

## INTRODUCTION

Thank you for participating in the validation of ECO Canada’s draft competency profiles. This document is intended to support you in your review by explaining what competency profiles are, how they are organized, and what types of feedback are most helpful. Your practical experience and professional judgment will help us ensure these profiles reflect how work is performed in practice. We greatly appreciate your time and thoughtful input, which will help strengthen these profiles for use by professionals, employers, trainers, and industry associations.

## HOW YOUR FEEDBACK WILL BE USED

Your review and feedback will help us:

- Confirm that the critical competencies required for success in this role are correctly documented in the profile.
- Ensure the competency profile accurately reflects the real skills, behaviours, and work practices used by professionals in practice.

All validation feedback will be reviewed, anonymized, and synthesized by ECO Canada’s research team. Individual comments will not be attributed to specific validators and will be considered in conjunction with feedback from other Subject Matter Experts to identify common themes, areas of consensus, and opportunities for improvement.

Your input will be used to refine and strengthen the competency profiles so that they are relevant, accurate, and reflective of current professional practice. Once revisions have been made, an updated version of the competency profiles will be shared with validators for review, providing an opportunity to see how feedback has been incorporated and to offer any final observations.

## WHAT IS A COMPETENCY PROFILE?

A competency profile is a practical reference document that defines what successful performance looks like in a specific role. It describes the knowledge, skills, abilities, and behaviours required to perform that role effectively and consistently in real-world work settings. Each competency profile includes the following sections:

Section Title	Content Included
Role overview	A high-level summary of the role, including typical tasks and general education and experience requirements.
Also known as	A list of alternative titles that describe similar occupational responsibilities in the labour market.
Occupational classification	The relevant National Occupational Classification (NOC) code, as defined by the Government of Canada.
Complexity level	The focus of performance within the role.
Education and experience	Typical education, certifications, and professional experience associated with the role.
Competencies	Descriptions of the demonstrated behaviour that applies knowledge, skills, and abilities to produce intended workplace outcomes.
Performance statements	Bullet-point statements under each competency that describe observable job actions at varying complexity levels.

## HOW ECO CANADA CLASSIFIES COMPETENCIES

ECO Canada organizes competencies into four core categories that reflect the critical dimensions of professional performance:

Category	Description	Examples
Technical	Demonstrated behaviours resulting from the application of role-specific knowledge, skills, and abilities required to carry out technical tasks.	<i>GHG accounting, emissions quantification, and data analysis, Geographic information systems (GIS)</i>
Personal & Professional	Demonstrated behaviours that enable individuals to work effectively with others and meet professional responsibilities. These include cognitive, social, and affective skills that support sound judgement, collaboration, and ethical practice.	<i>Communication, teamwork, and professional judgement</i>
Legal, Policy & Regulatory	Demonstrated behaviours that ensure work is conducted in compliance with applicable laws, regulations, standards, and mandated practices.	<i>Applying GHG reporting regulations, ISO standards, or carbon market rules, hazardous waste disposal regulations</i>
Environmental	Demonstrated behaviours resulting from the application of environmental specific knowledge that enable an individual to support goals of environmental protection, resource management, and sustainable practices in their work.	<i>Environmental impact assessment, site remediation, Habitat management, wildlife assessment</i>

Each competency is expressed through a set of performance statements that reflect observable and measurable actions that show how the competency is applied on the job.

## UNDERSTANDING COMPLEXITY LEVELS

Competency profiles are classified across four levels of complexity, ranging from least complex (Level 1) to most complex (Level 4). The complexity level reflects factors such as the role's scope, autonomy, decision-making authority, and organizational impact.

### Example: GHG Inventory Accounting & Reporting

Complexity Level	Example of Work
4 (Strategy)	Develops and oversees organization-wide GHG inventory strategies to ensure compliance with regulatory requirements and recognized standards (e.g., GHG Protocol, ISO 14064).
3B (Management)	Leads GHG inventory reporting initiatives across multiple business units, ensuring alignment with organizational frameworks.
3A (Expertise)	Designs inventory data collection and reporting processes to support accurate emissions accounting.
2 (Coordination)	Implements established data collection and reporting procedures across departments for annual emissions reporting.
1 (Operations)	Inputs and tracks GHG emissions data within inventory management systems to support periodic reporting.

