



National Occupational Standard for
Government Relations Officer



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2 A COMPETENCY FRAMEWORK FOR INDIVIDUALS WORKING IN THE BIO-ECONOMY

2.1 What is a National Occupational Standard?

In Canada, National Occupational Standards are industry-developed and validated documents that identify and group tasks/competencies associated with a particular occupation. They also describe the knowledge and skills that a worker must demonstrate to be considered competent.

The former Alliance of Sector Councils (TASC) outlined 11 guiding principles for creating National Occupational Standards (NOS). NOS for the Canadian bio-economy meet all 11 principles and are developed to meet the current and future human capital management needs of the Canadian bio-economy.

2.2 How are we defining a competency?

We define a competency as *a set of related behaviors that describe successful performance in a designated area. It is a behavioural expression of how people integrate knowledge, skills, attributes, and attitudes to produce a value-adding result in a defined situation.*

The competency statement includes a description that integrates skills, knowledge, and actions into a sequence of activities that deliver a value-added product or service.

Performance Indicators is the term we use for the behaviours grouped under each competency that describe the level of mastery the incumbent role must demonstrate when executing a task.

For this project, we have organized the competencies into four categories.

Core Competencies are those competencies that describe the "essence of the role" — that is, they are the one to three most critical competencies that may be applicable across multiple roles in a function or job family. All levels of personnel in this function would typically share them. These competencies may also act as qualifiers that differentiate the function from other functions.

Technical Competencies are those competencies related to specific roles or professions that enable an individual to work, function, and succeed in that role. They address the various responsibilities that job incumbents encounter in a role. For example, a surgeon's technical competencies would encompass multiple surgical tools, techniques, and conditions that could be part of the position. Similarly, technical competencies for a lawyer would contain various legal situations that they encounter in the context of a particular field of practice.


Regulatory Competencies are those competencies that describe compliance with prescribed practices and mandated obligations under applicable laws, regulations, and industry standards. They ensure that critical work processes are implemented and integrated into all work activities. They are of absolute importance where economic behaviours can impact human conditions.

Personal/professional Competencies are those competencies that enable an individual to be successful working with others and fulfilling their responsibilities in a work context. Personal and professional competencies are not necessarily role specific.

2.3 Levels of complexity of work

It is important to recognize how the complexity of work varies along an organizational continuum. At one end of this continuum is low-complexity, clearly-defined, task-driven work. At the other end of the continuum is work that is higher in complexity, not as well-defined, and requires higher-level thinking and decision-making skills and a greater degree of autonomy. Results are recognised over a longer period of time and are more difficult to assess.

Figure 1: Demonstrates how the level of complexity changes with the role responsibilities

Complexity Level	Examples of Work at Different Complexity Levels	Typical Roles/Titles
Most Complex	Construct and pursue worldwide strategic plans in large corporations.	CEOs of the largest trans-global corporations
	Construct and pursue worldwide strategic plans.	C-suite executives at multi-national organizations
	Lead the accumulated impact of multiple business units.	C-suite executive at large, multi-location organizations
	Optimize the function of a single business unit or corporate support staff.	General manager; plant manager
	Manage multiple, interdependent projects; balance resources among departments.	Engineering manager
	Plan and carry out sequential projects while considering contingencies and alternatives.	Maintenance manager
	Accumulate information to diagnose and anticipate problems; proactive; notice trends.	Maintenance technician
Least Complex	Follow predefined procedures; seek help when encountering an obstacle. The ability to anticipate problems is not expected.	Maintenance labourer

We define the complexity levels within the profiles at four levels:

Foundational — performance focus is on the execution of procedures and tasks involving own job role.

Operational — performance focus includes some discretion in the planning and executing of work. The work typically includes assessing the quality of the work outcomes and taking corrective action to ensure quality.

Specialist — performance focus is on translating goals and standards to team members and ensuring that work done under the person's responsibility area complies with all corporate standards.

