



Treasury Board of Canada  
Secrétariat

Secrétariat du Conseil du Trésor  
du Canada

Canada

# How to prepare your Candidate Achievement Record (CAR)

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**Certification Program for the Federal Government  
Procurement and Materiel Management  
Communities**



# Workshop Objectives

1. Understand the elements of the Certification Program and what is required
2. Understand a Competency and how it is used
3. Obtain information on how to successfully complete a Candidate Achievement record



# How did we start?

## Launched in 2006

- Driven by our communities in response to Federal Accountability Action Plan
- Designed as a means to professionalize the procurement and materiel management communities

## Many different players:

TBS	CGSB	CSPS	PPC (PSC)
manages program	Certifying body and administrators	provides training	provides assessment services



# Where are we now?

## 3 Designations Available

Procurement

- Level I

Procurement

- Level II

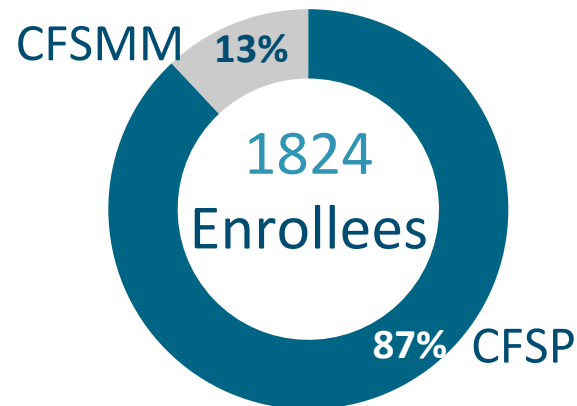
Materiel

- Level I

\*Program designed to take 3-5 years to certify

86%  
in the PG category

54%  
from departments  
other than PSPC and  
DND



**124**  
designations  
Issued, including  
6 CFSP Level II  
3 dual designation  
6 Advanced Standing

# What is required?

Enrollment	Training
<ul style="list-style-type: none"> <li>• Candidate and departmental information</li> <li>• Supervisor's signature</li> </ul>	<ul style="list-style-type: none"> <li>• 13 mandatory and elective courses (Level I)</li> <li>• 5 additional courses (Level II)</li> <li>• In-class and on-line</li> <li>• Equivalencies available</li> </ul>
Knowledge	
<p>Multiple choice exam (Level I)</p> <ul style="list-style-type: none"> <li>• 92 questions for Procurement</li> <li>• 95 questions for Materiel Management</li> <li>• Pass mark – 70 correct answers</li> </ul>	<p>Case study exam (Level II)</p> <ul style="list-style-type: none"> <li>• Evaluates 4 competencies</li> <li>• Meets or Does not meet</li> </ul> <p>Re-testing possible following waiting period</p>
Experience in public procurement/materiel management	
<ul style="list-style-type: none"> <li>• 3 years (Level I) or 5 years (Level II, including 2 supervisory)</li> </ul>	



# What is required?

## Candidate Achievement Record

- Describes a specific workplace experience for each competency
- Explains activities undertaken related to behavioural indicators
- Combination of 7 or 8 competency reports
  - 5 core competencies

AND

  - 3 functional procurement competencies

OR

  - 2 functional materiel management competencies



# What is required?

## Maintenance of certification

- Valid for 5 years
- 15 maintenance points required over validity period
  - 10 in continuous learning, committees and working groups
  - 5 in service
- Can also renew by re-taking exam
- Failure to meet requirements leads to suspension or revocation



# What's in it for me?

- Recognition of being held to highest standards;
- Builds capacity;
- Provides a competitive edge;
- Demonstrates that participants possess the skill set needed to provide recommendations; and
- Provides a source of accurate information to meet stewardship and fiduciary responsibilities.



