



**ETHICS PRACTITIONERS'
ASSOCIATION OF CANADA**

**ASSOCIATION DES PRATICIENS
EN ÉTHIQUE DU CANADA**

Competency Self-Assessment Guide for Ethics Practitioners

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Chapter 1. INTRODUCTION

This guide forms part of the voluntary self-governing framework for professional activities relating to ethics in organizations, which has been developed by the Ethics Practitioners' Association of Canada (EPAC).

The framework includes standards for the ethical conduct of all members, and guidelines for ethics practitioners in the form of a competency profile. These flow from the mission of EPAC, namely to enable individuals to work successfully in the field of ethics in organizations by enhancing the quality and availability of ethics advice and services across Canada.

It is important to emphasize that everyone in an organization is responsible for his or her own ethical behaviour. Ethics practitioners support and empower others in their ethical decision-making. As well, consultants and practitioners in many other fields may provide advice supporting an ethical organizational culture. Ethics practitioners are those who spend a substantial part of their time providing ethics-related services.

The Purpose of Self-Assessment

This guide is intended primarily for individuals wishing to assess themselves as ethics practitioners. The guide will enable them to identify particular talents and suggest ways for them to strengthen their less developed competencies. The ultimate goal of this process is to become a **fully competent and experienced ethics practitioner**.

Others may find the workbook helpful, such as prospective practitioners and consultants in other fields with an ethics dimension who can use it to determine their own strengths and weaknesses, and in devising a program to enhance their knowledge and skills in this area.

All who undertake the self-assessment process are encouraged to work towards the highest rating in every element of competency. However, some individuals may find that some elements are not relevant in their current work in the field of ethics. There may be no immediate need to become proficient in these 'irrelevant' elements. Nevertheless, this guide will help such individuals to assess their present competency, and also show them how to attain the status of fully competent ethics practitioners.

Organization of the Guide

The next chapter of the guide explains how you should undertake the self-assessment process and how long it should take. The actual self-assessment is based on two documents. First, you will go through EPAC's *Ethical Standards for Members* to confirm that you are putting into practice the basic values and principles applicable to ethics practitioners. Second, you will go through EPAC's *Competency Profile of Ethics Practitioners* to assess the various elements of competency. These documents are available at the EPAC web site (www.epac-apec.ca).

The Competency Profile consists of three components. It sets out **functions** or activities that an ethics practitioner carries out, such as working with organizations to identify organizational values and develop ethics programs. It sets out the **knowledge** that an ethics practitioner should possess, such as understanding the application of major theories of ethics and decision-making models. It also sets out the **skills** that an ethics practitioner should possess, such as facilitating constructive dialogue on ethics-related issues.

It is to be noted that the Profile has a short concluding section on desirable personal traits, which are not a formal part of the description of functions, knowledge and skills. These personal traits are important, but do not provide the objective means of describing the work itself that are provided by functions, knowledge and skills. The traits are not included in this Guide, but readers may wish to consult them for their own use (see Profile p. 17).

To help you proceed smoothly through the self-assessment, the order of components in the Profile has been altered somewhat, to begin with knowledge. What makes ethics practitioners unique is their body of knowledge. Their skills are generally not unique to the work in the ethics field, but are common to other sorts of work in organizations. Thus, knowledge of ethics has been placed first in the Guide, followed by skills that focus on the various uses of that unique knowledge. Finally the Guide turns to functions of ethics practitioners that use the knowledge and skills to advance ethics in organizations.

Once the self-assessment is done, practitioners should keep in mind that it is generally considered helpful to re-assess competency after taking significant professional development, or every three to five years (particularly if you have been inactive in the field), to ensure that every element in the self-assessment reaches and maintains the highest level.

Definitions

Ethics Practitioners Includes ethics consultants and principal ethics officers of organizations in the public, private and voluntary sectors.

Ethical Standards A statement of the values and principles relating to how ethics practitioners should conduct themselves in carrying out their work.

Competency Profile A description of the components of competency, that is, the key functions carried out by a professional group, as well the essential knowledge and skills required to carry out the work.

Functions The specialized activities undertaken by a professional group to support their overall goal (activities such as developing ethics programs).

Knowledge The subject-matter information needed to carry out the work (information such as understanding of major theories of ethics).

Skills The practised ability or facility to carry out the work, including aptitudes and talents (abilities such as using constructive dialogue on ethical issues).

Chapter 2. HOW TO USE THIS GUIDE

Please read before beginning your self-assessment!

You should not attempt the whole assessment all at once. There is a distinct danger that if you try to do too much at one sitting, you will suffer from information overload and confusion, with resulting inaccuracies in your self-assessment.