Strategic — performance focus is on leading work and the accumulated impact of work in an independent business unit or across a whole organization. The impact of work at this level is often not visible until the medium to longer term.

The following example illustrates the different complexity levels within a profile.

<p>Competency Name: Research Ethics</p> <p>Competency Definition: Exercises integrity and professionalism to ensure all research is performed responsibly in keeping with the ethical principles of beneficence and nonmaleficence.</p> <p>Competence at this level is demonstrated when the Research Manager:</p>			
Performance Indicators			
Foundational	Operational	Specialized	Strategic
Diligently follows research procedures and protocols mandated by legitimate authorities and professional organizations.	Regularly monitors own actions and decisions to ensure they align with professional and organizational values.	Holds self and staff accountable to the organization's values, ensuring compliance with the policies and procedures related to scientific ethics and rules of conduct.	Fosters an organizational culture of integrity and ethical business practices by unwavering personal example.

2.4 Overview methodology for the development of national occupational standards

National occupational standards were developed using a multi-step process.

Step	Description	Result/Output
1	Identify critical roles in the bio-economy through primary and secondary research.	List of 50 key roles
2	Create draft profiles with critical competencies for the roles, performance, and knowledge indicators.	Draft profiles
3	Review the draft profiles with industry subject matter experts to refine the competencies, performance, and knowledge indicators.	Reviewed profile with design inputs from industry experts
4	Further validation and review by industry via online focus group.	Validated profiles by industry experts
5	Broader validation of the draft profiles via national online surveys.	Occupational Standards validated on a national level by experts from the different sectors
6	Addition of the Essential Skills and Canadian Language Benchmark (ES/CLB) ratings.	Nationally validated NOS profiles with ES/CLB profile for each NOS

3 GOVERNMENT RELATIONS OFFICER COMPETENCY FRAMEWORK

3.1 Competency diagram for Government Relations Officer

Competencies		Competency Level				Competency Level Legend
		1	2	3	4	
Core Competency						1. Foundational
1	Professionalism/Emotional Intelligence					2. Operational
Technical Competencies						3. Specialist/Manager
2	Policy Research and Monitoring					4. Expert/Executive
3	Policy Planning and Development					
4	Government Relations and Communications Strategy					
5	Liaising with Key Stakeholders and Influencers					
6	Professional Writing for Government Relations					
7	Digital Skills for Government Relations					
Industry Regulatory Competencies						
8	Legislative, Legal, and Regulatory Alignment					
Personal and Professional Competencies						
9	Collaboration for Government Relations					
10	Continuous Learning					
11	Cultural Intelligence					
12	Effective Interpersonal Communication for Government Relations					
13	Judgement/Strategic Thinking in Government Relations					

3.2 Definition of occupation

The Government Relations Officer develops and maintains strategic relationships with elected and appointed officials and ministerial staff in all levels of government to present their industry and organization’s legislative goals and interests. They also build strong relationships with industry partners, relevant boards, industry associations, and other agencies, working cooperatively to provide feedback and positively influence new and existing standards, regulations, and government policy. The Government Relations Officer liaises between their organization, the broader industry, and government to advocate for their organization’s interests.

The Government Relations Officer researches policies and monitors legislation, media, and other happenings within and across governments, both domestically and internationally, to identify changes and trends that could impact their organization positively or negatively in the future. They provide strategic advice to their employer, informing them of the possible impacts of the proposed legislation and regulations. The Government Relations Officer creates and supports policy proposals that will advance their organization’s goals and interests. They develop talking points related to policy, legislation, and regulations for their organization. They also prepare reports and presentations to deliver within their organization and externally. They may serve as a point of contact for the media and represent their organization at industry forums and events.