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# Example of a Competency

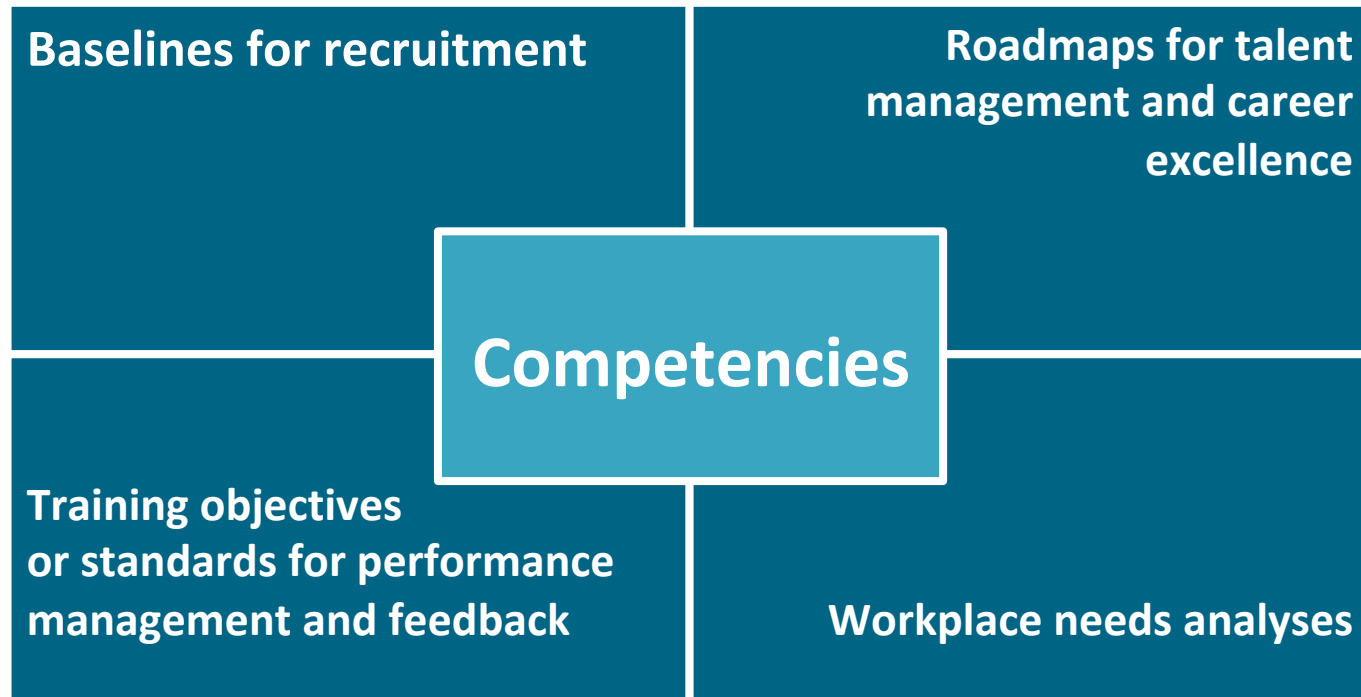
## Definition

**COMMUNICATION:** Uses verbal and written language to share and collect information, to exchange ideas and to openly explore various perspectives, adjusting style and content to individuals, audiences and circumstances as appropriate.

Level 1	Proficiency Levels	Level II
<ol style="list-style-type: none"> <li>1. Presents information clearly, logically and concisely, both verbally and in writing. Actively listens, indicating his or her understanding.</li> <li>2. Consults others and communicates information in a timely manner.</li> <li>3. Validates that one's communications have been understood by others.</li> <li>4. Manages conflicting points of view.</li> <li>5. Adjusts style and content when necessary.</li> </ol>		<ol style="list-style-type: none"> <li>1. Clearly communicates complex issues, combining integrating information as needed from multiple sources and conveying critical nuances.</li> <li>2. Actively listens to understand underlying needs (e.g., motivations, emotions) or concerns.</li> <li>3. Communicates sensitive information with tact and discretion.</li> <li>4. Responds effectively to unexpected questions that are difficult to handle.</li> <li>5. Manages conflict and mediates or negotiates with clients and industry.</li> <li>6. Tailors the content, style and mode of communication to meet the needs of diverse audiences at various levels of the organization.</li> <li>7. Persuades the client to consider various approaches to best meet or exceed requirements.</li> </ol>

Behavioural  
Indicators

# Competency Uses



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# Procurement & Materiel Management Competencies

## CORE Competencies

### Procurement & Materiel Management

- Values and Ethics
- Communication
- Relationship Building
- Thinking and Judgment
- Adaptability

## FUNCTIONAL Competencies

### Materiel Management

- Management of Materiel
- Disposal

### Procurement

- Assessment & Planning
- Acquisition
- Managing Contracts & Contract Close Out

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# Candidate Achievement Record (CAR)

## What is a Candidate Achievement Record?

- describe in writing a specific workplace experience for each competency report; and
- explain the activities undertaken related to each behavioural indicator of each competency

## Benefits of Preparing the CAR

- Highlights your on-the-job Performance
- Provides a validated example of your experience
- Serves as a tool for preparing examples of your work to present during selection interviews



# Candidate Competency Report

## For each section provide this information:

**Situation:** A short phrase that summarizes your example.

**Background:** A short description of the situation's context and your role and related tasks.

**Actions taken:** An outline of events, specifically the what you did, how you did it and why you did it.

**Results:** A brief description of results.



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# Example of a Competency Report - Background

**Background :** We often have clients with whom communication can be difficult.

BAD example:

- Description is far too vague
- Use of the word “often” is not assertive

**Background :** As an analyst working on a project, I began to realize that the client’s original business requirements for the proposed system were not clear or all-inclusive. Since our client was making changes daily, I was no longer sure what the client wanted the system to do. I discussed the situation with the other team members, who were all experiencing the same frustration.