Chapter 3 on ethical standards is a simple verification process to ensure that you meet the basic ethical standards of our line of work. This should not take long.

After that, the process gets a bit more complex. Subsequent chapters provide detailed instructions on rating your level of competency, and then on identifying gaps requiring action. These two processes must be carried out on the three aspects of competency: knowledge, skills and functions. In fact, there are 33 specific elements of competency – 7 of your knowledge, 18 of your skills and 8 of the functions you are capable of performing.

There are two different ways through this part of the process, both equally valid.

- You may prefer to follow the instructions on rating your knowledge, skills and functions (Chapter 4) and apply them to **all** the applicable worksheets, filling out only the top half of each worksheet. Then you will follow the next set of instructions on identifying gaps and resources (Chapter 5) and apply them to the bottom half of all the worksheets.

If you follow this approach, it is recommended that you do no more than Chapter 4 on one day and Chapter 5 on another. Each chapter will probably take from 1 to 2 hours (perhaps more) to complete.

- Or you may prefer to read all the instructions in Chapters 4 and 5, and fill out the applicable worksheets in one pass, rating yourself and also detailing gaps.

If you follow this approach, it is recommended that you do no more than the worksheets on knowledge and skills on one day, and the worksheets on functions on another day.

Whichever process you prefer, you will conclude the self-assessment with a personal action plan (Chapter 6). With this, you can end up with a one-page summary plan for easy future reference. The time spent on this will vary greatly among individuals.

You may detect some unavoidable overlap in the various parts of the self-assessment. You may therefore have to assess what for you may be very closely related or similar things twice or more in the different sections. Likewise, the various sections may apply differently to individuals depending on the work they actually do – manager, curriculum developer, consultant, ethics adviser. This does not diminish the value of the exercise.

Chapter 3. ETHICAL STANDARDS

Ethics practitioners should be fully familiar with the *Ethical Standards for Members of EPAC*. They should meet the letter and the spirit of each and every section of these standards (unless the section clearly does not apply to them at all). In this way individuals become role models of good ethical practices. Knowledge of and adherence to these standards is a basic requirement of membership in EPAC; moreover, respect for these standards is highly desirable for anyone undertaking work in organizational ethics.

You will find worksheets to enable you to work through the EPAC *Ethical Standards* on pages 12 to 14 below. For those individuals not fully conversant with the *Ethical Standards* already, please refer to *Guidance for Applying the Ethical Standards for Members of EPAC* on the EPAC Web site (www.epac-apec.ca).

Chapter 4. RATING YOUR KNOWLEDGE, SKILLS AND FUNCTIONS

You will find the worksheets to enable you to assess your knowledge on pages 15 to 22, your skills on pages 23 to 41, and your functions on pages 42 to 50.

The **first step** in this self-assessment is to rate each element of competency using the following scale:

Level 1: **Little or Nothing**

I know or can carry out little or nothing of this element of competency.

Level 2: **Satisfactory**

I know or can carry out this element of competency in a satisfactory manner.

Level 3: **High Quality**

I know or can carry out this element of competency with high quality and significant adaptability to special situations.

Level 4: **Lead Others**

I know or can carry out this element of competency with high quality and can lead others in learning it or carrying it out.

Tick off the highest level you feel you have attained for **each part** of the element on each worksheet. The level you select must reflect your own expertise, even if you typically have a colleague or employee perform a particular service.

If an element is not important in your present work in the field of ethics, you may note this on the worksheet. This may explain why you give yourself a low rating on this element. However, as was noted in the Introduction, all elements of competency are ultimately relevant to becoming a fully competent and experienced ethics practitioner.

The **second step** is to document each element of competency, in short form, setting out the principal evidence of education and experience you used to make a positive self-assessment. This evidence will indicate where you acquired this element of competency, and can include such means as:

- on-the-job experience,
- volunteer activities and projects,
- ‘life skills’, that is learning by osmosis,
- formal coursework (taken and taught),
- certificates, diplomas, degrees, and awards
- ad hoc courses and workshops (attended and led),
- input from colleagues, superiors, clients, and audiences,
- mentoring (taken and given),
- self-education, including readings, videos, Web browsing, etc.,
- conference attendance and presentations,

- association memberships and activities,
- other certification and credentialing,
- etc.

You may want to discuss the elements of competency and the relevance of your experience with a peer (see for example the list of members of EPAC on its Web site (www.epac-apec.ca)). Such peer review can make your self-assessment more meaningful and useful for you.

Ratings

If you rate yourself at the **Little or Nothing** level on any element of competency, you should go on to Chapter 5 and further identify the gap and resources needed to fill the gap. With any ratings at this level, you do not meet the threshold standard for a competent ethics practitioner to be active in the field of organizational ethics.

