

## DEVELOPMENT OFFICER'S CERTIFICATION COMPETENCIES & DESCRIPTIONS

### A - ADMINISTER SUBDIVISION REGULATIONS

This is probably the most basic requirement of being a Development Officer. Subdivision Regulations and the Municipal Government Act guide how land may be divided. The Development Officer acts for Council in decision-making regarding land division and is guided through this process by Subdivision Regulations (either Provincial Subdivision Regulations or an area Subdivision By-law) in conjunction with the Municipal Government Act.

#### General

DT-D-2     GD-D-3     SD-D-5	A1 Answer general inquiries on Subdivision Regulations and advise on requirements for Concept, Preliminary, Tentative and Final applications - must demonstrate general knowledge of the Subdivision Regulations or Municipality's Subdivision By-law and ability to interpret these regulations. Must demonstrate ability to impart detailed information on subdivision process with clear distinction between requirements for each stage.
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DT-K-1     GD-K-3     SD-D-5	A2 Process instruments of subdivision - demonstrate ability to review an instrument of subdivision (Will, Deed and Instrument under the Act, for example) and give interpretation on its validity in terms of whether or not it has the strength to subdivide without regular process.
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#### Plan Review Processing

DT-D-2     GD-D-3     SD-D-5	A3 Determine completeness of applications and notify applicant; coordinate design to topography; and determine lot size and access requirements - demonstrate ability to review a sketch or plan of survey matching it against the requirements of the regulations and inform surveyor or applicant of deficiencies. Must have basic knowledge of topographic information. Must demonstrate ability to assess zoning information, determine lot size, frontage and access requirements of the zone, and ensure that the plan meets same; and assess land use and inform appropriate approval agency (TPW, Eng) that the access is for commercial, residential, industrial purposes. Approval agency to confirm that stopping sight distances meet their requirements.
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DT-D-2     GD-D-3     SD-D-5	A4 Determine if application meets Concept, Preliminary, Tentative or Final plan requirements of S/D Regulations or By-law - demonstrate ability to accurately assess comments from agencies and by-law requirements to approve a subdivision and, based on that assessment, make decisions regarding approval or rejection of applications.
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DT-K-1  
GD-D-3  
SD-D-5

A5 Devise and maintain a system for processing Concept, Preliminary, Tentative and Final Subdivision plans (comply with Municipal Government Act and Registry requirements) - demonstrate ability to take action on decision regarding application by: (a) for preliminary - responding in writing, composing approval or rejection letters; (b) for Concept - responding in writing, composing approval or rejection letters and stamping plan; (c) for tentative, stamping requirements and knowledge and notification of expiry date to applicant; (d) for final, stamping required information on plans, documenting same with in-house files and registering with appropriate correspondence to applicant and interested agencies. Must have basic knowledge of which agencies would be required to receive endorsed plans and ensure that they receive them. Also ensure that plans are properly registered with notice of subdivision. Ability to set up clear system for processing applications so that they can be searched and identified easily throughout the process and after completion.

DT-K-1  
GD-D-3  
SD-D-5

A6 Conduct property document research - demonstrate ability to utilize all available resources to confirm plan information (i.e. road status, undersized lots, etc.)

## Parkland

DT-K-1  
GD-K-3  
SD-D-5

A7 Assess public open space proposals and carry out site inspections - demonstrate ability to assess an area of land to determine its usability for park purposes (active and/or passive) and ability to make recommendations re same. Coordinate site visits with appropriate agencies (i.e. recreation, engineering and planning).

DT-K-1  
GD-K-3  
SD-K-5

A8 Coordinate acceptance of lands / monies for public open space - accept deeds for parkland with certificates of title for same and ensure registration (after checking with surveying department, if you have one). Acceptance and documentation/deposit of cash-in-lieu of parkland. Ability to calculate same on assessment information.

DT-K-1  
GD-K-3  
SD-K-5

A9 Document public open space land accounts - maintain accurate records of public land donations and cash accounts.

DT-K-1  
GD-K-3  
SD-D-5

A10 Prepare/process Subdivision Agreements - demonstrate ability to draw up an agreement for parkland, determine letter of credit or cash requirements and take through requirements for signatures, witnessing and registration.

## Roads

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| DT-K-1<br>GD-D-3<br>SD-D-5 | A11 Specify/prepare/process legal documents required and determine need and acceptability of bonding maintenance and inspection fees - demonstrate ability to draw up subdivision agreements (determine bonding requirements.) Execution of agreements and registration of all necessary documents at time of takeover (deeds, agreements, easements, final subdivision plan and notice). Coordinate and obtain engineering advice regarding bonding services and inspection fees and acceptability of securities received. |
| DT-K-1<br>GD-D-3<br>SD-D-5 | A12 Coordinate streets and services acceptance - review road deeds and easement documents. Accept deeds for streets, have surveying check and forward to registry at takeover.  |
| DT-K-1<br>GD-K-3<br>SD-K-4 | A13 Approve or refuse instrument of subdivision (under Regulations) and notify applicant; approve or refuse plan of subdivision & notify applicant; prepare and affix necessary endorsements (stamping). Must demonstrate basic understanding of all of the above.  |

## Legal

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| DT-K-1<br>GD-K-3<br>SD-K-4 | A14 Prepare for subdivision appeals - Basic ability to go through a file, put in chronological order, list information clearly, and bind for preparation for appeal lawyer.   |
| DT-K-1<br>GD-K-3<br>SD-D-5 | A15 Process amended subdivision plans - must demonstrate basic knowledge of what is required to amend an existing approved plan of subdivision (usually minimum of five copies of plan required from original surveyor showing amendment with special notation by the surveyor, or perhaps a stamping correction and re-registering). |
| DT-K-1<br>GD-K-3<br>SD-D-5 | A16 Process repeals of subdivision - must demonstrate basic knowledge of what is required to have a subdivision plan repealed and what must be registered. Notify registrar that documentation is required on previous plan.  |

## DEVELOPMENT OFFICER'S CERTIFICATION COMPETENCIES & DESCRIPTIONS

### **B - ADMINISTER LAND USE BY-LAWS AND REVIEW AND ASSESS DEVELOPMENT PROPOSALS**

Another basic requirement of being a Development Officer. Land use by-laws govern the development of land within the area covered by the by-law. The provisions of the Municipal Government Act guide the Development Officer in administration of land use by-laws and in the procedure for processing, issuing and refusing development permits. An understanding of the inter-relationship between land use by-laws and municipal planning strategies is essential to this administrative function. Other procedures involved in this activity include development agreements, variances, evidence-giving/gathering and Municipal Board hearings.