The role works in the following subsectors:

Applicable To	Bio-Health	Agri-Bio	Bio-Industrial	Bio-Energy

The level of complexity of the role is:

Span of Complexity Levels	Foundational	Operational	Specialist/ Management	Expert/Executive

3.3 Level of education, training or designations requirements

Typical Education Required	Secondary	College	Bachelor	Master	PhD
Typical Starting Experience	0–5 yrs.	5–10 yrs.	10–15 yrs.	15–20 yrs.	20+ yrs.

- Bachelor’s degree in political science, commerce, communications, public policy, government relations, business, or other related fields is common
- Post-secondary level understanding of the science associated with disciplines such as food science, biology, biochemistry, pharmacy, medicinal chemistry, biotechnology, or biomedical science, is an asset
- Relevant postgraduate qualification(s) may be an asset
- Minimum five years of increasingly responsible experience in government/political administration or successful execution in policy development, program management, advocating with government, or other related experience
- Experience liaising across organizational departments and with external stakeholders is critical

3.4 Core competencies list for Government Relations Officer

3.4.1 Professionalism/Emotional Intelligence

Applies emotional and professional sensitivity to become aware of their own emotions and those of others they interact with in such a way that they can manage personal and professional decorum and maintain productive relationships.

Competency in this role is demonstrated when the individual:

- Consistently models ethical conduct such as discretion, personal integrity, and respect for diversity to foster cooperation and collaboration in the achievement of organizational objectives (self awareness).

- Exercises initiative to proactively address emerging organizational, regulatory, and technological concerns (self management/regulation).
- Implements positive personal stress management techniques to effectively deal with stress (self management/regulation).
- Works cooperatively with multiple stakeholders, demonstrating tact, diplomacy, and a willingness to consider alternative approaches or ideas that achieve results within ethical guidelines (relationship management).
- Navigates effectively through personal and political agendas to avoid or overcome barriers to the organization's progress (social awareness).

Knowledge required for competency at this level:

- Working understanding of the principles of emotional intelligence (see the work of authors like Daniel Goleman and Travis Bradberry)
- Working understanding of motivational theories

3.5 Technical competencies list for Government Relations Officer

3.5.1 Policy Research and Monitoring

Monitors and analyzes existing and proposed policies, legislation, and trends in order to identify potential adverse impacts and strategic advantages to their organization's goals and interests.

Competency in this role is demonstrated when the individual:

- Conducts detailed analyses to identify opportunities and consider the impacts of current and proposed legislation/policies on the organization and larger industry.
- Monitors activities and trends within the global regulatory and legislative community which signal that potential changes to policies and legislation may impact the organization's operations.
- Prepares complex reports with specific recommendations to advise senior management on ways to mitigate potential adverse impacts and strategically leverage potential advantages in existing and proposed policies and legislation.
- Disseminates intelligence collected on policies and legislation within municipal, provincial, federal, and/or foreign authorities that may impact the organization's current and future operations.

Knowledge required for competency at this level:

- Understanding of relevant sources to identify and inventory current and proposed policies, regulations, and legislation relevant to the organization's operations and the industry as a whole
- Understanding of methods for analyzing and evaluating the impact of policies, regulations, and legislation on the organization's operations and the industry as a whole

3.5.2 Policy Planning and Development

Authors policy proposals, briefing notes, and position papers to mitigate adverse impacts of existing/proposed laws and regulations and to strategically advance their organization and industry's goals and interests.

Competency in this role is demonstrated when the individual:

- Analyzes precedents and information from experts and other sources to formulate strategies to address policy/legislative gaps and adverse impacts.
- Prepares a comprehensive plan for proposed policy papers by identifying priority issues and objectives to be addressed, desired outcomes, options with potential impacts and risks of recommended options, resources required, and measures and methods for monitoring and evaluating overall success.
- Develops proposed policy documents that conform to government protocol and professional guidelines such as technical accuracy, persuasive tone, and language appropriate to the intended audience.
- Provides effective support to marketing by identifying and implementing policy initiatives that create or enhance market opportunities across the organization's commercial product portfolio and development pipeline.
- Ensures compliance with regulatory policies and legislation when drafting a proposed policy.
- Effectively communicates across multiple levels of stakeholders to develop policy positions.
- Considers the impact of legislation on the organization's financial, operational, and human capital capability and capacity.

