| | 41 | Translates the organization's vision and goals into relevant plans and actions, realigning work efforts with changes in organizational direction. | High |
| | 42 | Drives the implementation of changes, tracking their impact to ensure organizational performance is improved or sustained. | Moderate |