#### **Permit Review and Issuance - Review and Assess Development Proposals**

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| <i>DT-D-2</i><br><i>GD-D-3</i><br><i>SD-D-5</i> | B1 Determine acceptability of property information, accept and process development permit applications, recommend alternatives to developer, issue or refuse development permits within MGA time frames, monitor development and carry out site inspections to ensure conformance. Evaluate suitability of topography via site visit and contour mapping to determine if a proposal is do-able and appropriate for a site.  |
| <i>DT-D-2</i><br><i>GD-D-3</i><br><i>SD-D-5</i> | B2 Assess against existing by-law requirements and make decisions regarding conformity.   |
| <i>DT-K-1</i><br><i>GD-D-3</i><br><i>SD-D-5</i> | B3 Recognize access and right-of-way problems - demonstrate ability to determine possibility of access difficulties, r-o-w problems, railway crossings, intersection questions; exercise good judgement regarding involvement of other approval agencies. Anticipate/point out potential safety hazards of a project - demonstrate ability to view proposals from an overall perspective and identify in broader terms possible safety or hazard problems that may arise - troubleshooting. |
| <i>DT-D-2</i><br><i>GD-D-3</i><br><i>SD-D-5</i> | B4 Identify responsibility for services - demonstrate ability to determine the need for services to be hooked in (or septic) - i.e. change of use involving existing residential property where home business is being established. If the type of use is day care, hair salon or take-out, for example, development officer must determine the need for DOE approval or municipal servicing hookup.  |

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| <i>DT-D-1</i><br><i>GD-D-3</i><br><i>SD-D-5</i> | <p>B5 Determine environmental concerns - assess the need for environmental review.</p>  |
| <i>DT-K-2</i><br><i>GD-D-3</i><br><i>SD-D-5</i> | <p>B6 Coordinate effort to determine impact on municipal services - make decisions regarding referrals to agencies (pertaining to schools, public facilities, fire services, roads, parkland, garbage collection) regarding servicing from the appropriate approval agency and obtain comment from same.</p>  |
| <i>DT-D-2</i><br><i>GD-D-3</i><br><i>SD-D-5</i> | <p>B7 Document development proposal deficiencies and recommendations (maintaining notes/record keeping).</p>  |
| <i>DT-D-2</i><br><i>GD-D-3</i><br><i>SD-D-5</i> | <p>B8 Assemble proposal, review comments and recommendations with other staff - demonstrate ability to coordinate the review effort with appropriate staff to compile an overall recommendation for the applicant. Effectively communicate (verbal &amp; written) suggestions for changes to applicant regarding deficiencies or suggestions to assist with bringing a project into LUB compliance.</p> |
| <i>DT-K-1</i><br><i>GD-D-3</i><br><i>SD-D-5</i> | <p>B9 Identify grounds for refusal of projects - demonstrate ability to identify refusal grounds and communicate that information quoting legislation that backs up those grounds.</p>  |
| <i>DT-K-1</i><br><i>GD-D-3</i><br><i>SD-D-5</i> | <p>B10 Demonstrate understanding of MGA requirements for refusal of development permit and ability to impart that information to the applicant regarding avenues for appeal to the URB.</p>   |

## Zoning

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| <i>DT-D-2</i><br><i>GD-D-3</i><br><i>SD-D-5</i> | <p>B11 Prepare zoning information, oral and written and identify zoning violations. Demonstrate knowledge of liability associated with providing same.</p> |
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## Non-Conforming Uses

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| <i>DT-K-1</i><br><i>GD-D-3</i><br><i>SD-D-5</i> | <p>B12 Must demonstrate thorough knowledge and understanding of Sections 238 to 242 of the MGA. Must be able to identify and deal with conforming vs non-conforming uses. Distinguish between illegal and non-conforming uses.</p> |
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*DT-K-1* | B13 Identify existing undersized lots and determine if they can be developed  
*GD-D-3* | under the “existing” provisions of the land use by-law.  
*SD-D-5* |

### **Administrative**

*DT-K-1* | B14 Prepare and revise development permit application forms.  
*GD-K-3* |  
*SD-K-4* |

*DT - K* | B15 Understand intent of by-laws and strategies. Must demonstrate ability to  
*GD - D* | refer to municipal planning strategy for guidance on intent.

*DT-D-1* | B16 Maintain consistency in interpreting by-laws and regulations. This involves  
*GD-D-3* | keeping files on problem issues in order to achieve that consistency.  
*SD-D-5* |

*DT-D-1* | B17 Maintain, interpret and update land use by-law (maps and text).  
*GD-D-3* |  
*SD-D-5* |

*DT-K-1* | B18 Develop and maintain a system for review of proposals. Establish a list of  
*GD-K-3* | approval agencies required in varied circumstances.  
*SD-D-5* |

*DT-K-1* | B19 Make presentations to Council (verbal and written).  
*GD-D-3* |  
*SD-D-5* |

### **Variances**

*DT-K-1* | B20 Must demonstrate the ability to identify the need for variance. Accept and  
*GD-D-3* | process variance applications, gathering information for notification of  
*SD-D-5* | adjacent property owners. Establish procedure for variance application  
(forms), processing, and preparation of staff reports for appeals.