Knowledge required for competency at this level:

- Knowledge of guidelines for the development of effective policy and legislation
- Knowledge of key criteria used in the appraisal of policies and legislation

3.5.3 Government Relations and Communications Strategy

Develops and implements a government and industry relations and communications strategy in order to cultivate the organization's relationship with governing bodies and to optimize the impact of policy and regulatory requirements on the organization's strategic plan.

Competency in this role is demonstrated when the individual:

- Acts as the organization's internal consultant on legislative and regulatory issues in accordance with the government relations strategy.
- Develops recommendations for policy initiatives and process improvements that create or enhance market opportunities across the organization's product portfolio and development pipeline.
- Identifies timing and approaches for critical policy initiatives that optimize the possibility of successful introduction and lobbying efforts.
- Engages all relevant colleagues in the development and implementation of a comprehensive plan for the organization's government relations and communications strategy, identifying clear actions, accountabilities, and milestones for each.
- Ensures the government relations and communications strategy aligns with the overall organizational strategy both in Canada and internationally.
- Identifies key stakeholders within both governmental and non-governmental organizations who may have influence and impact on market access and distribution and decides how to establish and develop interfaces with them and their organizations.

Knowledge required for competency at this level:

- Knowledge of how the organizational structures of governmental, non-governmental, and own organizational bodies have an impact on the organization's operations and success
- Knowledge of the key players within those organizations
- Understanding of the organization's product portfolios, strategic positioning, and objectives

3.5.4 Liaising with Key Stakeholders and Influencers

Liaises with elected and appointed government officials, regulatory and agency authorities, and other influential organizations to build positive relationships and support for the organization's business and operations in compliance with the relevant legislation, regulation, and codes of ethics impacting lobbying.

Competency in this role is demonstrated when the individual:

- Continuously nurtures active networks and relationships with key staffers in government and non-government organizations that may impact market access and distribution.
- Effectively represents the organization's point of view to positively influence key stakeholders on behalf of the organization and industry.
- Identifies blockages or conflicts that could hinder effective working relationships with key organizations and stakeholders, developing appropriate strategies to address them.
- Actively engages with internal and external stakeholders, including associations, to help shape policy decision-making that facilitates the organization's operations and growth.

Knowledge required for competency at this level:

- Knowledge of principles of positive influence and persuasion
- Knowledge of principles of effective communication
- Understanding of effective networking processes and techniques
- Understanding of political systems and processes and the human/political interface
- Understanding of the relevant legislation, regulation, and codes of ethics impacting lobbying
- Understanding of negotiation strategies and techniques

3.5.5 Professional Writing for Government Relations

Develops, refines, and disseminates policy papers, technical reports, and other scientific documents to ensure that all required and beneficial written documentation is available to organization management and regulatory bodies in order to demonstrate compliance with all regulatory requirements and guide corporate policy and decisions.

Competency in this role is demonstrated when the individual:

- Provides a written interpretation of relevant information from a wide range of policy, legislative, and regulatory documents to inform organizational policy and strategy.
- Develops position papers to influence change or advance a favorable outcome to existing and proposed legislation and policies that impact the organization.
- Prepares summary reports on current and proposed legislation and policies with an interpretation as to how they do/may affect the organization.
- Authors policy documents that guide internal decision-making on government relations and regulatory issues.

Knowledge required for competency at this level:

- Fluency in English and/or French language and grammar
- Comprehensive knowledge of technical, scientific, and legal document structures and conventions
- Awareness of language in documentation that may impact staffing, geo-political, and financial resources
- Comprehensive knowledge of government protocol and rationale in different jurisdictions globally
- Detailed understanding of the “lexicon” of various political trends and legal and regulatory frameworks and environments.