# Example of a Competency Report – Actions Taken

**Actions taken:** I usually approach my project leader and explain the difficulties I am having with a particular client. Together we will come up with some strategies to deal with the client more effectively. I usually do well in client-service situations and am well known by my team members as a good communicator. Usually, when problems arise, we will have a series of brief one-on-one meetings with our client to develop an agenda that addresses everyone's concerns. We advise all project team members of our meeting and indicate that if there are other issues, they could be added to the agenda at the meeting. One of our team members then leads the discussion to make sure that everyone is heard and that all the agenda issues are discussed.

# Example of a Competency Report – Actions Taken

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## Actions taken:

- a) I approached my project leader and explained the situation. I suggested that the project team required at least one session with the client to clarify the requirements and to create a formal mechanism that would allow the client to communicate any future needs.
- b) My project leader agreed with my observations and encouraged me to take the lead in co-ordinating the session and resolving the situation.



# Example of a Competency Report – Actions Taken

## Actions taken:

- c) In order to treat everyone fairly and ensure a productive session, I **held** a series of brief meetings, first with the client and then with the programmers and analysts, to develop an agenda that addressed everyone's concerns and covered all of the key issues. Two days before the session, I **e-mailed** all invitees to remind them of the meeting, and attached a copy of the agenda. I also mentioned that any additional issues could be added to the agenda at the session.
- d) At the session, **as the chair, I facilitated** the discussion to ensure that everyone was heard and that all the agenda issues were addressed. When colleagues seemed unclear about the results of the discussion, I **asked** for further clarification.

# Example of a Competency Report – Actions Taken

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## Actions taken:

- e) At the end of the meeting, I reiterated the roles and responsibilities of all members, established timelines and clearly defined expectations, and set the dates for the follow-up meetings.

# Example of a Competency Report - Results

**Results:** After these meetings I will forward the minutes and results to my project leader, and everyone working on the project then gets a revised task list and due dates.

**BAD example:**

- Use of future tense instead of past
  - Gives the impression that this file is not yet closed
- 
- a) The meeting resulted in clearly defining the scope of the changes with a list of required deliverables. We also agreed to a change management procedure and issued a reporting process to ensure that there were clear and centralized means for the client to communicate future needs.
  - b) After the meeting, I forwarded the minutes and results to my project leader, who updated everyone working on the project with a revised task list and due dates. I felt very gratified to see a noticeable improvement in both our understanding of our client's needs and, as an added benefit, our relationship with the client.

# When writing your CAR, DON'T:

- X Don't provide irrelevant information that does not demonstrate your competencies and performance.
- X Don't use phrases such as 'we decided...'; 'we organized...'
- X Don't write in the present or future tenses.
- X Don't make statements using "I usually; I typically; I generally; I sometimes
- X Don't provide brief, vague descriptions of your behaviours.
- X Don't use slang terms, acronyms or abbreviations.



# When writing your CAR, DO:

- ✓ Speak about what others did ONLY to help set the context.
- ✓ Use “I” statements.
- ✓ Write in the past tense.
- ✓ Use action verbs.
- ✓ Describe your role, focus on what you actually did, your performance in the situation ...“I prepared”
- ✓ Demonstrate how you meet all of the behavioural indicators. Use concrete, specific examples.
- ✓ Use a professional writing style.



# Tips and Tricks

- Clearly indicate which behavioural indicator you are addressing.
- Once written, do go back at least once with fresh eyes.
- Ask someone else to review it for you.
- Once one report is done, submit it to CGSB for feedback before completing them all.
- If using more than 1 example, clearly separate them.



# Tips and Tricks

- Don't be too specific re: work unit details – your CAR will be sanitized so as to not allow anyone to be able to identify who you are.
- Don't provide a task list.
- Don't force it, your example may not be a good one, you may not be in the right frame of mind, you might be tired, etc.
- Don't make up anything.