### **Site Plans and/or Development Agreements**

*DT-K-1* | B21 Administer/interpret and enforce development agreements or site plans.  
*GD-D-3* | Accept and process site plan and/or applications, gathering information for  
*SD-D-5* | notification of adjacent property owners. Establish procedure for site plan  
application (forms), processing, and preparation of all required document  
as required under the LUB/MGA.

## DEVELOPMENT OFFICER'S CERTIFICATION COMPETENCIES & DESCRIPTIONS

### C - INTERPRET AND APPLY LEGAL DOCUMENT AND PROCESS

This band covers the overall responsibilities for interpretations and administration of all municipal and related by-laws, regulations and Acts, including policies of your respective unit.

DT-K-1 GD-K-3 SD-D-5	<b>C1</b> Be familiar with legal terminology - demonstrate working knowledge of legal terms included in deeds, wills, legislation and by-laws. Property Law Course is an asset.
DT-D-2 GD-D-3 SD-D-5	<b>C2</b> Interpret and apply Municipal Government Act.
DT-K-1 GD-D-3 SD-D-5	<b>C3</b> Interpret Regional Development Plans and/or Municipal Planning Strategies.
DT-K-1 GD-K-3 SD-K-4	<b>C4</b> Basic familiarity with provincial and federal legislation as it relates to development (Navigable Waters Act, Fisheries Act, Highways Act, Environment Act).
DT-K-1 GD-D-3 SD-D-4	<b>C5</b> Determine legal priorities of overlapping documents - demonstrate ability to determine applicable regulations in the face of conflicting requirements.
DT-K-1 GD-D-3 SD-D-5	<b>C6</b> Draft memos or e-mail to obtain legal opinions.
DT-K-1 GD-D-3 SD-D-5	<b>C7</b> Confer with solicitors to obtain interpretations.
DT-K-1 GD-D-3 SD-D-5	<b>C8</b> Determine accepted/usual municipal position - policies of the municipality may vary on how to apply the standards or enforce the laws.

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| DT-D-2<br>GD-D-3<br>SD-D-5 | C9 Document own interpretations - any interpretations which may have an alternate position should be documented to that file, with notation to the by-law to ensure consistency and the logic used in that interpretation should be clearly detailed so that it may be recalled in the future - for consistency.  |
| DT-K-1<br>GD-D-3<br>SD-D-5 | C10 Recognize legal limitations - ensure that you know the extent that the by-law gives the authority to act.   |
| DT-K-1<br>GD-D-3<br>SD-D-4 | C11 Recognize illegal documents - By-laws/Agreements/Amendments that go beyond the power of the legislation (Charter of Rights) or that have not been properly adopted (i.e. followed required legislative process).  |
| DT-K-1<br>GD-D-3<br>SD-D-4 | C12 Recognize and explain deficiencies in legal documents.  |
| DT-K-2<br>GD-D-3<br>SD-D-5 | C13 Arrange for certification of documents - demonstrate understanding of process to have documents properly certified (via clerk's office for municipal by-laws, or may involve notary public or commissioner of oaths for other types).   |
| DT-K-2<br>GD-D-3<br>SD-D-5 | C14 Determine legal responsibilities - demonstrate understanding of who is responsible for administration, adoption and enforcement of by-laws (DO or Council) and any authority for enforcement.   |
| DT-K-1<br>GD-K-3<br>SD-K-4 | C15 Identify appropriate jurisdictions for prosecutions - demonstrate understanding of who must consent to prosecutions under various sections of the MGA. Identify appropriate remedies and jurisdiction for prosecutions (which by-law and by summary conviction (fine), court order (removal or discontinuance of use). Evaluate need for and obtain court orders/injunctions. |
| DT-K-1<br>GD-D-3<br>SD-D-5 | C16 Inform applicants of appeal system - must know time frames of appeal and to whom the appeal must be lodged.   |

DT-K-1  
GD-D-3  
SD-D-5

C17 Prepare and present evidence for court or Utility and Review Board; prepare and/or present evidence for appeals of subdivision and development permit refusals to any court-like setting (ie: variance appeals); conduct self as witness. Evidence must be precise - who, what, where, when and why - must demonstrate ability to pay attention to detail (organizational skills & accurate record keeping).

## DEVELOPMENT OFFICER'S CERTIFICATION COMPETENCIES & DESCRIPTIONS

### D - PREPARE, REVIEW AND ASSESS BY-LAWS AND REGULATIONS

This band requires not only the skill of understanding the need for new or changes to by-laws and regulations but also the ability to draft the proposed changes and determine if they will bring about the desired result.

DT-K-1 GD-K-3 SD-D-4	D1 Draft subdivision by-laws (must demonstrate an understanding of the process involved with taking through to adoption).
DT-K-1 GD-K-3 SD-K-4	D2 Process amendments of Subdivision By-law - must demonstrate basic ability to write reports and an understanding of Municipal Government Act procedure for amending a Subdivision By-law.
DT-K-1 GD-D-3 SD-D-5	D3 Recommend amendments to land use by-laws - requires the ability to recognize and document that a by-law is deficient, the reason for that deficiency, with a recommended course of action. Must demonstrate an understanding of the process involved to amend a land use by-law.
DT-K-1 GD-D-3 SD-D-5	D4 Review proposed municipal planning strategies, land use by-laws and development agreements - ability to recognize deficiencies in these documents and provide a recommendation on course of action/solution. DO should be able to identify if these documents are capable of being interpreted, administered, enforced and if they carry out the intent of all parties.
DT-D-3 GD-D-3 SD-D-5	D5 Devise and maintain monitoring maps.