If you rate yourself at the **Satisfactory** or **High Quality** level on any element of competency, you should also go through the rest of this guide in order to raise yourself to the next level. The ultimate goal for ethics practitioners is to reach **Lead Others** in all elements.

If you rate yourself at the **Lead Others** level on all elements of competency, you may wish to go through the rest of this guide to get ideas on how to maintain this highest competency level in the longer term.

Chapter 5. IDENTIFYING GAPS AND ACTIONS NEEDED TO FILL THE GAPS

If you rated yourself at anything less than the **Lead Others** level on any element during the self-assessment in Chapter 4, this chapter is for you. You may yourself feel that you have a gap that needs attention. A colleague or mentor may have pointed out an area you need to work on. Or you may actually have received a complaint about some deficiency needing attention. This chapter will help you to define what more you need to know or to do to remedy the situation and will help you to identify means and resources to fill these gaps.

Go to the worksheets on knowledge, skills and functions, pages 15 to 50. Locate the first element of competency that needs improvement. The **first step** is to describe the gap. Decide if it is the element you need to work on, or if in fact the gap relates only to one or more specific parts of the element. Describe the gap by setting out what you don't know or haven't done; in other words, set out what you need to learn or practice to improve this element. This forms your learning objective for this item.

The **second step** is to look at ways to fill the identified gaps. Ideally, this chapter would simply provide specific programs and activities to fill each type of gap. However, the range of formal courses designed for Canadian practitioners is still limited. In addition, while peer-led workshops are well established in some regions, they are infrequent or non-existent in others. Moreover, in the crucial area of experience in the implementation of actual ethics programs, the possibilities for finding a mentor, or landing a contract together with a more experienced practitioner, are quite unpredictable.

To help you identify programs and courses that you could use to enhance your competency, EPAC has produced an inventory of ethics education and training resources across Canada. The inventory is available on the EPAC Web site (www.epac-apec.ca). Even with the inventory, you will still have to match identified gaps and available resources in a manner similar to that suggested below in order to find the right solution for you.

Go to the first element of competency that you identified as having a gap. Examine the gap and select appropriate education and experience resources to fill the gap. The resources may be one or more of the means listed below. (You have seen this list before in Chapter 4, where you used it to identify the evidence for having attained each competency.)

- on-the-job experience,
- volunteer activities and projects,
- 'life skills', that is learning by osmosis,
- formal coursework (taken and taught),
- certificates, diplomas, degrees, and awards
- ad hoc courses and workshops (attended and led),
- input from colleagues, superiors, clients, and audiences,

- mentoring (taken and given),
- self-education, including readings, videos, Web browsing, etc.,
- conference attendance and presentations,
- association memberships and activities,
- other certification and credentialling,
- etc.

Note that some specific elements of competency, by their nature, require work experience in some form (including co-op education, for example). Other elements of competency may be acquired via 'life skills', and still others through educational programs. In fact, improving some of your skills may require you to be more attentive to your behaviour and ask for more feedback on your performance, rather than to seek training or work opportunities. There is no simple rule for which type of means is most appropriate for each competency.

The single most valuable way to find actual courses or workshops, and opportunities to gain work experience, is to get advice from peers (see for example the list of members of EPAC on its Web site www.epac-apec.ca). Join professional organizations like EPAC and monitor information flowing from them. Participate in professional activities so that you will be 'the first to know' when new events and activities are being designed and organized.

Chapter 6. YOUR PERSONAL ACTION PLAN

You are now ready to create your own personal action plan by prioritizing the information on gaps that you have identified under knowledge, skills and functions. The primary focus here should be on elements that you have rated at the **Little or Nothing** level and need to bring to **Satisfactory** or better. Subsequently, the focus can shift to those you have rated **Satisfactory** or **High Quality** and want to bring up to a higher level.

There are several possible ways to analyze the gaps in each group. Pick one, or combine them in a way that makes sense for you.

- Assign numbers to the relevant worksheets in the order in which you want to undertake activities to improve your competency. For example, you might assign number 1 to taking a course that helps you fill a set of gaps, each of which you would label with the number 1.
- Sort the worksheets into stacks related to a subject or topic and then arrange the worksheets in the order in which you will proceed. For example, you might create a stack of worksheets that require you to assemble and digest information on a particular subject. Order the worksheets in the stack with the most important first.
- Sort the worksheets in stacks related to a learning activity and then order the worksheets in the order in which you will proceed. For example, you might create a stack of worksheets that require you to seek a project with a mentor involving activities related to several gaps.

Once you have identified the actions you wish to take, use the worksheet on page 51 to make a one-page summary of your personal action plan, showing priorities and timelines. This plan must balance what you need to do with what you can do, given the time and money available, and the availability of appropriate courses and activities. Remember to give priority to actions required to take you to **Satisfactory** in all elements of competency. Modify the summary as circumstances change.

