

# Key Competencies Development Activities Guide

**Human Resources**

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# Introduction

## Introduction

As part of our shared vision, *Destination 2020*, the University of Ottawa has made performance management a strategic priority. *Destination 2020* describes what a desirable work environment means: «We aim to create an environment in which [staff] will find fulfilment and mutual respect, one that is collegial, collaborative and open.»

In order to develop a culture of performance, accountability, development and leadership, the University of Ottawa Human Resources Service has created this *Key Competencies Development Activities Guide* for University of Ottawa staff.

The University promotes a culture of continuous learning for staff, recognizing that development supports performance. As *Destination 2020* puts it, «We foster the individual and collective development of our staff.» Supervisors and employees share responsibility for continuous learning. Should an employee's development require ongoing support, the employee can register for a Performance Improvement Plan.

We offer you this guide to help you develop the four Performance Management and Development Program key competencies. It's meant to be a reference tool covering various types of development, according to your needs.

This guide will help you think about your SMART (specific, measurable, attainable, relevant and realistic, timely) goals for the coming year, giving you activity-based learning strategies. At the end of this guide, you'll find resources for you from the Centre for Organizational and Career Development (CODL). Enjoy the journey!

## Key competencies for University of Ottawa support staff

Key competencies for University of Ottawa support staff (planning, initiative, service excellence, and teamwork and cooperation)



# Planning competency

## Definition of the planning competency

Organize in time a series of actions or events in order to realize an objective or a project. Plan and organize own work and priorities in regular daily activities.

## Suggestions on how to develop this competency

### On your own

- Create reverse work plans, listing your projects and your SMART goals for the year. Be sure to include the various stages, the people responsible, other people you're working with or who need to be informed, and deadlines. Make sure you achieve these projects and goals.
- Get into the habit of looking at your work plans on a daily, weekly, monthly and yearly basis, deciding on your **A** (very important), **B** (important) and **C** (for later) priorities. Each month, ask yourself what impact achieving your priorities will have on your sector, faculty or service meeting its priorities and on our *Destination 2020* vision.
- Each month, make a master list of the tasks you need to accomplish, ranked A, B and C by priority. Cross them off as you complete them, to see how close you're getting to completing your priority tasks.
- Create a time log sheet every day. In the left hand column, list all the hours in your workday. In the right hand column, list your activities for each hour. Be as detailed as possible. At the end of each day, look at what distracted you. Be frank and ask yourself «What's stopping me from completing certain projects and tasks? » For each source of distraction and/or procrastination, list two solutions.
- Plan your work according to your energy level and which tasks are most demanding. The morning often lends itself to concentration, so channel your attention by eliminating distractions. Use your 10 or 15 minutes between activities for simpler tasks like checking email and returning phone calls.
- Block off time every week in your Outlook calendar for your projects and tasks. Use Outlook to manage your time and priorities. For example, make yourself lists of tasks and add reminders so that you follow up and meet your deadlines.

- Consider your own learning style in order to better develop your planning skills and see what would best help you to develop them. Are you more the kind who learns by surfing the net, meeting in groups of two or three, attending workshops, devoting yourself to reading, relying on trial and error, listening to CDs or watching DVDs?
- Learn to assert yourself by delaying responding to certain incoming requests, according to your order of priorities, or by explaining what stops you from saying yes. Reserve the right to change your answer, to be more effective.

### With your supervisor

- Each month, or as often as you agree on, share your work plans in detail with him or her and see if they fit with your section's vision. Accept the feedback you get, to improve your planning.
- Look over your job description to better understand what's expected of you in terms of planning, and speak with your supervisor. Try to get to know his or her expectations, keeping in mind your career path and work experience.
- Ask your supervisor for feedback on your planning habits and come up with strategies together to enable you to develop your planning skills.
- Learn about your faculty, service or section's priorities, and develop your job priorities for the coming year. Turn these priorities into SMART performance goals. Review them every month.
- With your supervisor, make a list of people holding positions like yours. Talk with them about the planning-related challenges they've faced and find common solutions.

### As a team

- Share your work plans and SMART goals with the members of your team and get to know theirs'. Take a chance and share your ideas and suggestions, to improve planning and develop a joint approach.
- Set aside time in staff meetings for everyone to talk about priority and time management difficulties and come up with strategies that you can try out. Meet the following month and see how the strategies worked.
- Choose an informal mentor with very good planning skills. Ask him or her for some tips and about career challenges he or she has overcome that have helped develop planning skills. Agree to meet at regular intervals and let your mentor know what impact his or her support has on your development.



- Register as a team for one of the planning workshops offered by the CODL. Be sure to list the specific SMART goals you want to meet, both as a team and as individuals. Schedule two meetings after the workshop to reinforce what you've learned and to monitor your progress in meeting your goals.
- Ask for feedback from a colleague you trust regarding situations where you've shown good planning and others where you've been less effective. Ask for details on these situations and try to understand their impact on you and your team. Then, come up with ways to improve.
- Develop the best practice of sharing concrete examples of outstanding planning in your service or faculty. Circulate these examples to inspire, to create a sense of pride and accountability, and to better show what it means to acquire this competency.

## Activity-based learning strategies

Activity-based learning strategies to develop this competency.

Human Resources' Centre for Organizational Development and Learning offers various ways to support the development of this competency.

Contact CODL directly at: [hrlearning@uottawa.ca](mailto:hrlearning@uottawa.ca)<sup>1</sup>, or call ext. 1543 for details:

- [Job Shadowing](#)<sup>2</sup>: provides an opportunity to observe and network with a peer who demonstrate a competency that you hope to acquire.
- [Peer Learning Clinic](#)<sup>3</sup>: group members discuss shared challenges and develop professional skills through reflection and dialogue with peers.
- [Mentoring program](#)<sup>4</sup>: mentoring takes place over several months. The person being mentored develops skills by meeting specific goals.
- [Skills development coaching](#)<sup>5</sup>: a professional and personalized service that aims to develop new skills or improve existing ones.

