



ASSOCIATION DES CADRES
DES COLLÈGES DU QUÉBEC

SELF-ASSESSMENT AND
PROFESSIONAL DEVELOPMENT TOOL
FOR CEGEP SENIOR STAFF

MAY 2024

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The ACCQ hopes that this tool will help CEGEP senior staffers discover their potential, identify areas for improvement to enhance their professional development, and above all, recognize their areas of strength in order to achieve their professional goals.

¹ Pierre-Luc Bonneville, Cégep de Sainte-Foy; Caroline Bourbeau, Cégep de Victoriaville; Éric Guérin, Cégep de l'Outaouais; Anne-Marie Lacombe, Collège de Rosemont; Émilie Lefrançois, Cégep de Trois-Rivières; Marie- Pier Lépine, Cégep Édouard-Montpetit; Karina Lessard, Cégep Beauce-Appalaches; Sylvain Maher, Cégep Saint-Jean-sur-Richelieu; Martine Riou, Cégep de Rivière-du-Loup.

² Twenty-two managers from various CEGEPs and holding senior management positions in the four categories set out in the *Classification plan for CEGEP senior staff* took part in the validation phase of the *Reference framework for professional competencies for CEGEP senior staff* held in April 2024.

TOOL PRESENTATION

The desire to enhance the role of CEGEP senior staff members is growing, with a view to attracting and retaining staff. This enhancement in turn leads to ever-higher quality standards.

Today, the vast majority of processes affecting education, teaching, and training are developed using a competency-based approach. The main advantage of this approach is that it "depersonalizes" the assessment process, i.e., it focuses on the competencies required for the position or that individuals should possess to perform their role and duties, rather than on a quantitative or qualitative measurement of their ability to achieve the objectives set by others. Thus, assessment from a "competency" perspective should focus more on the development of required competencies, rather than questioning, through qualitative or quantitative perceptual measures, a given individual's ability to achieve these objectives in the performance of their duties. Perception becomes more developmental and less administrative, making feedback more likely to be accepted and, by the same token, appropriated by the person being assessed.³ As a result, the competency-based approach also makes for greater accountability on the part of the individuals being assessed, since it is aimed primarily, if not solely, at individual development.⁴

But how do we define CEGEP senior staff members in terms of their professional identity and the competencies that they need to develop? How can we determine the competencies required to be considered a proficient senior staffer? The *Reference framework for professional competencies for CEGEP senior staff* was updated in 2024 to provide criteria in the form of observable, measurable behavioural indicators that can be used as a basis for developing the profession's competencies. In all, it includes sixty-five such indicators (key actions) that can be used to measure the nine competencies deemed essential.

This document is divided into two sections. The first provides a self-assessment tool that enables individuals to reflect on the degree of mastery that they feel they possess concerning each of the competencies required for the profession. The second outlines the elements needed to draw up a competency development plan, with a view to facilitating daily work life.

What is self-assessment?

Individuals are said to be competent when they demonstrate an ability to act based on both internal and external resources, which can be marshalled and combined in a specific and unique way to deal with a given context or situation. This know-how is never complete, suggesting the possibility of development and evolution of the competencies that make it up.⁵

The framework can be used as a reference tool, particularly for self-assessment and personal reflection aimed at development. In this way, it becomes a guide that enables actual or aspiring senior staffers, on reading the set of competencies required for the job, to carry out an assessment of their own competencies by reflecting on those they believe they have mastered (identity competencies); those they recognize as being in the process of being mastered (potential competencies); or those they believe they need to develop (competencies requiring improvement or representing challenges).

³ Brassard, 2009; Foucher, 2010.

⁴ Brassard, 2021.

⁵ Adapted from Brassard, 2021; Foucher, 2010; and Tardif, 2006.

To this end, the reference framework for competencies also becomes a tool that can trigger intentions to take concrete action regarding the behaviours required on the job. As such, it can be presented to any new senior staffer as part of the induction and integration process. In addition, the self-assessment may be useful for the organization's annual or periodic appraisals. By itself, it can trigger development intentions in the self-assessing individual, even before feedback is provided.

How to use the tool

This document proposes three simple steps:

1. Using the suggested measurement scale,⁶ estimate the level of mastery you feel you possess for each of the behaviours presented to you. Add up the total for each item, and record it on the guide sheet provided (see p.13).
2. Following the suggested colour code, you can colour the interactive chart of CEGEP senior staffer competencies to visualize those that require improvement; those that are under development; and those that represent your strengths (see p.13).
3. You can complete your assessment by filling in the form titled Professional Development Plan (see p.16).