# Contact Info

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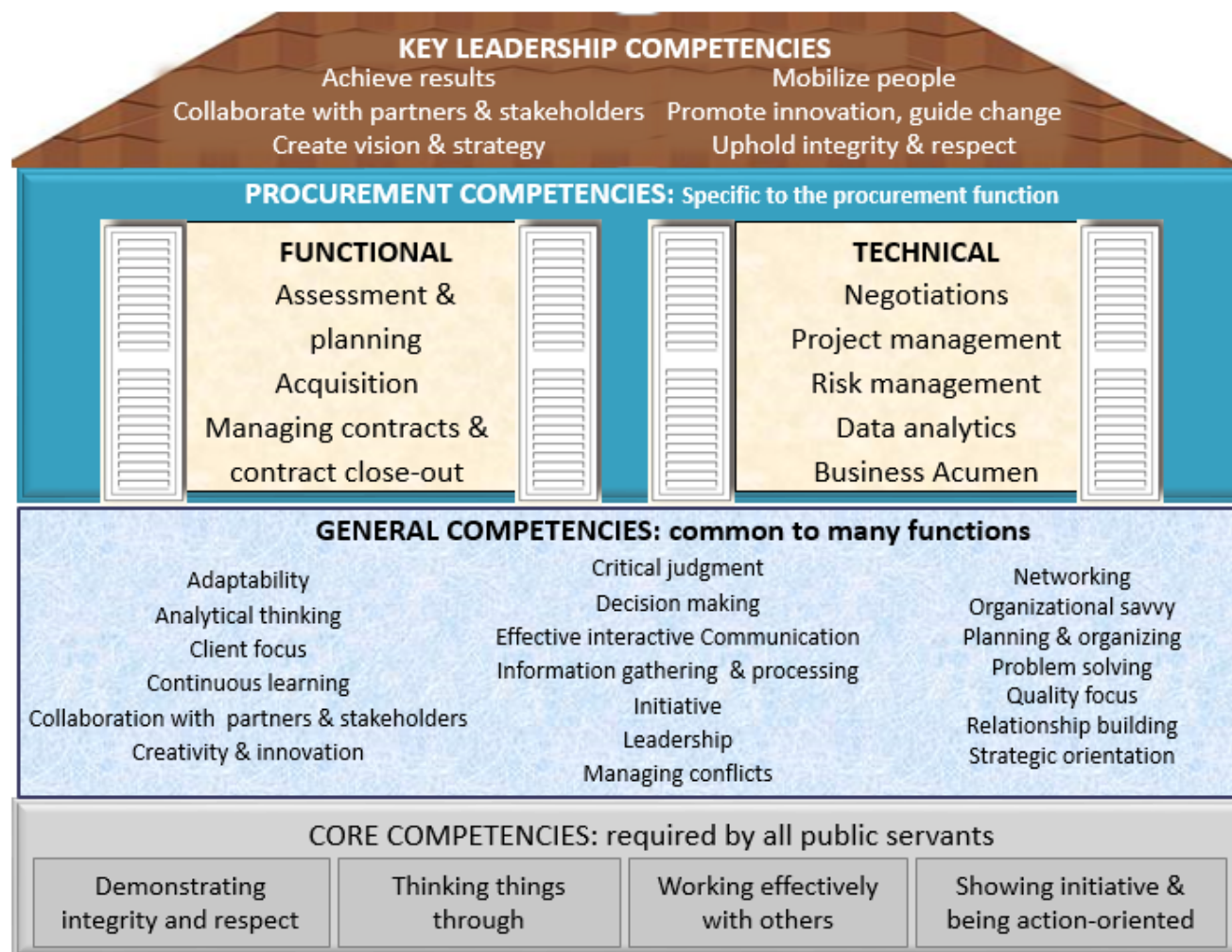


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# Appendix A: New Procurement Competencies



# Annex B: Procurement-Specific Technical Competencies



**Negotiation:** Ensures the settlement of differences between parties towards gaining mutual acceptance and achieving results. Also ensures the ability to actively listen, persuade, influence and explore positions and alternative to ultimately reach the best value, within the regulations, for the best interest of Canadians and the Government of Canada



**Project Management:** Ensures the ability of initiating, planning, executing, controlling, evaluating and closing a series of activities while addressing inherent risks to achieve specific objectives and success criteria within a defined timeline.



**Risks Management:** Ensures the ability of assessing and controlling threats affecting delivery of results. Specifically ensures an evidence-based decisions for assuming, avoiding, transferring, mitigating, sharing or compensating elements of risks.



**Data Analytics:** Ensures the use of technology for extrapolating findings in support of strategic decision making, procurement strategies, trends, supply chains and risk management. Procurement Data analytics also ensures a powerful capability to provide strategic insights and improve results delivery.



**Business Acumen:** Ensures a clear and applicable understanding of how both the industry and the government of Canada work to achieve goals and objectives. Ensures for example, a thorough understanding of the industry and government machinery, trends, economic sectors, money flows and market dynamics that drive public procurement. Brings that diverse knowledge into procurement strategies to increase competition and generate greater innovation and best value to Canada.