3.5.6 Digital Skills for Government Relations

Makes effective use of computer software, the Internet, and media to maintain data, develop and disseminate documents and presentations, develop professional networks, and positively influence decision-makers.

Competency in this role is demonstrated when the individual:

- Manipulates databases to track and produce reports on information relevant to the role such as legislation, policies, decision-makers, outreach communications, and engagements with stakeholders.
- Uses a variety of customer relationship management tools to maintain contact with relevant stakeholders and to inform strategy for policy and position papers.
- Uses a variety of commercial software tools to collect and analyze data, develop projections, and create reports, policy drafts, and position papers.
- Uses the Internet, analytics, and social media to conduct complex data searches.

- Structures databases and report formats for frequently used forms and reports.

Knowledge required for competency at this level:

- Comprehensive knowledge and skill in the use of desktop business applications for document creation and editing, presentations, data collection, and analysis
- Comprehensive knowledge and skill in the use of the Internet for data collection, relationship building, networking, and targeted research
- Comprehensive knowledge of software applications used within the organization (e.g., ERP, eQMS, and CRM)

3.6 Industry regulatory competencies list for Government Relations Officer

3.6.1 Legislative, Legal, and Regulatory Alignment

Knows and understands the organization's operations and regulatory strategies and the policies and legislation that govern the organization in order to ensure alignment between organizational policies and legislative requirements.

Competency in this role is demonstrated when the individual:

- Builds a comprehensive understanding of the organization's operations and regulatory strategies and governing policies/legislation to ensure their policy and advocacy efforts are aligned with this framework.
- Advises on the development and update of the organization's regulatory strategies to ensure they are aligned with applicable legislation.
- Provides regular updates to leadership on legislative changes, opportunities, or issues and their impact on the organization's regulatory compliance.

Knowledge required for competency at this level:

- Comprehensive knowledge of the organization's operations, regulatory framework, and business strategies
- Thorough knowledge of all regulatory requirements relative to the organization's operations, both domestically and internationally

3.7 Personal and professional competencies list for Government Relations Officer

3.7.1 Collaboration for Government Relations

Works effectively with others to foster trust and cooperation in the achievement of common goals that advance the organization's business plans.

Competency in this role is demonstrated when the individual:

- Identifies the background, interests, and needs of key stakeholders in order to achieve mutually beneficial outcomes.
- Creates an environment of trust and mutual respect with relevant colleagues and stakeholders regardless of relative level of authority by consulting them in key decisions and taking their views, expectations, and priorities into account.
- Seeks to understand difficult situations and issues from the others' perspectives, providing support to move things forward where necessary.
- Continuously coordinates with internal and external stakeholders to effectively achieve goals and responsibilities.

Knowledge required for competency at this level:

- Working knowledge of effective collaboration models and techniques
- Working knowledge of change management resources to affect staff culture

3.7.2 Continuous Learning

Continuously undertakes introspection to understand current knowledge and skills in a changing environment, recognizes personal knowledge gaps, undertakes independent action to actively seek targeted opportunities to acquire new knowledge, and reflects on how new knowledge can be integrated and applied.

Competency in this role is demonstrated when the individual:

- Makes a positive contribution to discussions and round tables on current legislative and regulatory issues and policies.
- Dialogues with regulatory experts and industry leaders to stay abreast of current and future developments in legislative issues and policies.

- Analyzes information from a wide variety of sources to leverage the knowledge to the organization's benefit.
- Leverages insights into prior internal and external legislative and regulatory issues and deviations to ensure the organization can circumvent issues and barriers to their business goals or mitigate them at minimal cost.
- Uses feedback and self-reflection to identify and pursue learning gaps and development opportunities.