Clear and simple, right? Now It's your turn to deal...

⁶ A whole body of theory guides the development of the scales required to measure behaviours. We will use a six-point measurement scale designed to support the drawing up of a professional development plan pertaining to the competencies of CEGEP senior staffers (Brassard, 2016).

SECTION 1 : SELF-ASSESSMENT TOOL

1.1 GUIDELINES

Take stock of your skills by identifying as accurately as possible the extent to which you believe you express or master the targeted behaviour. This assessment will enable you to take stock of the behaviours you consider necessary for your profession.

Then, having identified your zones of strength and potential, as well as zones for improvement, this assessment will enable you to set professional development objectives based on concrete, well-defined elements. For each behaviour, indicate whether it constitutes a strength (zones 5 and 6); whether it is part of a potential that is currently being developed and for which you are investing effort (zones 3 and 4); or whether it should be included among those requiring more work and effort with a view to improvement (zones 1 and 2). The table below includes a precise wording of each behaviour assessed.

Here is what I believe about this behaviour:

<i>This behaviour needs a lot of improvement; I don't know what this behaviour entails; I don't really have the means to express this behaviour.</i>	1
<i>I know what this behaviour entails, but I don't have the means; requires improvement.</i>	2
<i>Under development: I can express this behaviour in certain situations or contexts only; I express this behaviour, but with a lot of effort.</i>	3
<i>There's a definite developmental potential here: I express this behaviour more and more frequently in many situations, and in certain contexts; I express this behaviour, but I lack some experience or opportunities to express it.</i>	4
<i>Constitutes a strength that I recognize and I possess the means to act competently in most situations and in almost all contexts.</i>	5
<i>A strength recognized by all: I act competently in all situations and contexts, at the right time and in the right way.</i>	6

The measurement scale is presented as follows:

1	2	3	4	5	6
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At the end of each section, as suggested, you should complete the calculation and enter the total. Then transfer the total to the guide sheet on page 13 and divide it by the number of behaviours making up the target competency.

A lot of food for thought!

1.2 FORM: COMPETENCY ASSESSMENT

MOTIVATIONAL LEADERSHIP

I believe that							
1.	I develop and adapt action strategies based on organizational dynamics and CEGEP policy.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
2.	I'm attentive to the health and well-being of our employees.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
3.	I exert my influence for the common good and inspire trust.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
4.	I demonstrate consistency and cohesion in my actions and decisions.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
5.	I show managerial courage.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
6.	I share my knowledge and expertise with my colleagues.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
7.	I lead transformation or organizational change projects with conviction and assurance, to ensure commitment.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
8.	I recognize, value, and build on each person's strengths.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
9.	I seize every opportunity to develop that the CEGEP affords me.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
10.	I'm actively involved in achieving the mission and objectives of the CEGEP's strategic plan with respect to my area of responsibility.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
11.	I support the competency development of the staff under my responsibility.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
12.	I provide constructive feedback.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
13.	I ensure that the conditions for collaboration and goodwill are respected and put in place.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
TOTAL 1: _____ of 78							

COLLABORATION

I believe that							
1.	I assist and support the various stakeholders in achieving their objectives.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
2.	I create and maintain positive interpersonal relationships.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
3.	I'm developing my business, sharing, and mutual support networks.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
4.	I encourage and value diversity of opinion and point of view.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
5.	I promote the CEGEP's involvement in my community.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
6.	I inform and involve my internal and external partners so as to ensure the proper management of files.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
7.	I prefer a dynamic based on concerted action and collective strategies.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
TOTAL 2: _____ of 42							

COMMUNICATION

I believe that							
1.	I adapt my communications to the context and the people to whom they're addressed, demonstrating objectivity and ensuring that they're understood.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
2.	I ensure the circulation and sharing of the information required to make informed decisions in order to promote meaningful action and a sound management of files.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
3.	I create meaning through relevant and regular communication activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
4.	I communicate and support the organization's vision and priorities through my contacts with members of the college community and partners.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
5.	I clearly state objectives and expectations.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
6.	I listen to the college community and partners.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
7.	I'm able to persuade while demonstrating courtesy and competence.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

8.	I'm open and inclusive.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
9.	I encourage the exchange of ideas and lead discussions on the main issues facing the organization.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
10.	I master the main communication tools and promote their effective use.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
TOTAL 3:							<u> </u> of 60