## Workshops offered by CODL

[Search workshops by keyword, category, service or language](#)<sup>6</sup>.

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1.

2. <http://www.hr.uottawa.ca/learn/shadowing>

3. [http://www.hr.uottawa.ca/learn/learning\\_peer](http://www.hr.uottawa.ca/learn/learning_peer)

4. <http://www.hr.uottawa.ca/learn/mentoring>

5. [http://www.hr.uottawa.ca/learn/coaching\\_skills.php](http://www.hr.uottawa.ca/learn/coaching_skills.php)

6. <https://web30.uottawa.ca/hr/web/en/node>

[Search the alphabetical list of workshops](#)<sup>7</sup>.

## Workshops offered by CODL that support development of this competence

- [Success as an administrative support employee](#)<sup>8</sup>
- [Réussir dans mon rôle de soutien administratif](#)<sup>9</sup>
- [Time and Self-Management](#)<sup>10</sup>
- [Gérer son temps au quotidien](#)<sup>11</sup>
- [Planning a successful transition to retirement](#)<sup>12</sup>
- [Planifier les aspects essentiels de votre retraite](#)<sup>13</sup>
- [Gestion de projets | Project Management](#)<sup>14</sup>
- [Gestion de projet : notions de base](#)<sup>15</sup>
- [Performance et développement : Vue d'ensemble | Performance and Development : Overview](#)<sup>16</sup>

## Readings in English

- Adams, M. (2009). Change your questions, change your life: 10 Powerful Tools for Life and Work, San Francisco : Berrett-Koehler.
- Covey, S. R. (2013) The 7 habits of highly effective people : powerful lessons in personal change. New York [etc.] : Simon & Schuster
- Covey, S. R., & Merrill, A. R., & Merrill, R. R. (1995). First Things First: To live, to love, to learn, to leave a legacy.

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7. <https://web30.uottawa.ca/hr/web/en/type/courses>

8. <https://web30.uottawa.ca/hr/web/fr/node/1102>

9. <https://web30.uottawa.ca/hr/web/fr/node/1093>

10. <https://web30.uottawa.ca/hr/web/fr/node/74>

11. <https://web30.uottawa.ca/hr/web/fr/node/73>

12. <https://web30.uottawa.ca/hr/web/fr/node/554>

13. <https://web30.uottawa.ca/hr/web/fr/node/555>

14. <https://web30.uottawa.ca/hr/web/fr/node/499>

15. <https://web30.uottawa.ca/hr/web/fr/node/658>

16. <https://web30.uottawa.ca/hr/web/fr/node/658>

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- Mayer, J. J. (1995). Time Management for dummies, IDG Books Worldwide, Inc., Foster City.

## Readings in French

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- Laprée, R. (2004). Réussir vos projets de groupe : ciblez correctement et atteignez vos résultats! Les éditions logiques, Outremont.
- Moulinier, R. (2007). Gestion du temps : Manager son travail, manager sa vie. Chiron éditeur, Paris.
- Zeller, D., Lentini, P. (2011) Bien gérer son temps pour les nuls. First Editions, Paris.

## Other development initiatives

Other development initiatives offered by HR

[Refresher leave](#)<sup>17</sup>.

[Career Development Fund](#)<sup>18</sup>

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17. <http://www.uottawa.ca/about/policy-63-refresher-leave>

18. <http://www.hr.uottawa.ca/learn/fonds.php>



# Initiative competency

## Definition of the initiative competency

Demonstrate creativity and initiative to suggest improvements and encourage positive results. Is proactive and self-starting. Show availability and willingness to go above and beyond whenever is possible.

## Suggestions on how to develop this competency

### On your own

- Every year, between January and March, think about how your values fit with our *Destination 2020* vision, and write your thoughts in a journal. Then, think about the *Destination 2020* strategic plan. What initiatives can you take on over the coming year to contribute to the plan?
- Try to perform tasks that aren't part of your job description. Try to make the most of your abilities and strengths, while testing out new ways of doing things.
- Keep a journal in which you write about situations at work where you've exceeded expectations. What did you feel? What was the positive impact of your initiative on your team and on the University?
- At the end of the day, in that journal, write about a challenge you've faced, and the following morning, take five minutes to think about solutions to it.
- Make a list of what you consider to be your contributions at work. Take a chance and intervene in a situation when you see the need to offer support or assistance, even if it's not something you're responsible for. Continue with your initiatives.
- Volunteer to help your co-workers when you can.
- Offer at least two suggestions to every client who calls upon your services.
- When it comes to ideas, adopt the slogan «the crazier, the better, » to encourage an open mind and self-questioning, thus shaking loose new options. For example: find five solutions to a work-related challenge.
- Feed your curiosity by seeing «problems» as opportunities and learning by trial and error. Sometimes, there isn't just one solution, but a hundred.

- Agree to take part in an unfamiliar activity, to develop a new competency and increase your capacity for risk.
- Take note of the times over the past year, the past month and the past week when you've shown initiative. What was the impact of doing this on you and on your section? What feelings did your initiative bring out?
- How do you make a difference? How would you like to make a difference, over the next month, or the next year?

### With your supervisor

- When you see a challenge, be proactive and give your supervisor two potential solutions.
- Ask your supervisor to share with you some personal examples of taking initiative at work.
- Talk openly with your supervisor about your desire and ability to take risks and develop your sense of initiative. Ask about his or her comfort level and the support that he or she can offer. Build your risk tolerance.
- Communicate often to get to know your section's orientation. Work together on a far-off goal, acting like it's near so you act on it.