You have now completed the self-assessment process. Congratulations! We hope you find the results useful as you undertake activities that will, in the words of the *Ethical Standards* covered in Chapter 3, “develop and maintain your individual competence and expertise” to their highest possible level.

WORKSHEETS

Section 1. ETHICAL STANDARDS WORKSHEETS

Instructions

Here are the worksheets that go with Chapter 3 on Ethical Standards, page 6. Tick off each element after being certain that you can accept or adhere to it at all times. All members of EPAC must be able to tick off all sections; moreover, it is highly desirable that anyone undertaking work in organizational ethics be able to do the same.

For further information on each element, go to *Guidance for Applying the Ethical Standards* on the EPAC web site (www.epac-apec.ca).

CORE VALUES OF INDIVIDUAL MEMBERS OF EPAC	I agree to adhere to:
caring, fairness, respect, responsibility, and trustworthiness (including honesty, integrity, reliability and loyalty)	

CODE OF ETHICS	I accept at all times to:
Being in compliance with all applicable laws, members of EPAC are committed to maintaining a high standard of conduct, both professionally and personally. To that end, members accept the following principles:	
<p>I. Responsibility to Clients</p> <p>A. Serve the long-term well-being of our clients and their stakeholders.</p> <ol style="list-style-type: none"> 1. Recognize the personal, organizational, and cultural beliefs and values relevant to serving our clients 2. Be particularly sensitive to diversity when serving clients in multicultural and international environments. 3. Be prepared to make explicit our beliefs, values and ethics as ethics practitioners. 4. Be prepared to help clients provide ethics services for themselves. 5. Inform clients if there is serious doubt that they can benefit from our continuing services, or if our services cannot be provided in the letter and spirit of this code. 	

I. Responsibility to Clients, continued	I accept at all times to:
<p>B. Conduct any professional activity, program or relationship in ways that are honest, responsible, and appropriately open.</p> <ol style="list-style-type: none"> 1. Strive for professional behaviour that meets the test of the highest internationally available ethical standards. 2. Inform those with whom we work about the implications and risks, if any, of their participation. 3. Be prepared to provide for our own accountability by evaluating and assessing the effects of our work. 4. Establish fair contracts, ensuring mutual understanding and agreement about services to be performed and remuneration. 5. Encourage transparency and frankness wherever possible, as an important adjunct to ethical behaviour. 	
<p>C. Respect the confidentiality of information when transparency is not appropriate.</p> <ol style="list-style-type: none"> 1. Never divulge confidential or private information without consent of the parties concerned, unless the disclosure is required by law or necessitated by public health and safety. 2. Make the limits of confidentiality clear to clients and participants. 	
<p>D. Avoid conflicts of interest.</p> <ol style="list-style-type: none"> 1. As may be reasonable under the circumstances, inform the client at the earliest opportunity when serving similar organizations. 2. Never use inside or non-public information about a client for our own financial or other advantage without the client's consent. 	
<p>E. Ensure the full accuracy of our public statements about any aspect of our work, including promotion and advertising.</p>	
<p>F. Avoid undertaking to achieve results which are beyond our capacity to deliver.</p>	
<p>G. Refrain from accepting or offering gifts, other than customary hospitality, that could in any way be construed as solicitations of favours.</p>	

II. Personal Responsibility	I accept at all times to:
<ul style="list-style-type: none"> A. Act with integrity and candour. B. Recognize personal needs and interests, and assert them in ways that are fair to all concerned. C. Develop and maintain our individual competence and expertise. D. Establish co-operative relations with other professionals. 	
III. Responsibility to the Profession	
<ul style="list-style-type: none"> A. Contribute to the continuing professional development of other ethics practitioners, and to the development of the profession as a whole in Canada and abroad. B. Promote the sharing of professional knowledge and skill, giving credit for the ideas and production of others. C. Work actively to ensure ethical practices by individuals and organizations engaged in ethics activities. D. Accept, where possible, some clients who cannot pay full fees. E. Act in ways that bring credit to the ethics profession, and with due regard for colleagues in other professions. F. Avoid actions that may be considered as denigrating the work of professional peers or EPAC. G. No member will engage in a review of the work of another EPAC member without notifying both the member involved and EPAC. 	
IV. Application of this Code	I agree:
<ul style="list-style-type: none"> A. Questions relating to the interpretation of the Code of Ethics shall be referred to the board of directors which shall make appropriate arrangements to provide a response. B. Members shall place on file with the secretary of the Association a signed document certifying their agreement to abide by the Code of Ethics as a condition of remaining as members in good standing. 	