## DEVELOPMENT OFFICER'S CERTIFICATION COMPETENCIES & DESCRIPTIONS

### E - GATHER, PREPARE AND ANALYZE TECHNICAL INFORMATION; DRAFTING AND GRAPHIC SKILLS - ANALYTICAL THINKING COMPETENCY

Basic analytical, organizational and interpretive skills are required in order to prepare technical information for public, private or Council's consumption. These skills range from the review of legal documents to site inspections and include basic familiarity and literacy with plans, permits, maps and computers.

As well, drafting skills to the level required for the Development Officer to complete their job (and not that of a planning technician or a surveyor), are part of this section.

DT-D-3 GD-D-3 SD-D-5	E1 Draw pertinent information out of people (interview) - Development Officer must demonstrate ability to get information (in a nice way) - i.e. interrogate without having the client feel interrogated.
DT-D-3 GD-D-3 SD-D-5	E2 Obtain statements and declarations - get results in writing (keeping notes - making a trail).
DT-D-3 GD-D-3 SD-D-5	E3 Compile photographic evidence - organize chronologically and document dates, initial (keeping proper records).
DT-D-2 GD-D-3 SD-D-5	E4 Determine lot status (history) - chronology, date that the lot came into existence and its effect under the LUB (i.e. non-conforming, undersized, "existing").
DT-D-3 GD-D-3 SD-D-5	E5 Establish (not certify) property ownership - compare plans with deeds, etc.
DT-D-2 GD-D-3 SD-D-5	E6 Identify and contact necessary information sources (organizational awareness); outside government agencies, provincial, federal and municipal (i.e. Registry of Deeds, Assessment, DFO, DOE, TPW, DNR, School Board, CN).
DT-D-3 GD-D-3 SD-D-5	E7 Classify information received (be organized).

DT-D-2 | GD-D-3

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| SD-D-5                     | E8 Compile an information base - determine information required and obtain.  |
| DT-D-3<br>GD-D-3<br>SD-D-5 | E9 Summarize and analyze technical information (oral and written).   |
| DT-D-3<br>GD-D-3<br>SD-D-5 | E10 Maintain records of past development activity (maps, logs, etc.) And prepare statistical reports (monthly, yearly building, development, subdivision activity approval reports). Record land use information on maps - for monitoring development.   |
| DT-D-3<br>GD-D-3<br>SD-D-4 | E11 Access/retrieve electronic data and perform basic computer skills - computer literacy (word processing, menu driven programs for applications and reports, e-mail and Internet).   |
| DT-D-3<br>GD-D-3<br>SD-D-5 | E12 Perform basic drafting/graphic skills, prepare graphic presentations and displays, rough out subdivision and site plans and design flow charts. Must be able to perform these tasks to a level required to show what is required to satisfy by-laws. |
| DT-D-3<br>GD-D-3<br>SD-D-5 | E13 Interpret contour maps (to the degree required to determine approximate grades and general drainage patterns).   |
| DT-D-3<br>GD-D-3<br>SD-D-5 | E14 Interpret existing land use maps - must be able to read these maps to determine the land use which existed for a specific property at the time the map was prepared.   |
| DT-D-3<br>GD-D-3<br>SD-D-5 | E15 Take site measurements - this is not intended to be to a survey standard but to be able to determine if there may be a need for a survey or to ensure compliance with amenity space standards, parking, building size or height.                     |
| DT-D-3<br>GD-D-3<br>SD-D-5 | E16 Select air photos and topographical maps from index sheets and identify physical features on air photos - fields, wooded areas, houses, roads, hills ponds, general drainage patterns, etc.  |
| DT-D-3<br>GD-D-3<br>SD-D-5 | E17 Interpret survey plans and multi-factor maps (ie specialized for DA, Site Plan) - must be able to interpret to a level that you can explain to others what is shown.   |

*For the following sections, the Certification applicant and the coach should separately choose the numbered paragraph that they feel most applies to the applicant.*

**COMPETENCY - Analytical thinking** is understanding a situation by breaking it apart into smaller pieces, or tracing the implications of a situation in a step-by-step way. This includes organizing the parts of a problem, situation, etc., in a systematic way; making systematic comparisons of different features or aspects; setting priorities on a rational basis; identifying time sequences, causal relationships, or “If Then” relationships.

1. **Breaks Down Problems:** Breaks problems into simple lists of tasks or activities.
2. **Sees Basic Relationships:** Analyzes relationships among a few parts of a problem or situation. Makes simple causal links (A causes B) or pro/con lists, analyses or decisions. Sets priorities for tasks in order of importance.
- DT - D** | 3. **Sees Multiple Relationships:** Analyzes relationships among several parts of a problem or situation. Breaks down a complex task into manageable parts in a systematic way. Recognizes several likely causes of events, or several consequences of actions. Generally anticipates obstacles and thinks ahead about next steps.
4. **Makes Complex Plans or Analyses:** Systematically breaks down a complex problem or process into component parts. Uses several techniques to break apart complex problems to reach a solution.
- GD - D** | 5. **Makes Very Complex Plans or Analyses:** Systematically breaks multi-dimensional problems or processes into component parts. Uses several analytical techniques to identify several solutions and weigh the value of each.
- SD - D** | 6. **Makes Extremely Complex Plans or Analyses:** Organizes sequences and analyzes extremely complex interdependent systems.

**COMPETENCY - Information Seeking** is driven by an underlying curiosity and desire to know more about things, people or issues. It implies going beyond the questions that are routine or required in the job. It may include “digging” or pressing for exact information; resolution of discrepancies by asking a series of questions; or less-focused environmental “scanning” for potential opportunities or miscellaneous information that may be of future use.