### As a team

- Pick out a mentor on your team, someone who exercises leadership and shows initiative on a daily basis. Ask yourself what you can learn from this person and the way he or she leads.
- Register for the Use Your Creative Side to Shine workshop. List your goals to build your sense of initiative.
- Get involved with a committee to contribute your ideas. Try to solve problems before they arise and talk about them as a group. Make a list of consequences if needed.
- Start a team program to recognize leadership and initiative.
- Name a problem and, as a game, tell it like a story together. One by one, describe the situation humorously and throw in one or two off-the-wall ideas.
- Hold group brainstorming sessions where anything goes, even the silliest ideas. For example, challenge everyone and get them thinking by asking them to come up with five solutions in two minutes.

- Test out new work methods, and encourage trial and error and risk-taking by trying something new, whatever the result. Look at what you've done and ask what you've learned as a group.
- Communicate your ideas in unusual ways (pictures, music, art, dance...) to get attention.
- Arrange your workspace so as to free your creative self. Change your environment from time to time to see things in a different light.
- In staff meetings, discuss ideas freely and openly, respectfully but without holding back, for an agreed amount of time. Bounce all your ideas off each other.
- Develop your sense of humour and capacity to adapt.
- Find ways to recognize team members' initiatives and to highlight their impact on your team, your clients and the University. Share these initiatives with your faculty or service.

## Activity-based learning strategies

Activity-based learning strategies to develop this competency.

Human Resources' Centre for Organizational Development and Learning offers various ways to support the development of this competency.

Contact CODL directly at: [hrllearning@uottawa.ca](mailto:hrllearning@uottawa.ca)<sup>19</sup>, or call ext. 1543 for details:

- [Job Shadowing](#)<sup>20</sup>: provides an opportunity to observe and network with a peer who demonstrate a competency that you hope to acquire.
- [Peer Learning Clinic](#)<sup>21</sup>: group members discuss shared challenges and develop professional skills through reflection and dialogue with peers.
- [Mentoring program](#)<sup>22</sup>: mentoring takes place over several months. The person being mentored develops skills by meeting specific goals.
- [Skills development coaching](#)<sup>23</sup>: a professional and personalized service that aims to develop new skills or improve existing ones.

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19.

20. <http://www.hr.uottawa.ca/learn/shadowing>

21. [http://www.hr.uottawa.ca/learn/learning\\_peer](http://www.hr.uottawa.ca/learn/learning_peer)

22. <http://www.hr.uottawa.ca/learn/mentoring>

23. [http://www.hr.uottawa.ca/learn/coaching\\_skills.php](http://www.hr.uottawa.ca/learn/coaching_skills.php)

## Workshops offered by CODL

[Search workshops by keyword, category, service or language](#) <sup>24</sup>.

[Search the alphabetical list of workshops](#) <sup>25</sup>.

## Workshops offered by CODL that support development of this competence

- [Use your creative side to shine](#) <sup>26</sup>
- [Explorer son potentiel créatif](#) <sup>27</sup>
- [What's your learning style?](#) <sup>28</sup>
- [Connaître votre style d'apprentissage](#) <sup>29</sup>
- [Comprendre et gérer la résistance au changement](#) <sup>30</sup>
- [Discover your Myers-Briggs Type \(MBTI\)](#) <sup>31</sup>
- [Découvrir ses préférences MBTI](#) <sup>32</sup>
- [Introduction à la diversité | Introduction to diversity](#) <sup>33</sup>
- [Initiation à la pensée critique](#) <sup>34</sup>
- [Self-motivation at work](#) <sup>35</sup>
- [Trouver la motivation au travail](#) <sup>36</sup>

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24. <https://web30.uottawa.ca/hr/web/en/node>

25. <https://web30.uottawa.ca/hr/web/en/type/courses>

26. <https://web30.uottawa.ca/hr/web/fr/node/1142>

27. <https://web30.uottawa.ca/hr/web/fr/node/672>

28. <https://web30.uottawa.ca/hr/web/fr/node/1293>

29. <https://web30.uottawa.ca/hr/web/fr/node/838>

30. <https://web30.uottawa.ca/hr/web/fr/node/1359>

31. <https://web30.uottawa.ca/hr/web/fr/node/523>

32. <https://web30.uottawa.ca/hr/web/fr/node/677>

33. <https://web30.uottawa.ca/hr/web/fr/node/612>

34. <https://web30.uottawa.ca/hr/web/fr/node/1136>

35. <https://web30.uottawa.ca/hr/web/fr/node/642>

36. <https://web30.uottawa.ca/hr/web/fr/node/641>



- [Performance and Development: How to prepare a professional development plan](#)<sup>37</sup>
- [Performance et développement : Comment préparer un plan de développement professionnel](#)<sup>38</sup>
- [Yoga du rire](#)<sup>39</sup>

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- Buzan T. (2010). Mind maps for business: revolutionise your business thinking and practice. Harlow, England ; New York : Pearson/BBC Active
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## Readings in French

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- Buzan, T. and Barry (2012). Mind Map : Dessine-moi l'intelligence, Paris : Éditions Eyrolles.
- De Bono, E. (2007). Les six chapeaux de la réflexion, Éditions Eyrolles, Paris.

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37. <https://web30.uottawa.ca/hr/web/fr/node/1921>

38. <https://web30.uottawa.ca/hr/web/fr/node/1916>

39. <https://web30.uottawa.ca/hr/web/fr/node/619>

- De Bono, E. (1971). Au service de la créativité dans l'entreprise; la pensée latérale, Paris : Entreprise moderne d'édition.
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## Other development initiatives

Other development initiatives offered by HR

[Refresher leave](#)<sup>40</sup>.

[Career Development Fund](#)<sup>41</sup>

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40. <http://www.uottawa.ca/about/policy-63-refresher-leave>

41. <http://www.hr.uottawa.ca/learn/fonds.php>

# Service excellence competency

## Definition of the service excellence competency

Reflect a positive attitude, demonstrate competence and professionalism, treat members of the community with respect, exercise care, devote full attention and find solutions.