Section 2. KNOWLEDGE WORKSHEETS

Instructions

Fill out the sheets using the instructions in Chapter 4 of the Guide (page 7) to self-assess your knowledge.

Go to Chapter 5 of the Guide (page 9) for instructions on making entries on the sheets for:

- gaps, and
- actions needed to fill the gaps.

Finally, go to Chapter 6 of the Guide (page 11) for instructions on creating a Personal Action Plan using the information on the worksheets.

Note that the left column on each table refers to the page number in the *Competency Profile of Ethics Practitioners*, which you can consult at the EPAC web site (www.epac-apec.ca).

Knowledge		Little or Nothing	Satisfactory	High Quality	Lead Others
p11	1. Ethics theory a) Understanding of the language used in discussing ethics and ethical issues, including the use of terms such as ethics, values, social responsibility, morality, religion, and law. b) Understanding of major ethical theories and their application in advising organizations (that is, the goals to be attained in the ethics of organizations). c) Understanding of ethical decision-making models based on values, principles and moral reasoning. d) Understanding of the relative strengths and weaknesses of different approaches to ethics, values and morality.				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:
 Education to fill gap _____

Experience to fill gap _____

		Knowledge	Little or Nothing	Satisfactory	High Quality	Lead Others
p11	2. Management a) Understanding of organizational management (that is, the context of the ethics of organizations). b) Understanding of the relationship between organizational values and ethics, and personal beliefs and convictions c) Understanding of organizational behaviour and trends from the point of view of the social, psychological and management sciences.					

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:

Education to fill gap _____

Experience to fill gap _____

	Knowledge	Little or Nothing	Satisfactory	High Quality	Lead Others
p12	3. Public expectations a) Understanding of society’s current expectations on ethical behaviour, and public knowledge of ethics and ethical issues, especially as they apply to organizations (that is, the base-line of the ethics of organizations). b) Understanding of major national and international ethics cases and trends related to ethics. c) Understanding of trends not related to ethics in the sectors in which the practitioner is active, whether public, private or voluntary. d) Understanding of cultural differences, especially as they relate to organizations.				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:
 Education to fill gap _____

Experience to fill gap _____

Knowledge		Little or Nothing	Satisfactory	High Quality	Lead Others
p12	<p>4. Programs, stakeholders and networks</p> <p>a) Understanding of ethics practices in organizations, including actual and best practices in ethics in public and private sectors.</p> <p>b) Understanding of the stakeholders likely to be involved in an ethics issue and their needs.</p> <p>c) Understanding of ethics networks, knowledgeable individuals, and other resources, as well as how and when to use them.</p>				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:

Education to fill gap _____

Experience to fill gap _____

Knowledge		Little or Nothing	Satisfactory	High Quality	Lead Others
p12	5. Law a) Understanding of legal standards, especially those related to the ethics of organizations (dealing, for example, with conflict of interest). b) Understanding of the law (short of providing legal opinions) as it applies to ethics-related issues of harassment, privacy, environmental issues, health and safety, bribery, etc. c) Understanding of the scope of ethical behaviour beyond minimal compliance with the law.				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:

Education to fill gap _____

Experience to fill gap _____

	Knowledge	Little or Nothing	Satisfactory	High Quality	Lead Others
p12	<p>6. Related and specialty fields (select fields relevant to you from list below or add others as needed)</p> <p>a) General understanding of related fields with possible applications to ethics projects, such as: sampling and polling, auditing and evaluation, governance and accountability, commercial practices, human resources management.</p> <p>b) General understanding of specialty fields within 'organizational ethics', such as: social accounting and audits, fraud awareness, anti-corruption, conflict of interest, legal compliance, corporate social responsibility, professional standards.</p> <p>c) General understanding of other specialties within 'applied ethics', such as: bioethics, environmental ethics, legal ethics.</p>				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:

Education to fill gap _____

Experience to fill gap _____

		Knowledge	Little or Nothing	Satis- factory	High Quality	Lead Others
p13	7. Ethics Practitioners' Association of Canada (EPAC) a) Understanding of EPAC ethical standards and guidelines. b) Understanding of the position of EPAC standards in relation to other ethical standards and ethics generally.					

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:

Education to fill gap _____

Experience to fill gap _____

Section 3. SKILLS WORKSHEETS

Instructions

Fill out the sheets using the instructions in Chapter 4 of the Guide (page 7) to self-assess your skills. In rating your skills, it is particularly important to combine your perception with others' perception of your performance.

Go to Chapter 5 of the Guide (page 9) for instructions on making entries on the sheets for:

- gaps, and
- actions needed to fill the gaps.