TEAM AND WORKFORCE MANAGEMENT

I believe that							
1.	I act preventively and proactively to maintain a good working climate and team cohesion.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
2.	I make sure to keep abreast of developments and innovations in my sector, and I encourage my teams to embrace change.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
3.	I coordinate the activities of my work team with the organizational dynamics of the CEGEP.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
4.	I define the roles and responsibilities of my team members and ensure an appropriate workload.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
5.	I evaluate my staff and encourage their training and development.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
6.	I put in place or maintain the conditions required for my team members to embrace the objectives pursued.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
7.	I recognize the contribution of my team and its members.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
8.	I make available to my team the information, tools, and resources needed to provide services.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
9.	I ensure the availability and optimal distribution of staff (in terms of numbers and competencies) to help achieve objectives.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
TOTAL 4:							<u> </u> of 54

FINANCIAL AND MATERIAL MANAGEMENT

I believe that							
1.	I understand the stakes and risks in my sector and master the tools at my disposal.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
2.	Based on the CEGEP's strategic objectives and priorities, I draw up an action plan for my unit or department, including objectives, required resources, targeted results, and measurement indicators.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
3.	I carry out the reporting exercise.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
4.	I carry out periodic monitoring using observable and measurable indicators and plan adjustments or adaptations accordingly.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
5.	I master the rules of planning and allocating material and financial resources.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
6.	I optimize the use of resources according to the priorities set out in the CEGEP's strategic plan.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
7.	I ensure sound management of public funds and compliance with the various regulations in force.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
TOTAL 5:							<u> </u> of 42

PLANNING AND ORGANIZATION

I believe that							
1.	I anticipate and assess the implications, constraints, and risks inherent in decision-making.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
2.	I ensure the development, implementation, and continuous improvement of procedures and processes.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
3.	I optimize the management of resources required to achieve results.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
4.	I take part in drawing up the CEGEP's development plan, regulations, policies, programs, budgets, and staffing plan.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
5.	I prioritize the actions to be taken.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
6.	I structure the operations schedule to meet deadlines.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
TOTAL 6:							<u> </u> of 36

CRITICAL THINKING

I believe that							
1.	I adapt my actions to the changing social, economic, political, technological, and environmental context.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
2.	I adopt a personalized approach to management that meshes with the organizational culture of my environment as part of an evolutionary process.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
3.	I base my reasoning on evidence-based, contextual data.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
4.	I take the realities (challenges and issues) of different individuals, groups, and partners into account.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
5.	I regularly evaluate the effectiveness of my actions in implementing the CEGEP's strategic plan.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
6.	I'm aware of the scope of my actions and their impact on the CEGEP's reputation.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
TOTAL 7: _____ of 36							

PROBLEM SOLVING

I believe that							
1.	I develop and maintain a reflective stance and a critical perspective as regards my professional practice.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
2.	I look at the various alternatives for making informed, innovative, and sustainable decisions.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
3.	I assess the information (facts), identify the problem and the stakes, then consult the stakeholders.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
4.	I'm tolerant of ambiguity and uncertainty.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
5.	I objectify my ways of being and acting, taking stock of my resources and limitations, with a view to continuous improvement.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
TOTAL 8: _____ of 30							

PROFESSIONALISM

I believe that							
1.	I exercise my power and influence ethically and professionally.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
2.	I demonstrate self-control in all situations.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
3.	I base my actions and decisions on the priorities and values of my institution.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
4.	I ensure that what I say is consistent with what I do. (I talk the talk and walk the walk.)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
5.	I'm committed to my professional development, learning from my mistakes, and ensuring my personal progress.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
6.	I keep up to date with the management trends that influence my professional practice.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
7.	I encourage ethical questioning within the CEGEP and my work teams.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
8.	I work conscientiously, methodically, and rigorously.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
TOTAL 9: _____ of 48							

1.3 GUIDE SHEET

Take stock as follows :

- Report each total of your competency assessment.
- Divide each total by the number of behaviours making up the target competency.
- Highlight averages between 0 and 2.5 in red; averages between 2.6 and 4.5 in yellow; and averages between 4.6 and 6 in green.