## Suggestions on how to develop this competency

Extracted from: [www.excellence.uottawa.ca](http://www.excellence.uottawa.ca)<sup>42</sup>

The University of Ottawa plays a key role in developing the global citizens, innovators, and leaders of tomorrow through its dedication to discovery and learning. It is our vision to provide an environment that is **caring and attentive, and that is respectful of all members of our community**. We connect with students by showing our genuine interest in their development. We support them by demonstrating **competence, professionalism** and by using a **positive attitude**, all characteristics of **solutions-oriented employees**.

Together, we can become leaders in service excellence!

## On your own

- Refer to the service excellence web site at [www.excellence.uottawa.ca](http://www.excellence.uottawa.ca)<sup>43</sup> and get to know the University's vision of service excellence, service expectations and guidelines that will help with in-person, phone and email interaction with past, present and future members of the University of Ottawa community.
- These redefined guidelines are a reflection of the University of Ottawa's vision of service excellence, describe below. By choosing to make the five pillars of the service excellence vision part of our daily commitment to service excellence, we're creating a better university experience for everyone and helping prepare the leaders, innovators and global citizens of tomorrow. For a downloadable PDF version of the information below, see the Service Excellence Guidelines.
- [Bilingualism](http://www.excellence.uottawa.ca/en/bilingualism)<sup>44</sup>

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42. [www.excellence.uottawa.ca](http://www.excellence.uottawa.ca)

43. <http://excellence.uottawa.ca/>

44. <http://excellence.uottawa.ca/en/bilingualism>

- [Putting yourself in the student's shoes](#)<sup>45</sup>
- [Resolving student inquiries at the first point of contact](#)<sup>46</sup>
- [Online communication](#)<sup>47</sup>
- [In-person interaction](#)<sup>48</sup>
- [Telephone interaction](#)<sup>49</sup>
- Here are a few examples, extracted from the [Service Excellence Guidelines](#)<sup>50</sup>
  - Always respond to people in the language in which they initiate conversation.
  - Keep the tone of your written response pleasant, enthusiastic and professional.
  - Take the time to respond in full sentences. Incomplete sentences may be seen as brusque or impatient.
  - - If you must speak to a colleague about the person's request and the person is within hearing distance, use the official language chosen by that person.
- Make these standards your own. Think about which ones you already apply and which you should integrate in your work.
- Remember that in every client interaction, you are an ambassador representing the University of Ottawa.
- Think of a situation when you've received outstanding service and its impact on you. How did you feel as a customer? Would you like to have the same impact on your clients and make a difference for them?
- List the client behaviours that you find hard to handle. Write down details of particular situations in a journal, including the clients' emotional reactions and your own. Add solutions that would lead to service excellence.
- In the same journal, do a «personal rules» exercise. In other words, write down your life rules, the ones that mean a lot to you and reflect your deepest values. Recognizing them will increase your awareness of yourself and of what strikes a nerve with you, and will help you come up with strategies to protect yourself.

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45. <http://excellence.uottawa.ca/en/putting-yourself-students-shoes>

46. <http://excellence.uottawa.ca/en/resolving-student-inquiries-first-point-contact>

47. <http://excellence.uottawa.ca/en/Online-Communication>

48. <http://excellence.uottawa.ca/en/In-Person-Interaction>

49. <http://excellence.uottawa.ca/en/Telephone-Interaction>

50. <http://excellence.uottawa.ca/en/Service%20Excellence%20Guidelines>

- In your journal, describe how your «ideal» client acts, what he or she says and does, and how you know he or she is happy to be a University client. As a University ambassador, how do you make the client's life easier and enhance his or her experience?
- Note your clients' complaints. Which ones recur? How can you and your faculty or service eliminate them?

### With your supervisor

- Share some examples of challenges you've faced with clients, discussed with peers and haven't found solutions for.
- Ask him or her for help with situations you've described in your journal that could arise again.
- Ask your supervisor to observe you during a difficult interaction with a client and to give you feedback on what he or she sees.
- Also, ask your supervisor to tell you about your progress as you overcome challenges.
- Make a distinction between what you can control and act on and what you can't, and know when to let go.

### As a team

- Ask what «enhancing the university experience» means for you? Discuss your answers as a group.
- How do you define the verb «to serve»? What other terms describe how you see client service?
- What does «service excellence» mean for your team? Discuss it in pairs.
- Have a group discussion to better understand our service excellence vision and guidelines, and to make them your own. Are certain declarations harder to put into practice? Encourage each other to apply them and see what happens.
- Ask around and have everyone talk about his or her own way of doing things and the talents and qualities you bring to the table with your clients.
- From time to time, devote part of your meeting to talking about difficult behaviour and the challenge it represents for each of you. Prepare for these discussions and bring some possible solutions. Be open about asking for your co-workers' support and solutions.

- Feel free to speak openly about the challenges that stand in your way. Just naming them can create a space for finding solutions.
- How do you protect and take care of yourself when you have difficult dealings with clients? Recognize the value of debriefing sessions after a difficult encounter.
- Try to get to know the challenges your faculty or service colleagues face in providing service, as well as your client satisfaction levels. If you're facing major challenges, suggest holding a group discussion.
- Find a way for your faculty or service to share recent (in the last week or month) successful initiatives with staff. Do the same in your section or team.
- Develop a recognition program for your team, service or faculty.

## Activity-based learning strategies

Activity-based learning strategies to develop this competency.

Human Resources' Centre for Organizational Development and Learning offers various ways to support the development of this competency.