1. **Asks Questions:** Asks direct questions of immediately available people (or people who are directly involved in the situation, even if not physically present), consults available resources.
2. **Personally Investigates:** Gets out to personally investigate the problem or situation. Questions those closest to the problem.
3. **Digs Deeper:** Asks a series of probing questions to get at the root of a situation or a problem, below the surface issues presented.
4. **Calls or Contacts Others:** Calls on others, who are not personally involved, to get their perspective, background information, experience, etc.
5. **Does Research:** Makes a systematic effort over a limited period of time to obtain needed data or feedback. OR does formal research through newspapers, magazines, or other resources.
6. **Uses Own On-going Systems:** Has personally established on-going systems or habits for various kinds of information gathering (“management by walking around” regular informal meetings, etc.).
7. **Involves Others:** Involves others who would not normally be involved and gets them to seek out information.

| DT - D |

| GD - D |

SD-D

## DEVELOPMENT OFFICER'S CERTIFICATION COMPETENCIES & DESCRIPTIONS

### F - GENERAL ADMINISTRATIVE SKILLS

#### Administrative

With this competency comes basic filing, telephone, meeting, letter and report writing and presentation skills.

DT-D-3 GD-D-4 SD-D-5	F1	Set up and maintain filing system.
DT-D-2 GD-D-3 SD-D-4	F2	Set up and maintain efficient personal office organization.
GD-K-3 SD-D-4	F3	Prepare and monitor office expenditures - ability to prepare and stay within a budget. (Doesn't apply to technician.)
DT-K-2 GD-D-3 SD-D-5	F4	Maintain office reference system - ability to maintain a reference system that works.
DT-D-2 GD-D-3 SD-D-5	F5	Prepare memos, letters and reports.
DT-D-2 GD-D-3 SD-D-5	F6	Stay current on advances in policies, procedures, technology and work methods.
DT-K-1 GD-D-3 SD-D-5	F7	Streamline administrative procedures and systems - demonstrate ability to identify ways to improve existing systems and implement same to establish better efficiency.
DT-K-2 GD-D-3 SD-D-5	F8	Set priorities and monitor work load.

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| GD-K-3<br>SD-D-3           | F9 Assess workload, determine equipment and staff required - ability to determine staffing and equipment needs by assessing statistical information and staff input regarding work loads and staff input regarding equipment requirements. (Doesn't apply to technician.)   |
| DT-D-2<br>GD-D-3<br>SD-D-5 | F10 Identify training requirements for self and/or staff - ability to recognize training needs (to keep up to date and current but also to assess courses and training that will assist particular individuals who may be struggling in specific areas and who may benefit from concentration in those areas.)                    |
| GD-K-3<br>SD-D-4           | F11 Monitor employee performance - DO should be able to assess employee performance and identify goods/bads to the manager but also to the employee, requiring diplomacy/ tact and general care for feelings. Ability to identify ways to improve without offending (middle management skill set). (Doesn't apply to technician.) |
| DT-D-3<br>GD-D-4<br>SD-D-5 | F12 Maintain/improve employee morale.   |
| GD-K-3<br>SD-D-4           | F13 Interview and select personnel. (Doesn't apply to technician.)  |
| DT-K-2<br>GD-D-3<br>SD-D-5 | F14 Organize and conduct meetings and set agendas. (Book meeting rooms, inform persons needed in attendance and confirm same, prepare agenda and handouts, chair meeting when necessary, collect/distribute meeting notes, information or needs lists, conduct and follow up.)  |
| DT-D-3<br>GD-D-4<br>SD-D-5 | F15 Handle complaints.  |
| DT-D-3<br>GD-D-3<br>SD-D-5 | F16 Ability to clearly explain the role of a Development Officer.   |
| DT-D-2<br>GD-D-3<br>SD-D-5 | F17 Delegate.   |

DT-D-3  
GD-D-4  
SD-D-5

F18 Employ effective time management skills.

*For the following section, the Certification applicant and the coach should separately choose the numbered paragraph that they feel most applies to the applicant.*

**COMPETENCY - Concern for Order and Quality** reflects an underlying drive to reduce uncertainty in the surrounding environment. It is expressed in such forms as monitoring and checking work or information, insisting on clarity of roles and functions, setting up and maintaining systems of information.

1. **Keeps an Organized Work space:** Maintains an orderly work space with desk, files, tools, etc., in good order.
2. **Shows General Concern for Order and Clarity:** Works for clarity - wants roles, expectations, tasks and data to be crystal-clear and preferably in writing.
3. **Checks Own Work:** Double-checks the accuracy of information or own work.
4. **Monitors Others' Work:** Monitors quality of others' work, checks to ensure that procedures are followed; OR keeps clear, detailed records of own or others' activities.
5. **Monitors Data or Projects:** Monitors progress of a project against milestones or deadlines. Monitors data, discovers weaknesses or missing data and seeks out information to keep order; general concern for increasing order in existing systems.
6. **Develops Systems:** Develops and uses systems to organize and keep track of information.
7. **Develops Complex Systems:** Puts new, detailed, complex systems in place to increase order and improve quality of data. OR deduces new needs (not having to do with order) from perceived disorder.

| DT - D |

| GD - D |  
| SD - D |

## DEVELOPMENT OFFICER'S CERTIFICATION COMPETENCIES & DESCRIPTIONS

### **G - PUBLIC RELATIONS (COMMUNICATION AND LISTENING), CUSTOMER SERVICE ORIENTATION AND SELF-CONTROL**

#### **Public Relations**

This band deals with the maintenance of public relations with co-workers, employers, the media and the general public. The ability to articulate and convey timely, accurate and appropriate information, regardless of the audience, is an essential piece of the Development Officer's function.