Total 1 of 78		divided by 13	=		Motivational leadership
Total 2 of 42		divided by 7	=		Collaboration
Total 3 of 60		divided by 10	=		Communication
Total 4 of 54		divided by 9	=		Team and workforce management
Total 5 of 42		divided by 7	=		Financial and material management
Total 6 of 36		divided by 6	=		Planning and organization
Total 7 of 36		divided by 6	=		Critical thinking
Total 8 of 30		divided by 5	=		Problem solving
Total 9 of 48		divided by 8	=		Professionalism

Using the colour codes obtained for each competency, colour (highlight) the interactive competency chart below. You'll then have an overview of your identified zones of strength (in green); those with potential (in yellow); and those in need of improvement (in red).

INTERACTIVE CHART OF CEGEP SENIOR STAFF COMPETENCY



SECTION 2 : PROFESSIONAL DEVELOPMENT PLAN

Now complete the following Professional Development Plan. Use the reference framework below to identify the competencies that need improvement; those showing potential or are under development; and those that represent personal strengths or strong identity characteristics.

2.1 REFERENCE FRAMEWORK FOR PROFESSIONAL COMPETENCIES

1. Motivational leadership

Individuals who master this competency guide and inspire the members of their team to achieve common objectives, building on the values of the institution and their characteristics, while recognizing the contribution of each individual team member. Motivational leaders inspire trust and ensure that the right conditions are in place to foster the commitment, motivation, and mobilization of their team, colleagues, and members of the college community, in a harmonious and collaborative work environment. Such leaders support the development of the competencies of the employees under their responsibility, based on the needs of the organization, as well as on the employees' own aspirations and talents. In this way, motivational leaders foster the development of employees' professional autonomy, initiative, critical judgment, results orientation, and more. In so doing, they ensure that the essential conditions for attracting and retaining staff are put in place or maintained and contribute to the network's reputation as an employer of choice.

2. Collaboration

Individuals who master this competency contribute positively to the networks of dialogue and interaction with the various internal collaborators and external partners involved in a given context. They work in concert with others toward a common goal and promote openness and cooperation among stakeholders.

3. Communication

Individuals who master this competency demonstrate clear, precise, and transparent verbal and written communication skills, as well as flexibility in adjusting to different contexts, modes, and tools of communication. They practice active listening and create opportunities for dialogue and the sharing of ideas, while ensuring an efficient flow of information.

4. Team and workforce management

Individuals who master this competency contribute to and oversee the implementation of all the rules, practices, and behaviours needed to attract, recruit, engage, and foster the development and progression of their staff. This competency also involves deploying strategies to improve the contribution and progress of work teams.

5. Financial and material management

Individuals who master this competency allocate the funds assigned to their unit or department efficiently and effectively, according to the priorities set for the realization of all the projects under their responsibility, whether for their unit, department, or the CEGEP as a whole.

6. Planning and organization

Individuals who master this competency contribute to the organization's strategic thinking and decision-making. They identify efficient strategies guided by the CEGEP's mission, vision, and guidelines, and ensure their implementation, in conjunction with the various units and departments. This competency also involves orchestrating activities related to service delivery or projects to be carried out.

7. Critical thinking

Individuals who master this competency analyze data from the CEGEP context from a systemic perspective. They understand the expectations and challenges of different groups and partners (internal and external), and take them into account in their strategies.

8. Problem solving

Individuals who master this competency synthesize and review a situation in its various components, recognizing the important or underlying issues and extrapolating the judgments relevant to decision-making. This competency involves both the ability to organize elements systematically and compare the various facets of an issue or an obstacle and to define cause-and-effect relationships in order to solve problems as they arise.

9. Professionalism

Individuals who master this competency deploy a set of skills and behaviours often related to the ethics and interpersonal capabilities (soft skills) of people in their day-to-day work situation. Their professionalism especially emerges when representing their unit or department on CEGEP committees and official bodies, including the CEGEP board of governors and senior management committee, or in the presence of other external partners.

2.2 FORM: PROFESSIONAL DEVELOPMENT PLAN

Indicate two or three behaviours you would like to improve in the coming year:

1. TARGET BEHAVIOUR

Why do you want to improve this behaviour?

Objective /Action to be undertaken

Resources required

Timeframe

2. TARGET BEHAVIOUR

Why do you want to improve this behaviour?

Objective /Action to be undertaken

Resources required

Timeframe

3. TARGET BEHAVIOUR

Why do you want to improve this behaviour?

Objective /Action to be undertaken

Resources required

Timeframe

COMMENTS

REFERENCES

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COMMENTS AND SUGGESTIONS

CEGEP senior staffers who wish to submit comments or suggestions regarding the reference framework can send them to the following address: info@accq.qc.ca .