Contact CODL directly at: [hrlearning@uottawa.ca](mailto:hrlearning@uottawa.ca)<sup>51</sup>, or call ext. 1543 for details:

- [Job Shadowing](#)<sup>52</sup>: provides an opportunity to observe and network with a peer who demonstrate a competency that you hope to acquire.
- [Peer Learning Clinic](#)<sup>53</sup>: group members discuss shared challenges and develop professional skills through reflection and dialogue with peers.
- [Mentoring program](#)<sup>54</sup>: mentoring takes place over several months. The person being mentored develops skills by meeting specific goals.
- [Skills development coaching](#)<sup>55</sup>: a professional and personalized service that aims to develop new skills or improve existing ones.

## Workshops offered by CODL

[Search workshops by keyword, category, service or language](#)<sup>56</sup>.

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51.

52. <http://www.hr.uottawa.ca/learn/shadowing>

53. [http://www.hr.uottawa.ca/learn/learning\\_peer](http://www.hr.uottawa.ca/learn/learning_peer)

54. <http://www.hr.uottawa.ca/learn/mentoring>

55. [http://www.hr.uottawa.ca/learn/coaching\\_skills.php](http://www.hr.uottawa.ca/learn/coaching_skills.php)

56. <https://web30.uottawa.ca/hr/web/en/node>

[Search the alphabetical list of workshops](#)<sup>57</sup>.

## Workshops offered by CODL to develop this competency

- [Managing everyday stressors](#)<sup>58</sup>
- [Gérer son stress au quotidien](#)<sup>59</sup>
- [L'étiquette téléphonique](#)<sup>60</sup>
- [Intercultural communication](#)<sup>61</sup>
- [La communication interculturelle](#)<sup>62</sup>
- [Gérer les relations intergénérationnelles en milieu de travail | Intergenerational diversity in the workplace](#)<sup>63</sup>
- [Enhancing the university experience \(five modules\)](#)<sup>64</sup>
- [Favoriser l'expérience universitaire \(5 modules\)](#)<sup>65</sup>
- [Enhancing the university experience: My role matters](#)<sup>66</sup>
- [Favoriser l'expérience universitaire: le rôle de chacun](#)<sup>67</sup>
- [Enhancing the university experience: The supervisor's role](#)<sup>68</sup>
- [Favoriser l'expérience universitaire: le rôle des superviseurs](#)<sup>69</sup>
- [Intelligence émotionnelle: Module 1 | Module 1: Introduction to emotional intelligence](#)<sup>70</sup>

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57. <https://web30.uottawa.ca/hr/web/en/type/courses>

58. <https://web30.uottawa.ca/hr/web/fr/node/315>

59. <https://web30.uottawa.ca/hr/web/fr/node/314>

60. <https://web30.uottawa.ca/hr/web/fr/node/842>

61. <https://web30.uottawa.ca/hr/web/fr/node/844>

62. <https://web30.uottawa.ca/hr/web/fr/node/31>

63. <https://web30.uottawa.ca/hr/web/fr/node/560>

64. <https://web30.uottawa.ca/hr/web/fr/node/602>

65. <https://web30.uottawa.ca/hr/web/fr/node/603>

66. <https://web30.uottawa.ca/hr/web/fr/node/660>

67. <https://web30.uottawa.ca/hr/web/fr/node/659>

68. <https://web30.uottawa.ca/hr/web/fr/node/680>

69. <https://web30.uottawa.ca/hr/web/fr/node/679>

70. <https://web30.uottawa.ca/hr/web/fr/node/476>

- [Intelligence émotionnelle: Module 2 | Module 2: Increasing your level of emotional intelligence](#)<sup>71</sup>
- [Intelligence émotionnelle : Module 3 | Module 3: Use your emotional intelligence](#)<sup>72</sup>
- [Introduction à la diversité | Introduction to diversity](#)<sup>73</sup>
- [Performance and Development: How to prepare a professional development plan](#)<sup>74</sup>
- [Performance et développement : Comment préparer un plan de développement professionnel](#)<sup>75</sup>
- [Rédiger avec tact](#)<sup>76</sup>
- [Rédiger vite et bien](#)<sup>77</sup>
- [S'affirmer au travail | Assertiveness](#)<sup>78</sup>
- [Seconds to make a positive first impression](#)<sup>79</sup>
- [Influer en quelques secondes](#)<sup>80</sup>
- [Techniques de négociation](#)<sup>81</sup>
- [Faire une présentation efficace | Effective and influential presentations](#)<sup>82</sup>
- [Trouvez réponse à ses questions de langue | Getting the answers to your language questions!](#)<sup>83</sup>
- [The University at a Glance](#)<sup>84</sup>
- [Université en bref](#)<sup>85</sup>

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71. <https://web30.uottawa.ca/hr/web/fr/node/520>

72. <https://web30.uottawa.ca/hr/web/fr/node/522>

73. <https://web30.uottawa.ca/hr/web/fr/node/612>

74. <https://web30.uottawa.ca/hr/web/fr/node/1916>

75. <https://web30.uottawa.ca/hr/web/fr/node/1916>

76. <https://web30.uottawa.ca/hr/web/fr/node/662>

77. <https://web30.uottawa.ca/hr/web/fr/node/1326>

78. <https://web30.uottawa.ca/hr/web/fr/node/37>

79. <https://web30.uottawa.ca/hr/web/fr/node/2045>

80. <https://web30.uottawa.ca/hr/web/fr/node/1087>

81. <https://web30.uottawa.ca/hr/web/fr/node/851>

82. <https://web30.uottawa.ca/hr/web/fr/node/1362>

83. <https://web30.uottawa.ca/hr/web/fr/node/1355>

84. <https://web30.uottawa.ca/hr/web/fr/node/4>



- [Verbal judo](#)<sup>86</sup>
- [Communication tactique \(Verbal judo\)](#)<sup>87</sup>
- [Capsule grammaticale : Participes passés \(cas particuliers\)](#)<sup>88</sup>
- [Capsule grammaticale : Conjugaison des verbes irréguliers](#)<sup>89</sup>
- [Capsule grammaticale : Les anglicismes](#)<sup>90</sup>
- [Capsule grammaticale : Parlons chiffres](#)<sup>91</sup>
- [Capsule grammaticale : Participes passés](#)<sup>92</sup>
- [Capsule grammaticale : Tout...sur « tout »](#)<sup>93</sup>
- [Write Right: Brush Up on Your Phrasal Verbs!](#)<sup>94</sup>
- [Write Right: Confounding Capitalizations!](#)<sup>95</sup>
- [Write Right: English Writing Workshop](#)<sup>96</sup>
- [Write Right: Nuance!](#)<sup>97</sup>
- [Write Right: Punctuation!](#)<sup>98</sup>