Knowledge required for competency at this level:

- Working knowledge of latest adult learning principles as related to learning processes and techniques
- Working knowledge of training resources that can be utilized for personal and professional development
- Working understanding of personal learning style

3.7.3 Cultural Intelligence

Makes use of personal awareness of and respect for diverse cultures at an individual and group level in order to tailor communication and working styles to effectively and collaboratively deliver optimal results.

Competency in this role is demonstrated when the individual:

- Observes behaviours and mannerisms in order to effectively flex personal approach to mirror group attributes and norms.
- Adapts personal communication style situationally.
- Demonstrates assertiveness within cultural constraints.

Knowledge required for competency at this level:

- Principles of cultural intelligence

3.7.4 Effective Interpersonal Communication for Government Relations

Communicates in ways that create a clear understanding of the organization's position internally and externally in order to facilitate the organization's goals and objectives and positively influence support for the organization with government and non-government organizations.

Competency in this role is demonstrated when the individual:

- Delivers multi-mode communications that result in clear understanding, appropriate to the target audience and context (e.g., communicating technical regulatory requirements to a non-technical audience).
- Disseminates regulatory and policy papers appropriately to increase understanding and optimize receptivity without violating confidentiality and competitive concerns.
- Uses persuasive language to ethically advocate for the organization's position.
- Resolves conflict with a resistant audience in a manner that maintains a positive working relationship.
- Communicates with discretion and integrity to effectively balance regulatory/policy requirements and organizational needs.
- Translates complex information so that it becomes understandable and actionable by others.

Knowledge required for competency at this level:

- Understanding of a variety of individual and group communication models and strategies
- Understanding of conflict management approaches and techniques
- Knowledge of change management resources to affect staff culture

3.7.5 Judgement/Strategic Thinking in Government Relations

Analyzes information and situations rigorously with a view to the future implications for the organization and exercises sound judgement to recommend courses of action that strategically benefit the organization.

Competency in this role is demonstrated when the individual:

- Recommends a course of action based on an analysis of preliminary and incomplete information because action must be taken immediately.
- Provides an accurate interpretation of current and new regulations and legislation as well as their impact on organizational policies and processes.
- Accurately analyzes proposed legislation to identify its intent and anticipated outcome.
- Identifies key players and influential stakeholders and effective ways to influence each one to achieve the desired outcomes.
- Evaluates solutions to regulatory and legislative conditions in order to determine a course of action that will create the greatest strategic benefit for the organization.

Knowledge required for competency at this level:

- Understanding of a variety of problem-solving frameworks and techniques
- Understanding of a variety of root cause analysis tools
- Understanding of systems thinking approaches
- Understanding of the organization and its relationship to the larger economic and political environment

3.8 Essential Skills for Government Relations Officer

Essential Skills (ES) are foundational skills required for all types of work. They are not technical skills, but the core skills people need to acquire knowledge and complete workplace tasks and daily activities.

Understanding the ES requirements for a role can allow individuals to compare their skills to those required, assist training/learning providers in developing appropriate supports to ensure ES levels are developed during training, and provide employers with an additional tool for determining who/how to place in particular roles.

Human Resources and Skills Development Canada has defined Essential Skills as follows:

- Reading
- Document Use
- Numeracy, which is further divided into:
 - Money math; Scheduling, budgeting, and accounting math; Measurement and calculation math; Data analysis math.
 - Several different factors related to estimations, including the presence of a set procedure, the number of items being estimated, the consequences of errors in estimation, the amount of information missing, and the accuracy required.
- Writing
- Oral Communication
- Thinking Skills, which are further divided into:
 - Problem Solving
 - Decision Making
 - Critical Thinking
 - Job Task Planning and Organizing
 - Finding Information

- Significant Use of Memory
- Digital Skills
- Working with Others
- Continuous Learning

Most of the ES have levels based on complexity, and a role can be analyzed to determine the appropriate levels of ES. The exceptions are noted below:

- "Working with Others" does not have a complexity rating: it simply describes the ways in which the role would be required to interact with other people, either internally within the organization or externally (i.e., with clients, customers, or the public).
- "Continuous Learning" does not have a complexity rating: it describes the types of learning expected in the context of the role (e.g., on the job, being mentored by others, formal training as part of the job, etc.).