Finally, go to Chapter 6 of the Guide (page 11) for instructions on creating a Personal Action Plan using the information on the worksheets.

Note that the left column on each table refers to the page number in the *Competency Profile of Ethics Practitioners*, which you can consult at the EPAC web site (www.epac-apec.ca).

		Skills	Little or Nothing	Satisfactory	High Quality	Lead Others
p13	1. Trust a) Gaining and building the trust of others, as an essential part of work in ethics.					

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:

Education to fill gap _____

Experience to fill gap _____

	Skills	Little or Nothing	Satisfactory	High Quality	Lead Others
p13	2. Objectivity and balance a) Striving to be increasingly fair, objective and impartial in giving advice and guidance related to ethics issues. b) Adjusting the approach employed so as to avoid excesses of both relativism and dogmatism in ethics.				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:

Education to fill gap _____

Experience to fill gap _____

	Skills	Little or Nothing	Satisfactory	High Quality	Lead Others
p13	3. Limitations of practitioner and work environment a) Recognizing personal limitations in carrying on ethics projects, as well as limits to the role of the ethics practitioner. b) Striving for the most desirable ethical solutions while recognizing legitimate limitations within the work environment concerned.				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:
 Education to fill gap _____

Experience to fill gap _____

	Skills	Little or Nothing	Satisfactory	High Quality	Lead Others
p13	4. Listening a) Non-judgmental listening as a primary tool for work on ethics. b) Drawing out 'client-driven' solutions on a broad spectrum of ethics-related issues.				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:

Education to fill gap _____

Experience to fill gap _____

	Skills	Little or Nothing	Satisfactory	High Quality	Lead Others
p14	5. Stakeholder focus a) Working together with diverse stakeholders on ethical problems. b) Helping members of organizations to improve themselves and their organizations' ethical practices.				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:

Education to fill gap _____

Experience to fill gap _____

	Skills	Little or Nothing	Satisfactory	High Quality	Lead Others
p14	6. Dialogue a) Facilitating constructive dialogue on ethical issues. b) Clarifying unexpressed and partly expressed matters so that they can be integrated into ethics programs.				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:

Education to fill gap _____

Experience to fill gap _____

	Skills	Little or Nothing	Satisfactory	High Quality	Lead Others
p14	7. Teamwork and co-operation a) Being a team player with clients, other stakeholders, and other specialists during ethics projects. b) Bridging organizational divisions where lack of co-operation is causing ethical problems. c) Utilizing skills of other specialists and building teams with an effective mix of skills to address specific issues related to ethics. d) Promoting broad synergies and being a catalyst for significant improvement in the ethical milieu.				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:

Education to fill gap _____

Experience to fill gap _____

	Skills	Little or Nothing	Satisfactory	High Quality	Lead Others
p14	8. Transparency and confidentiality a) Promoting and exemplifying transparency as a central ethical requirement, while recognizing the rules of confidentiality.				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:

Education to fill gap _____

Experience to fill gap _____

		Skills	Little or Nothing	Satisfactory	High Quality	Lead Others
p14	9. Leadership a) Giving due recognition to the importance of leadership in the implementation of ethics-related programming. b) Interacting easily with leaders as well as members at all other organizational levels on ethics-related issues. c) Leading discussion on ethics in organizations, in the profession and before the general public.					

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:
 Education to fill gap _____

Experience to fill gap _____

	Skills	Little or Nothing	Satisfactory	High Quality	Lead Others
p15	10. Consulting business , where applicable a) Following impeccable business practices in the ethics consulting endeavour and maintaining the exemplary ethical reputation of the consulting practice in all circumstances.				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:

Education to fill gap _____

Experience to fill gap _____

	Skills	Little or Nothing	Satisfactory	High Quality	Lead Others
p15	11. Applying ethics a) Applying ethical knowledge appropriately and usefully to the organizational environment, including distinguishing values and ethics in different organizational settings (private, public and voluntary sectors). b) Integrating what the organization ought to be asking for into project design.				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:
 Education to fill gap _____

Experience to fill gap _____

	Skills	Little or Nothing	Satisfactory	High Quality	Lead Others
p15	12. Analysis a) Demonstrating strong ability to examine and describe clearly the component parts and essential features of ethics- and values-related issues and problems. b) Identifying logical inconsistencies, even in areas tangential to the project.				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:
 Education to fill gap _____

Experience to fill gap _____

	Skills	Little or Nothing	Satisfactory	High Quality	Lead Others
p15	13. Risk a) Identifying and evaluating ethical risk. b) Developing anticipatory risk management strategies.				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:

Education to fill gap _____

Experience to fill gap _____

		Skills	Little or Nothing	Satisfactory	High Quality	Lead Others
p15	14. Synthesis a) Combining diverse factors, based on sound analysis, into coherent solutions to ethical issues. b) Balancing between the demands of ethics and the requirements of on-going organizational processes.					