## Readings in English

- Blais-Comeau, J. (2013). *Etiquette, Confidence and Credibility : You at Your Best at Work : Business Intelligence Plus Solutions to Sticky Situations*. Jewels Publishing, Ottawa.

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85. <https://web30.uottawa.ca/hr/web/fr/universite-en-bref>

86. <https://web30.uottawa.ca/hr/web/fr/node/624>

87. <https://web30.uottawa.ca/hr/web/fr/node/623>

88. <https://web30.uottawa.ca/hr/web/fr/node/1487>

89. <https://web30.uottawa.ca/hr/web/fr/node/1488>

90. <https://web30.uottawa.ca/hr/web/fr/node/640>

91. <https://web30.uottawa.ca/hr/web/fr/node/648>

92. <https://web30.uottawa.ca/hr/web/fr/node/639>

93. <https://web30.uottawa.ca/hr/web/fr/node/647>

94. <https://web30.uottawa.ca/hr/web/fr/node/1111>

95. <https://web30.uottawa.ca/hr/web/fr/node/1081>

96. <https://web30.uottawa.ca/hr/web/fr/node/1110>

97. <https://web30.uottawa.ca/hr/web/fr/node/1112>

98. <https://web30.uottawa.ca/hr/web/fr/node/1113>

- Nelson Bolles, R. (1981). *What color is your parachute? A practical manual for job hunters and career changers*. Ten Speed Press. Berkeley.
- Rosenberg, M. B. (2003). *Non-violent communication : a language of life*, 2nd edition, Puddle Dancer Press, Encinitas, California.

## Readings in French

- Faure, J-P., & Girardet, C. (2003). *L'empathie, le pouvoir de l'accueil : Au coeur de la Communication non violente*, Jouvence Éditions.
- Nelson Bolles, R. (2005). *De quelle couleur est votre parachute? : un guide pratique pour les gens en recherche d'emploi et en changement de carrière*. [Repentigny] : Ed. Reynald Goulet inc.
- Rosenberg, M. (2004). *Les mots sont des fenêtres (ou bien ce sont des murs) : Introduction à la Communication non violente*. Éditions la Découverte, Paris.

## Other development initiatives

Other development initiatives offered by HR

[Refresher leave](#)<sup>99</sup>.

[Career Development Fund](#)<sup>100</sup>

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99. <http://www.uottawa.ca/about/policy-63-refresher-leave>

100. <http://www.hr.uottawa.ca/learn/fonds.php>

# Teamwork and co-operation competency

## Definition of the Teamwork and co-operation competency

Cooperate and work well with other members of the team to reach common goal(s). Accept and give constructive feedback. Able to adjust own behavior to reach the goals of the team.

## Suggestions on how to develop this competency

### On your own

- Be honest with yourself about your strengths, about areas where you need to improve, and about how both affect your work. Ask yourself questions like «What kinds of activities and interactions leave me energized? » and "When do my co-workers ask for my advice? »
- Think of a behaviour you could adopt from now on to feel happier and help your team get along even better (for example, removing yourself from a heated discussion as soon as you feel you're becoming agitated, just to take a step back).
- Develop relationship skills, such as listening skills or self-awareness, thinking of strategies to develop them (for example, keeping a journal for a month or having a practice partner).
- Keep a log. Write down your basic values and personal «rules». Ask what your personal «rules» are. Which ones are you prepared to compromise on and which are too important to compromise on? Have you ever shared your personal values and rules with your colleagues and supervisors? Do you know theirs?
- Take a few minutes daily to become aware of how you'd like to interact with your peers during the day and the quality of relationships that you'd like to develop.

### With your supervisor

- Try to get feedback from your supervisor on how you act in a team, including how you participate.

- Give open and honest feedback to your supervisor on how he or she acts in the team, giving specific examples.
- When you're developing a new competency and getting out of your comfort zone, indicate what support you'll need.
- Ask how you can contribute to your team's wellbeing and help it have the best possible work experience.

## As a team

- Share feedback as a team at least twice a year, to encourage team performance, development and wellbeing. For each member of the team, write down the «gift that you bring to the team» and «what I'd like to see more of from you». Then, spend some time talking with each person to forge bonds.
- As a team, attend a workshop on improving collaboration. In the week after the workshop, meet to discuss what you've learned and your needs as team members.
- To offer positive feedback, use the STAR method (**S or T**=What was the situation or task? **A**=What was the action or inaction? and **R**=What was its result? ). Alternately, use the STAR/AR method (**S or T**=What was the situation or task? **A**=What was the action or inaction? **R**=What was its result? **A**=What would have been an alternative action? and **R**=What would have been the result? ) Give each other feedback during the week the follows.
- Get into the habit of summarizing, orally or in writing, your understanding of the information your co-workers have shared with you before taking action.
- Take a break to enjoy yourselves as a team and to get to know each other informally.
- Encourage group laughter, and laughing for no particular reason. Dare to not take yourselves too seriously sometimes and to laugh at yourselves.
- Highlight the efforts of members who get out of their comfort zone to lend a helping hand to a co-worker or to develop a new skill.
- Develop a «team charter» to create the best possible work experience.
- Do a team exercise to discover the multiple intelligences of your members, each one's uniqueness and your richness as a group. What mysteries in each of you remain to be solved?
- Take a few minutes at the beginning of each workday to reflect on the type of interaction you'd like to have with the members of your team and with other University staff.