NOTE: as of January 2020, ESDC was undertaking a comprehensive review of ES with the intent of adding additional skills, refining existing ones (particularly digital skills) and better aligning ES with similar approaches used in other countries. However the detail was not finalized in time to be used, therefore the profiles developed for this project follow existing standards as of December 2019.

3.9 Canadian Language Benchmark for Government Relations Officer

Canadian Language Benchmarks (CLB) are a 12-point scale for task-based language proficiency descriptors which were originally developed as a guide for measuring the teaching and assessment of English as a Second Language (ESL) learners in Canada. Since they were originally developed, the Canadian Centre for Language Benchmarks (CCLB) has continued to refine CLB, and it now includes scales for both English and French language proficiency.¹

¹ Centre for Canadian Language Benchmarks. Theoretical Framework for The Canadian Language Benchmarks And *Niveaux De Compétence Linguistique Canadiens*. CCLB. Ottawa 2015. p8

The CLB has been validated against both the Common European Framework for Language (CEFL) and the American Council for the Teaching of Foreign Languages (ACTFL) benchmarks and is considered accurate for high-stakes evaluation².

The ES levels for Oral Communication were developed with reference to the Canadian Language Benchmarks³. Comparative work to determine the alignment between the CLB and other Essential Skills has been ongoing, with recent work providing additional alignment with the ES for Oral Communication in both spoken and listening domains, Reading, Writing, and Document Use.⁴

CCLB has developed a set of crossover tables that align CLB ratings with ES ratings for reading, writing oral communication and document use.

Clinical Data Manager ES/CLB Profile

Essential Skills	Equivalent CLB Level	ES Level				
		1	2	3	4	5
Reading	Reading: 9–10	1	2	3	4	5
Document Use	Reading: 9–10 Writing: 9–10	1	2	3	4	5
Writing	Writing: 9–10	1	2	3	4	5
Oral Expression	Speaking: 10–11 Listening: 10–11	1	2	3+	4	5
Numeracy	n/a	1	2	3	4	5
Thinking Skills – Problem Solving	n/a	1	2	3	4	

² Centre for Canadian Language Benchmarks. Canadian Language Benchmarks: English as a Second Language for Adults, CCLB. Ottawa 2012 p.11

³ Essential Skills Research Group. Readers Guide to the Essential Skills. ESDC. Ottawa ND. p57

⁴ Canadian Centre for Language Benchmarks. Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework. 2015, p3

Essential Skills	Equivalent CLB Level	ES Level				
		1	2	3	4	5
Thinking Skills – Decision Making	n/a	1	2	3	4	
Thinking Skills – Job/Task Planning and Organizing	n/a	1	2	3	4	
Thinking Skills – Significant Use of Memory	n/a	Types 1,2,3				
Thinking Skills – Finding Information	n/a	1	2	3	4	
Digital Skills	n/a	1	2	3+	4	5
Working with Others	n/a	See Below				
Continuous Learning	n/a	See Below				

Explanation of the Essential Skills and the Canadian Language Benchmark for Government Relations Officer

Reading: ES 4 CLB: 9–10

Government Relations Officers read and understand a variety of different documents in the performance of their work. This can include scientific and technical documentation on new products, policy papers, regulations, legal briefs, and other complex documents. The information gathered is used to develop plans and strategies to minimize friction in the regulatory process.

Document Use: ES 5 CLB: Reading: 11–12, Writing: 11–12

Government Relations Officers are required to access and interpret a wide array of documents in printed and electronic form, including government policy documents from multiple jurisdictions, acts and regulations, regulatory body decisions, organizational strategies and plans, scientific literature related to new/developmental products, and a variety of internal policy and business

documents. The information collected is used to develop plans and strategies for ensuring that the organization's products and services are aligned with legislative and ethical requirements in order to minimize friction in the regulatory process.