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| DT-D-3<br>GD-D-4<br>SD-D-5 | G1 Speak plainly. Convey technical information in a clear and understandable way. Demonstrate ability to explain rules and regulations to clients and co-workers in layman's terms. Demonstrate ability to explain intent of regulations and be able to substantiate your own recommendations. |
| DT-D-3<br>GD-D-4<br>SD-D-5 | G2 Admit mistakes (as soon as possible) and take steps to correct them.  |
| DT-D-3<br>GD-D-4<br>SD-D-5 | G3 Maintain professionalism - appearance, manner, speech and credibility.  |
| DT-D-3<br>GD-D-4<br>SD-D-5 | G4 Speak selectively, act diplomatically and anticipate consequences of own actions/decisions - use logical thinking and know your audience.   |
| DT-D-2<br>GD-D-3<br>SD-D-5 | G5 Interpret Municipality's policy on media enquiries and public access to information (Freedom of Information) -understand Municipal policy.  |
| DT-D-2<br>GD-D-4<br>SD-D-5 | G6 Promote the role of the Development Control process (through Development Officers' Association involvement and sharing information with the public and elected officials.)  |
| DT-K-1<br>GD-D-3<br>SD-D-5 | G7 Facilitate public input and demonstrate ability to address groups. Explain role of public and public process to clients - encourage participation (PAC, 5-year reviews, etc.)   |

*For the following sections, the Certification applicant and the coach should separately choose the numbered paragraph that they feel most applies to the applicant.*

**COMPETENCY - Communication** is effective, timely and relevant exchange of information that is respectful of the diversity of people, and the geography and working environments of people. It includes receiving information, listening, understanding and responding openly and effectively in interactions with others. It also implies that this information is processed into actions.

1. **Pays Close Attention to the Communication of Others:** Pays attention to the communication of others (individuals or groups). Listens and takes notes when appropriate; and, accurately delivers information.
2. **Checks Understanding:** Seeks to ensure that factual messages are clearly understood, useful and timely. Picks up on non-verbal clues. Is receptive and responds in ways that communicate clear understanding. Works towards improving communications between employees and staff through an “open door” approach.
- DT - D** | 3. **Shares Information:** Keeps individual or group up to date on any action taken and shares all relevant information.
4. **Adapts Language to the Audience:** Clarifies complex concepts/proposals in terms that are appropriate for the audience. Adapts style, message and tone based on the audience or client group and on the particular issues being addressed. Facilitates open communication and information exchange. Contributes to an atmosphere in which timely and high quality information flows smoothly; encourages the open expression of ideas and opinions.
- GD - D** | 5. **Communicates for Maximum Results:** Understands the underlying needs, interests, issues and motivations of others. Interprets complex and possibly contradictory or competing signals/messages. Optimizes communications to achieve desired results (e.g. through the use of intervention, counseling, group facilitation and/or media relations).
- SD-D** | 6. **Develops communication action plans** within their span of control and/or shows commitment to employees by developing an appropriate mechanism(s) for staff to bring forth thoughts, comments, ideas, or concerns.

**COMPETENCY - Listening and Responding** refers to the way people acquire and use Interpersonal Understanding. It is the ability to use Interpersonal Understanding to shape one's own responses.

1. **Listens:** Picks up clues to others' feelings or meanings, or listens when approached by others. May ask questions to confirm the speaker's diagnosis. Uses understanding to explain others' past behavior.

| DT - D |

2. **Makes Self Available:** Has an "open door", goes out of the way to invite conversations, or actively seeks to understand.

3. **Predicts Others' Responses:** Uses understanding to predict and prepare for others' reactions (often in order to influence, develop, help or lead).

| GD - D |

4. **Listens Responsively:** "Reflects" people's concerns, is easy to talk to; OR responds to people's concerns by altering own behavior in a helpful "responsive" manner.

**SD-D**

5. **Acts to Help:** Helps people resolve non-technical problems.

#### Customer Service

| DT-D-3 |  
| GD-D-4 |  
| SD-D-5 |

G8 Take a positive approach to helping clientele - be proactive. Assist clients through the administrative process.

| DT-D-3 |  
| GD-D-4 |  
| SD-D-5 |

G9 Maintain effective client relations by following through - return phone messages (etc.) Keep appointments, meet commitments and time frames.

*For the following section, the Certification applicant and the coach should separately choose the numbered paragraph that they feel most applies to the applicant.*

**COMPETENCY - Customer-service Orientation** implies a desire to help or serve others, to meet their needs. It means focusing one's efforts on discovering and meeting the customer or client's needs. "Customers" include citizens, elected officials, internal colleagues, or anyone that the person is trying to help.

1. **Follows Up:** Follows through on client inquiries, requests, complaints. Keeps client up-to-date about progress of projects.

2. **Maintains Clear Communication:** Maintains clear communication with client regarding mutual expectations, monitors client satisfaction. Distributes helpful information to clients. Gives friendly, cheerful service.

| DT - D |

3. **Takes Personal Responsibility:** Takes personal responsibility for correcting customer-service problems. Corrects problems promptly and undefensively.

4. **Makes Self Fully Available:** Makes self fully available, especially when customer is going through a critical period.

5. **Acts to Make Things Better:** Makes concrete attempts to assist the client, to make things better for the client in some way. Expresses positive expectations about the client.

6. **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.

| GD - D  
SD - D |

7. **Uses a Long-Term Perspective:** Works with a long-term perspective in addressing the client's challenges and issues. Looks for long-term benefits to the customer. May initiate actions that create visible success for a customer and then credit the customer with that success.

8. **Acts as Client's Advocate:** Takes client's side versus own organization with long-term benefit to the Municipality (e.g. acknowledging clients complaints and rectifying an organizational or systems related roadblock, whether process related or service delivery, and still maintaining customer viability for the future). OR pushes own management to resolve customer-related problems.