- Create opportunities for you to offer each other feedback and develop your capacity to receive it, for example, by saying «thank you» and thinking about it. Do it for healthy relationships and to allow each member to grow.

## Activity-based learning strategies

Activity-based learning strategies to develop this competency.

Human Resources' Centre for Organizational Development and Learning offers various ways to support the development of this competency.

Contact CODL directly at: [hrlearning@uottawa.ca](mailto:hrlearning@uottawa.ca)<sup>101</sup>, or call ext. 1543 for details:

- [Job Shadowing](#)<sup>102</sup>: provides an opportunity to observe and network with a peer who demonstrate a competency that you hope to acquire.
- [Peer Learning Clinic](#)<sup>103</sup>: group members discuss shared challenges and develop professional skills through reflection and dialogue with peers.
- [Mentoring program](#)<sup>104</sup>: mentoring takes place over several months. The person being mentored develops skills by meeting specific goals.
- [Skills development coaching](#)<sup>105</sup>: a professional and personalized service that aims to develop new skills or improve existing ones.

## Activity-based learning strategies to develop this competency

- [Managing everyday stressors](#)<sup>106</sup>
- [Gérer son stress au quotidien](#)<sup>107</sup>
- [Comprendre et gérer la résistance au changement](#)<sup>108</sup>
- [Intercultural communication](#)<sup>109</sup>
- [La communication interculturelle](#)<sup>110</sup>

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101.

102. <http://www.hr.uottawa.ca/learn/shadowing>

103. [http://www.hr.uottawa.ca/learn/learning\\_peer](http://www.hr.uottawa.ca/learn/learning_peer)

104. <http://www.hr.uottawa.ca/learn/mentoring>

105. [http://www.hr.uottawa.ca/learn/coaching\\_skills.php](http://www.hr.uottawa.ca/learn/coaching_skills.php)

106. <https://web30.uottawa.ca/hr/web/fr/node/315>

107. <https://web30.uottawa.ca/hr/web/fr/node/314>

108. <https://web30.uottawa.ca/hr/web/fr/node/1359>

109. <https://web30.uottawa.ca/hr/web/fr/node/844>

- [Discover your Myers-Briggs Type \(MBTI\)](#) <sup>111</sup>
- [Découvrir ses préférences MBTI](#) <sup>112</sup>
- [Gérer les relations intergénérationnelles en milieu de travail | Intergenerational diversity in the workplace](#) <sup>113</sup>
- [Use your creative side to shine](#) <sup>114</sup>
- [Explorer son potentiel créatif](#) <sup>115</sup>
- [Managing differences and conflicts](#) <sup>116</sup>
- [Gérer les différends et les conflits](#) <sup>117</sup>
- [Interaction management \(for level 9 and higher\)](#) <sup>118</sup>
- [Gestion par interaction : niveau 9 et plus](#) <sup>119</sup>
- [Intelligence émotionnelle: Module 1 | Module 1: Introduction to emotional intelligence](#) <sup>120</sup>
- [Intelligence émotionnelle: Module 2 | Module 2: Increasing your level of emotional intelligence](#) <sup>121</sup>
- [Intelligence émotionnelle : Module 3 | Module 3: Use your emotional intelligence](#) <sup>122</sup>
- [Foundations of Transformational Leadership](#) <sup>123</sup>
- [Fondements du leadership transformationnel](#) <sup>124</sup>

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110. <https://web30.uottawa.ca/hr/web/fr/node/31>

111. <https://web30.uottawa.ca/hr/web/fr/node/523>

112. <https://web30.uottawa.ca/hr/web/fr/node/677>

113. <https://web30.uottawa.ca/hr/web/fr/node/560>

114. <https://web30.uottawa.ca/hr/web/fr/node/1142>

115. <https://web30.uottawa.ca/hr/web/fr/node/672>

116. <https://web30.uottawa.ca/hr/web/fr/node/30>

117. <https://web30.uottawa.ca/hr/web/fr/node/29>

118. <https://web30.uottawa.ca/hr/web/fr/node/6>

119. <https://web30.uottawa.ca/hr/web/fr/node/5>

120. <https://web30.uottawa.ca/hr/web/fr/node/476>

121. <https://web30.uottawa.ca/hr/web/fr/node/520>

122. <https://web30.uottawa.ca/hr/web/fr/node/522>

123. <https://web30.uottawa.ca/hr/web/fr/node/1373>

124. <https://web30.uottawa.ca/hr/web/fr/node/1367>

- [Communication and Transformational Relationships](#)<sup>125</sup>
- [Communication et relations transformationnelles](#)<sup>126</sup>
- [Self-motivation at work](#)<sup>127</sup>
- [Trouver la motivation au travail](#)<sup>128</sup>
- [S'affirmer au travail | Assertiveness](#)<sup>129</sup>
- [Yoga du rire](#)<sup>130</sup>

## Readings in English

### Communication

- D'Ansembourg, T. (2007) Being Genuine: Stop being nice, be real. Puddle Dancer Press, Encinitas, California.
- Rosenberg, M. (2003). Nonviolent communication : a language of life. Encinitas, CA : PuddleDancer Press.
- Briggs Myers, I., & Myers P. B. (1995). Gifts differing. Davies-Black Publishing. Palo Alto, California.
- Krebs Hirsh, S., & Kise, J. A. G. (2006). Work it out : Using personality type to improve team performance. Davies-Black Publishing. Mountain View, California.