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:

Education to fill gap _____

Experience to fill gap _____

		Skills	Little or Nothing	Satisfactory	High Quality	Lead Others
p15	15. Advice a) Providing effective advice and guidance, including useful and useable recommendations and interventions, based on a) a clear understanding of various approaches, frameworks and standards in applied ethics, b) the behaviour of organizations, and c) society's expectations and knowledge of ethical issues. b) Creating ethics cultures and undertaking integrated program development, implementation and assessment, including ethics training, guidance, and reinforcement. c) Being persuasive about enhancing ethics in organizations without either advocating a dogmatic approach, or reducing ethics to a public relations exercise.					

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:
 Education to fill gap _____

Experience to fill gap _____

	Skills	Little or Nothing	Satisfactory	High Quality	Lead Others
p16	16. Formulating a) Writing reports on cases, consultations and similar subjects. b) Developing ethical codes, guidelines, policies, case studies, audits and such. c) Producing specialized and complex texts on ethics.				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:
 Education to fill gap _____

Experience to fill gap _____

	Skills	Little or Nothing	Satisfactory	High Quality	Lead Others
p16	17. Counselling and training a) Counselling, coaching and training members of organizations on ethical issues. b) Providing practical training courses for groups on ethical issues, as well as training the trainers.				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:

Education to fill gap _____

Experience to fill gap _____

	Skills	Little or Nothing	Satisfactory	High Quality	Lead Others
p16	18. Professional development: continuous learning a) Developing continuously in ethics generally and in chosen specialties within ethics. b) Acquiring knowledge quickly by exercising curiosity and initiative in finding relevant information and organizing it effectively. c) Counselling, coaching and training specialists in other fields, as well as ethics practitioners, on ethical issues.				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:

Education to fill gap _____

Experience to fill gap _____

Section 4. FUNCTIONS WORKSHEETS

Instructions

Fill out the sheets using the instructions in Chapter 4 of the Guide (page 7) to self-assess the functions that you carry out.

Go to Chapter 5 of the Guide (page 9) for instructions on making entries on the sheets for:

- gaps, and
- actions needed to fill the gaps.

Finally, go to Chapter 6 of the Guide (page 11) for instructions on creating a Personal Action Plan using the information on the worksheets.

Note that the left column on each table refers to the page number in the *Competency Profile of Ethics Practitioners*, which you can consult at the EPAC web site (www.epac-apec.ca).

Functions		Little or Nothing	Satisfactory	High Quality	Lead Others
p7	<p>1. Develop ethics programs and initiatives that respond to organizational needs.</p> <p>a) Identify the values, mission and goals of organizations and their stakeholders, as well as their management and accountability structures.</p> <p>b) Identify strengths, weaknesses, and threats to ethical conduct in the organization.</p> <p>c) Determine and design an effective approach, as well as the objectives of an ethics program or project based on a comprehensive needs analysis.</p> <p>d) Identify and communicate differences between ideal ethical standards and existing organizational practices.</p> <p>e) Develop an organizational infrastructure to support ethics training, guidance, reinforcement and communications.</p> <p>f) Foster the use of dialogue between members of the organization for the purpose of determining the organizational values, designing the code of ethics or conduct, and resolving ethical issues.</p>				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:
 Education to fill gap _____

Experience to fill gap _____

 _____ (continue overleaf)

	Functions	Little or Nothing	Satisfactory	High Quality	Lead Others
p7	<p>2. Develop and implement appropriate ethical standards and processes.</p> <p>a) Identify best practices for developing ethical standards appropriate to different organizations.</p> <p>b) Develop mission and values statements, codes of ethics and conduct, standards of practice, or other standards-setting techniques, as appropriate.</p> <p>c) Identify processes to ensure that all relevant policies, procedures and practices are consistent with an organization's ethical standards.</p>				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:

Education to fill gap _____

Experience to fill gap _____

	Functions	Little or Nothing	Satisfactory	High Quality	Lead Others
p7	<p>3. Promote ethical leadership and decision-making at all levels of the organization.</p> <p>a) Identify strategies to enable individuals to demonstrate ethical leadership.</p> <p>b) Identify patterns, trends and issues that require ethical consideration by managers and employees.</p> <p>c) Design leadership programs to promote ethical and values-based behaviour.</p> <p>d) Identify appropriate ethical decision-making techniques to recognize and deal with ethical issues faced by staff and managers.</p> <p>e) Identify and design effective means of communicating and reinforcing ethical decisions.</p>				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:
 Education to fill gap _____