**COMPETENCY - Dealing with Failure** reflects the different explanations or reasons that people give for problems, failures or other negative events.

1. **Blames Self:** Blames self in a global, permanent way. Uses personal, or internal, explanations for failure, such as “This is the way I am” or opposed to “This is the mistake I made”. Conveys a sense of helplessness or inability to change.
2. **Rationalizes:** Rationalizes or blames others or circumstances for failures. May see self as a victim.
3. **Accepts Responsibility Sometimes:** Has a mixed pattern of explanations - sometimes rationalizes and sometimes accepts responsibility.
- DT - D** | 4. **Accepts Responsibility:** Accepts responsibility for failures or shortcomings in a specific, non global way: “I misjudged the situation.”
5. **Learns from Mistakes:** Analyzes own performance to understand failures, and to improve future performance.
- GD - 3** | 6. **Admits Mistakes Publicly:** Admits own mistakes and acts to correct  
**SD - D** | problems.

### Self-Control

**DT-K-1** | G10 Be sensitive to the political process. Don't judge. Know when you've put  
**GD-D-4** | foot in mouth. Understand and respect differences between political and  
**SD-D-5** | administrative process. Honesty. Fairness.

**DT-D-2** | G11 Arbitrate disputes (employees, clients, etc.).  
**GD-D-4** |  
**SD-D-5** |

**DT-D-3** | G12 Maintain client confidentiality.  
**GD-D-4** |  
**SD-D-5** |

*For the following section, the Certification applicant and the coach should separately choose the numbered paragraph that they feel most applies to the applicant.*

**COMPETENCY - Self-Control** is the ability to keep one's emotions under control and restrain negative actions when provoked, when faced with opposition or hostility from others, or when working under conditions of stress. It also includes the ability to maintain stamina under continuing stress.

1. **Resists Temptation:** Resists the temptation to engage in inappropriate involvement or impulsive behavior.
2. **Controls Emotions:** Feels strong emotions, such as anger, extreme frustration, or stress. Is able to control these emotions, but does not take action to respond constructively to the source of the issue.
3. **Responds Calmly:** Feels strong emotions, such as anger or extreme frustration, controls these emotions, and continues discussions or other actions fairly calmly.
4. **Manages Stress Effectively:** Uses stress-management techniques to control one's response, prevent burnout, and deal with on-going stresses effectively.
5. **Responds Constructively:** Controls strong emotions or other stress and takes action to respond constructively to the source of the problem.
6. **Calms Others:** In very stressful situations, calms others as well as controls own emotions.

| DT - D |

| GD - D |  
| SD - D |

## DEVELOPMENT OFFICER'S CERTIFICATION ADDITIONAL COMPETENCIES

The following competencies may also be appropriate to assess via the Certification Process. Again, the Certification applicant and the coach should separately choose the numbered paragraph that they feel most applies to the applicant.

**COMPETENCY - Flexibility** is the ability to adapt to and work effectively within a variety of situations, and with various individuals or groups. Flexibility entails understanding and appreciating different and opposing perspectives on an issue, adapting one's approach as the requirements of a situation change, and changing or easily accepting changes in one's own organization or job requirements.

1. **Sees Situation Objectively:** Recognizes the validity of others' viewpoints.
- | DT - D | 2. **Applies Rules Flexibly:** Flexibly applies organization's rules or procedures, depending on the individual situation, to accomplish the organization's larger objectives. "Pinch-hits" by doing co-workers' tasks as necessary during an emergency.
3. **Adapts Tactics:** Adapts tactics to situation or to others' response. Changes own immediate behavior or approach to suit the situation.
- | GD - D | 4. **Adapts Own Strategy:** Adapts one's own larger strategies, goals or projects to situations.
5. **Makes Organizational Changes:** Makes smaller or short-term adaptations in own business practice in response to the needs of the situation.
- SD - D 6. **Adapts Strategies:** Makes large or long-term adaptations in own business practice in response to the needs of the situation.

**COMPETENCY - Organizational Awareness** is the ability to understand and learn the power relationships in one's own organization or in other organizations (customers, suppliers, etc.). In municipal government this includes the understanding and adherence to the requirements of enabling legislation as well as the understanding of the political process and the roles of elected officials. It also includes the ability to identify who are the real decision makers and the individuals who can influence them; and to predict how new events or situations will affect individuals and groups within the organization.

**DT - D** | 1. **Understands Formal Structure:** Recognizes the formal structure, both political and administrative, of the Municipality's positional power, rules and regulations, Standard Operating Procedure, etc.

**GD - D** | 2. **Understands Informal Structure:** Understands (uses) informal structures (identifies key actors, decision-influencers, etc.). Applies this knowledge when the formal structure does not work as well as desired.

3. **Understands Climate and Culture:** Recognizes unspoken organizational constraints - what is and is not possible at certain times or in certain positions. Recognizes and uses the corporate culture and the language, etc., that will yield the best response.

4. **Understands Organizational Politics:** Understands, describes on-going power and political relationships within the organization (alliances, rivalries).

**SD - D** | 5. **Understands Underlying Organizational Issues:** Understands (and addresses) the reasons for on-going organizational behavior or the underlying problems, opportunities or political forces affecting the organization. Or, employs the underlying functional structure of the organization.

6. **Understands Long-Term Underlying Issues:** Understands (and addresses) **long-term** underlying problems, opportunities, or political forces affecting the organization in relation to the external world.

**COMPETENCY - Team Leadership** is the intention to take a role as leader of a team or other group. It implies a desire to lead others. Team Leadership is generally, but certainly not always, shown from a position of formal authority.