### Change management

- Bridges, W. (1992). Making sense of life's transitions : Strategies for coping with the difficult, painful and confusing times in our lives. Addison-Wesley Publishing Company, Inc. New York.
- Johnson, S. (1998). Who moved my cheese? : an amazing way to deal with change in your work and in your life. New York : Putnam

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125. <https://web30.uottawa.ca/hr/web/fr/node/2056>

126. <https://web30.uottawa.ca/hr/web/fr/node/1369>

127. <https://web30.uottawa.ca/hr/web/fr/node/642>

128. <https://web30.uottawa.ca/hr/web/fr/node/641>

129. <https://web30.uottawa.ca/hr/web/fr/node/37>

130. <https://web30.uottawa.ca/hr/web/fr/node/619>

### **Emotional Intelligence**

- Bradberry, T., & Greaves, J. (2005). *The Emotional intelligence quickbook : Everything you need to know to put EQ to work*. Simon and Schuster, New York.
- Cooper, R. K., & Sawaf, A. (1997). *Executive EQ : Emotional Intelligence in leadership and organizations*. Grosset/Putnam, New York
- Goleman, D., Boyatis, R., & McKee, A. (2005). *Primal leadership : realizing the power of emotional intelligence*. Boston, Mass. : Harvard Business School Press.
- Weisinger, H. (1998). *Emotional Intelligence at work : The untapped edge for success*. Jossey-Bass, A Wiley Imprint, San Fransisco.

### **Audio**

- *Working with presence : A lead to a conversation emotional intelligence* Peter Senge and Daniel Goleman.

### **Empowerment**

- Adams, M. (2009). *Change your questions, change your life: 10 powerful tools for life and work*, Berrett-Koehler Publishers, Inc. San Francisco.

### **Leadership**

- Fisher, R., Ury, W., & Patton, B. (2011). *Getting to yes : Negotiating agreement without giving in*. Penguin, New York.
- Joiner, B., & Josephs, S. (2007). *Leadership agility: Five levels of mastery for anticipating and initiating change*. John Wiley and Sons, Inc., Jossey-Bass, A Wiley Imprint, San Fransisco.
- Lencioni, P. (2002). *The five dysfunctions of a team, a leadership fable*, Jossey-Bass Publishing, San Francisco.
- Short, R. (1998). *Learning in relationship: Foundation for personal and professional success*. Learning in Action Technologies, Inc. Washington.
- Zander, R. S., & Zander. B. (2000). *The Art of Possibility: Transforming professional and personal life*. Harvard Business School Press, Boston.

### **DVD**

- *Leadership: An art of possibility*, Benjamin Zander, Groh Productions, Inc., Boston.



## Readings in French

### Communication

- D'asembourg, T. (2001). *Cessez d'être gentil, soyez vrai! : Être avec les autres en restant soi-même*. Les Éditions de l'Homme, Montréal.
- Rosenberg, M. (2004). *Les mots sont des fenêtres (ou bien ce sont des murs) : Introduction à la Communication non violente*. Éditions la Découverte, Paris.

### Change Management

- Bareil, C. (2004). *Gérer le volet humain du changement*. Les Éditions Transcontinental inc, Montréal.
- Bridges, W. (2006). *Transitions de vie : comment s'adapter aux tournants de notre existence*. Paris : InterÉditions.
- Johnson, S. (2000). *Qui a piqué mon fromage : Comment s'adapter au changement au travail, en famille et en amour*. Éditions Michel Lafon.

### Emotional Intelligence

- Bradberry, T., & Greaves, J. (2007). *Zoom sur l'intelligence émotionnelle : tout ce que vous devez savoir pour optimiser votre QE*. Brossard, Québec : Un Monde différent.
- Goleman, D., Boyatis, R., & McKee, A. (2005). *L'intelligence émotionnelle au travail*, Pearson Education France, Paris.
- Weisinger, H. (1998). *L'intelligence émotionnelle au travail : Gérer ses émotions et améliorer ses relations*, Les Éditions Transcontinental Inc., Montréal.

### Leadership

- Fisher, R., Ury, W., & Patton, B. (2006). *Comment réussir une négociation*. Seuil, Paris.
- Lencioni, P. (2005). *Optimisez votre équipe : Les cinq dysfonctions d'une équipe une fable pour les dirigeants*, Les éditions un monde différent Ltée, Brossard.
- Zander, R. S., & Zander, B. (2003). *L'univers de la possibilité : un art à découvrir*. Saint-Hubert, Québec : Éditions Un monde différent.

### Other general resources for continuous learning and competency and skills development

- Bourgeois, É., Durand, M. (2012). *Apprendre au travail*. Presses Universitaires de France.

- Davel, E., & Tremblay, D-G. (2011). Formation et apprentissage organisationnel : la vitalité de la pratique. Presses de l'Université du Québec, Québec.
- Marchand, L. (2000). Apprentissage à vie : La pratique de l'éducation des adultes et de l'andragogie. Chenelière éducation, Montréal.

## Other development initiatives

Other development initiatives offered by HR

[Refresher leave](#) <sup>131</sup>.

[Career Development Fund](#) <sup>132</sup>

## Other general resources

Other general resources for continuous learning and competency and skills development.

- Bourgeois, É., Durand, M. Apprendre au travail (2012). Presses Universitaires de France.
- Davel, E., & Tremblay, D-G. (2011). Formation et apprentissage organisationnel : la vitalité de la pratique. Presses de l'Université du Québec, Québec.
- Marchand, L. (2000). Apprentissage à vie : La pratique de l'éducation des adultes et de l'andragogie. Chenelière éducation, Montréal.
- SAKS, A. M. et HACCOUN, R.R. (2007). Managing Performance Through Training and Development, 4th Edition, Thomson Nelson.
- LE BOTERF, G. (2010). Construire les compétences individuelles et collectives. Agir et réussir avec compétence. Éditions d'Organisation.

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131. <http://www.uottawa.ca/about/policy-63-refresher-leave>

132. <http://www.hr.uottawa.ca/learn/fonds.php>