Experience to fill gap _____

	Functions	Little or Nothing	Satisfactory	High Quality	Lead Others
p8	<p>4. Provide guidance to empower individuals and organizations to address specific ethical issues and dilemmas.</p> <p>a) Identify and analyze ethical issues and dilemmas facing individuals and organizations.</p> <p>b) Reconcile differences between ethics and personal, professional, corporate and societal values and goals.</p> <p>c) Collect and assess information on the organizational and environmental contexts of the issues and dilemmas.</p> <p>d) Identify the appropriate application of ethics, values, morality and the law to the issues and dilemmas.</p> <p>e) Select and apply strategies for resolving ethical issues and dilemmas.</p> <p>f) Counsel individuals on ethical matters.</p> <p>g) Identify and design policies and procedures to allow individuals to safely report breaches of ethical conduct and for remedying breaches of ethical conduct.</p>				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:
 Education to fill gap _____

Experience to fill gap _____

	Functions	Little or Nothing	Satisfactory	High Quality	Lead Others
p8	<p>5. Design and provide advice on social responsibility frameworks.</p> <p>a) Identify relevant national and international standards on such matters as human rights, labour, and environment.</p> <p>b) Identify and develop strategies to meet organizational social responsibilities to stakeholders and the wider society.</p> <p>c) Identify relevant governance issues, including transparency and accountability.</p> <p>d) Identify acceptable organizational practices and standards in relation to social responsibilities (including social audits).</p> <p>e) Develop policies and procedures for assessing and reporting on organizational performance in the social responsibility area, including progress towards such goals as sustainability.</p>				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:

Education to fill gap _____

Experience to fill gap _____

Functions		Little or Nothing	Satisfactory	High Quality	Lead Others
p9	<p>6. Gain and maintain the respect and trust of clients.</p> <p>a) Explain clearly the nature of the work to be done, the results to be achieved and any costs that may be incurred.</p> <p>b) Assess complex issues in varied situations objectively and impartially.</p> <p>c) Nurture acceptance and commitment to action.</p> <p>d) Demonstrate effective methods for dealing with ambiguity and change.</p> <p>e) Explain clearly any limitations of expertise as an ethics practitioner.</p> <p>f) Facilitate constructive dialogue on values and ethics in working together with clients.</p> <p>g) Promote and use teamwork as an approach to the application of ethics in organizations.</p> <p>h) Ensure expectations are met in a timely fashion.</p> <p>i) Recognize the impact of own behaviour on others.</p> <p>j) Seek performance feedback and act on it.</p>				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:
 Education to fill gap _____

Experience to fill gap _____

 _____ (continue overleaf)

	Functions	Little or Nothing	Satisfactory	High Quality	Lead Others
p9	<p>7. As an ethics practitioner, maintain a high level of professional knowledge and expertise for the purpose of applying ethics and values in organizations.</p> <p>a) Acquire and maintain the general and required specialized knowledge of theories and concepts of high ethical standards, applied ethics and best practices.</p> <p>b) Acquire and maintain the ability to analyze and question the validity of ethical standards and practices.</p> <p>c) Understand generally national and international ethical standards for individual and organizational conduct as well as cultural differences that may exist.</p> <p>d) Understand generally the different theories of organizational management as they apply to ethics.</p> <p>e) Understand generally the legal context for the application of ethics in organizations.</p>				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:
 Education to fill gap _____

Experience to fill gap _____

	Functions	Little or Nothing	Satisfactory	High Quality	Lead Others
p10	<p>8. As an ethics practitioner, maintain and promote high professional and ethical standards.</p> <p>a) Demonstrate high standard of personal integrity and ethical behaviour.</p> <p>b) Maintain awareness and practise the ethical standards for ethics practitioners.</p> <p>c) Promote the development of expertise through mentoring, supporting colleagues and sharing information.</p> <p>d) Contribute to the development of the field through such activities as research, publication, or teaching.</p> <p>e) Participate actively in professional organizations involved in the field of ethics.</p>				

Evidence for positive self-assessment:

Evidence of education _____

Evidence of experience _____

Description of any gap in competency (gap can be phrased as learning objective):

Resources and actions needed to fill the gap and reach the learning objective:
 Education to fill gap _____

Experience to fill gap _____

Section 5. PERSONAL ACTION PLAN SUMMARY WORKSHEET

Go to Chapter 6 (page 11) for instructions on creating a Personal Action Plan using the information on the previous worksheets. Then prepare a one-page summary below, showing priorities and timelines in a way that is appropriate to your particular circumstances. Remember the general rule that actions to attain **Satisfactory** in all elements should receive priority over actions to attain **High Quality** or **Lead Others**.

Date of Self-Assessment:

Actions, in order of importance	Time Period