1. **Manages Meetings:** States agendas and objectives, controls time, makes assignments, etc.
- |DT - D | 2. **Informs People:** Lets people affected by a decision know what is happening. Makes sure the group has all the necessary information. May explain the reason for a decision.
- |GD - D | 3. **Uses Authority Fairly:** Uses formal authority and power in a fair and equitable manner. Makes a personal effort to treat all group members fairly.
4. **Promotes Team Effectiveness:** Uses complex strategies to promote team morale and productivity (hiring and firing decisions, team assignments, cross-training, etc.).
5. **Takes Care of the Group:** Protects the group and its reputation vis-a-vis the larger organization or the community at large; obtains needed personnel, resources, information for the group. Makes sure the practical needs of the group are met.
- SD - D 6. **Positions Self as the Leader:** Ensures that others buy into leader's missions, goals, agenda, climate, tone, policy. "Sets a good example", models desired behavior. Ensures that group tasks are completed. Is a credible leader.
7. **Communicates a Compelling Vision:** Has genuine "charisma" communicates a compelling vision that generates excitement, enthusiasm, and commitment to the group mission.

**COMPETENCY - Teamwork and Cooperation** implies the intention to work cooperatively with others, to be part of a team, to work together, as opposed to working separately or competitively. For this competency to be effective, the intention should be genuine. Team may include any municipal employee/groups that are expected to work together (not just a member of your own department).

1. **Cooperates:** Participates willingly - supports team decisions, is a “good team player”, does his/her share of the work.

| DT - D |

2. **Shares Information:** Keeps people informed and up-to-date about the group process, shares all relevant or useful information.

3. **Expresses Positive Expectations:** Expresses positive expectations of others, speaks of team members in positive terms. Shows respect for others’ intelligence by appealing to reason.

4. **Solicits Inputs:** Genuinely values others’ input and expertise, is willing to learn from others (especially subordinates). Solicits ideas and opinions to help form specific decisions or plans. Invites all members of a group to contribute to a process.

| GD - D |

5. **Encourages Others:** Publicly credits others who have performed well. Encourages and empowers others, makes them feel strong or important.

6. **Builds Team Spirit:** Acts to promote a friendly climate, good morale and cooperation (holds parties and get-togethers, creates symbols of group identity). Protects/promotes group reputation with outsiders.

SD - D

7. **Resolves Conflicts:** Brings conflict within the team into the open and encourages or facilitates a beneficial resolution of conflicts. Resolves the conflict, does not hide it or avoid the issue.

**COMPETENCY - Developing Others** involves a genuine intent to foster the learning or development of others with an appropriate level of need analysis. Its focus is on the developmental intent and effect rather than on a formal role of training. It requires a genuine intent to develop others with some thought or effort and does not include routinely sending people to formal training programs.

**DT - D**

1. **Expresses Positive Expectations:** Makes positive comments regarding others' abilities or potential even in "difficult" cases. Believes others want to and can learn or improve their performance.

**GD - D**

2. **Gives Instructions:** Gives detailed instructions, and/or on-the-job demonstrations, tells how to do the task, makes specific helpful suggestions.

3. **Gives Reasons, Other Support:** Gives how-to-directions or demonstrations with reasons or rationale including a training strategy. Gives practical support or assistance to make job easier for subordinate (i.e., volunteers additional resources, tools, information, expert advice, etc.). Asks questions, gives tests, or uses other methods to verify that others have understood explanation or directions.

4. **Gives Behaviourial Feedback:** Gives specific positive or mixed feedback for developmental purposes.

5. **Reassures and Encourages:** Reassures others after a setback. Gives unflattering feedback in behavioral rather than personal terms, and expresses positive expectations for future performance or gives individualized suggestions for improvement.

6. **Does Longer-Term Coaching, Mentoring or Training:** Arranges appropriate and helpful assignments, formal training, or other experiences for the purpose of fostering the other person's learning and development. Has people work out answers to problems themselves so they really know how, rather than simply giving them the answer. This does not include formal training done simply to meet governmental or corporate requirements.

**SD-D**

7. **Creates New Teaching/Training:** Identifies a training or developmental need and designs or establishes **new** programs or materials to meet it. Or designs significantly new approaches for teaching traditional materials. Or arranges successful experiences for others to build up their skills and confidence.

8. **Delegates Fully:** After assessing subordinates' competence, delegates full authority and responsibility with the latitude to do a task in their own way, including the opportunity to make and learn from mistakes in a non-critical setting.
9. **Rewards Good Development:** Promotes or arranges promotions for especially competent subordinates as a reward or a developmental experience; or gives other recognition for good performance or excellence.

**COMPETENCY - Valuing Diversity** is the ability to understand and respect the practices, customs and values of other individuals and cultures. Sees diversity as beneficial to the organization and community. It implies the ability to work effectively with a wide cross-section of the community representing diverse backgrounds, cultures and socio-economic circumstances, and divergent goals.

1. **Is Aware of His/Her Own Culture:** Values and respects others.
2. **Values Differences or Diversity:** Values diversity and seeks out opportunities to gain new knowledge and understanding of individuals or groups through learning and active community participation and involvement. Recognizes prejudices and systematic barriers which may exist within the current environment.

DT - D  
GD - D

3. **Monitors and Modifies Own Behaviors:** Monitors and evaluates own beliefs and behaviors with regard to prejudices and personal bias, and practices behaviors that reflect an understanding and appreciation of diversity.
4. **Builds and Maintains Strong Cross-cultural Teams:** Is flexible and adapts to diversity. Is willing and able to ally with individuals who are different from him/herself and adapts behavior to support team members.

SD-D

5. **Coaches/Educates/Confronts Others:** Coaches, educates, and confronts others whose behaviors or actions are contrary to appreciating and accepting diversity. Actively promotes the value of diversity through planned and visible activities aimed at building sensitivity to and support for others. Actively promotes and supports programs that are designed to increase diversity within the organization.