## QUESTIONS FOR YOUR CONSIDERATION

When reviewing a competency profile, the following questions can help guide your comments.

### Overall Accuracy & Relevance

- Does this competency profile accurately reflect the role as it exists in practice today?
- Are the described responsibilities realistic for this role?
- Are any key responsibilities or functions missing?
- Does anything feel overstated, understated, or outdated based on current practice?

### Role Scope & Level Appropriateness

- Does the scope of responsibility align with the stated role and complexity level?
- Are expectations appropriate for the level of independence, decision-making, and accountability associated with the role?
- Are higher-complexity activities clearly distinguished from lower-complexity ones?

### Competency Categories

For each competency category, consider whether the content reflects real job requirements.

#### *Technical Competencies*

- Do the technical competencies reflect actual tasks and tools used on the job?
- Are important technical skills, methodologies, or processes missing or misrepresented?
- Are competencies framed at the right level of detail (not too vague, not overly specialized)?

#### *Personal & Professional Competencies*

- Do these competencies reflect behaviours that meaningfully impact performance in this role?
- Are expectations reasonable and relevant for the role?
- Do these competencies support sound judgement, collaboration, and professional conduct?

#### *Legal, Policy & Regulatory Competencies*

- Are relevant laws, regulations, standards, or frameworks appropriately reflected?
- Are compliance expectations accurate for this role (e.g., reporting vs. verification vs. assurance)?
- Are any critical regulatory considerations missing or overemphasized?

#### *Environmental*

- Do these competencies support goals for environmental protection, resource management, and sustainability?
- Do these competencies accurately reflect the skills and knowledge needed by environmental professionals?
- Are these competencies *actually* used in day-to-day environmental work? Is there anything missing or that can be removed?

### **Performance Statements**

- Do the performance statements describe observable, real-world actions?
- Are statements written clearly and unambiguously?
- Do they reflect how work is *actually* performed, not just how it is documented or intended?

### **Language & Clarity**

- Is the language clear, consistent, and understandable to practitioners in the field?
- Is unnecessary jargon avoided, or appropriately used where required?
- Are terms used consistently throughout the profile?

### **Gaps, Redundancies, or Improvements**

- Are there duplicate or overlapping competencies or performance statements?
- Are any competencies or statements unclear, redundant, or unnecessary?
- What specific suggestions would improve clarity, relevance, or accuracy?

### **Practical Usefulness**

Would this competency profile be useful for:

- career pathway guidance
- workforce planning
- training and curriculum design
- certification or professional development

If not, what would make it more useful?

### **Optional: Contextual Feedback**

Are there regional, sector-specific, or organizational nuances worth noting?

Are expectations different across industries (e.g., consulting, government, corporate, verification bodies)?

## **COMPETENCY GLOSSARY**

### **Competency**

A demonstrated behaviour that applies knowledge, skills, and abilities to produce intended workplace outcomes.

### **Performance Statement**

A specific, observable job action that demonstrates competency.

### **Knowledge**

Theoretical and practical understanding gained through education or experience (e.g., climate science fundamentals).

**Skills**

Learned, measurable abilities that enable effective task performance (e.g., communication, data analysis).

**Abilities**

Personal attributes or capacities that support effective performance and are not necessarily learned through formal training (e.g., integrity, judgement).

**Task**

A unit of work that produces a measurable outcome (e.g., compiling data, selecting emission factors, preparing a report).

## ABOUT ECO CANADA

ECO Canada is the steward of Canada's environmental workforce. For over 25 years, we have partnered with industry, governments, academic institutions, and Indigenous communities to address labour market challenges and support career development across the environmental sector.

Our work spans the full career lifecycle of environmental professionals and includes certification, employment programs, labour market research, and accreditation.