Writing: ES 4 CLB: 9–10

Government Relations Officers author policy proposals, briefing notes, and position papers for senior management use in decision-making and also for external use to inform regulators and legislators of the organization's goals, progress, and intent. They write to inform, influence, and persuade, and must write in a manner that will not alienate those in authority. They help develop internal policy documents and briefings to inform others on a variety of public policy issues and their implications for the organization.

Oral Expression: ES 3+ CLB: Speaking: 10–11, Listening: 10–11

Government Relations Officers must communicate effectively with technical and non-technical stakeholders, both internally and externally. They present the organization's views to regulators, establish working relationships with key stakeholders in the regulatory process, and collaborate with others to ensure minimum disruption and conflict.

Numeracy: ES 2 (Money Math: n/a, Scheduling, Budgeting and Accounting: n/a, Measurements: n/a, Data Analysis: 2)

Government Relations Officers perform rudimentary data analysis to understand cause/effect of regulatory decisions so they can optimize organizational strategies related to regulatory approvals and compliance.

Thinking Skills:

Thinking skills are subdivided into five domains:

- Thinking Skills — Problem Solving
- Thinking Skills — Decision Making
- Thinking Skills — Job/Task Planning and Organizing
- Thinking Skills — Finding Information
- Thinking Skills — Significant Use of Memory

- **Thinking Skills — Problem Solving: ES 3**

Government Relations Officers solve problems and determine best solutions related to establishing productive relationships with key individuals in the regulatory process. Problems have multiple variables, some of which may not be known.

- **Thinking Skills — Decision Making: ES 3**

Government Relations Officers make decisions on courses of action to follow in order to achieve effective relations with regulatory bodies and legislators and to further the goals of their organization. There is a great deal of reputational risk riding on the decisions made, and errors can be difficult if not impossible to reverse.

- **Thinking Skills — Job/Task Planning and Organizing: ES 3**

Government Relations Officers plan their own work and have discretion over how they will perform their tasks within a framework of acceptable practice that is determined by their profession and by the organization in which they work. As professionals, they are expected to be able to use judgement to set and manage their own priorities and task sequencing, although these may be overridden by more senior management. They work in a fluid environment and are expected to react dynamically to disruptions but remain on schedule. They may be part of a team and will need to coordinate their work with others.

- **Thinking Skills — Finding Information: ES 3**

Government Relations Officers use a variety of data sources including company and government directories, regulatory databases (domestic and international) recent regulatory decisions, legal briefs, scientific reports, research data, and company records to understand how best to position the company so that it is seen in a good light by regulators.

- **Thinking Skills — Significant Use of Memory: Types 1, 2, 3**

Government Relations Officers must memorize, retain, and use information through one or all of the following methods:

- Purposeful memorization of procedures, codes, parts numbers, memorization through repetition (Type 1)

- Remembering information for brief periods, e.g., minutes or hours (Type 2)
- Unique events in which learning occurs from exposure (Type 3)

Digital Skills: ES 3

Government Relations Officers utilize standard office productivity software tools (Word processing, spreadsheets, presentations, etc.), electronic communication tools (email, text, instant messaging, video conferencing, etc.), customer relationship management tools, and a variety of databases and data retrieval and analysis tools and technologies in the performance of their duties.

Working with Others: Work Contexts 1, 3 & 4

The following work contexts and functions are relevant to the Government Relations Officer role:

- Works independently (Work Context 1)
- Works jointly with a partner or helper (Work Context 3)
- Works as a member of a team (Work Context 4)

They may also be involved in supervisory or leadership activities, as follows: Functions 1–3 & 12

- Participate in formal discussions about work processes or product improvement (S/L Function 1)
- Have opportunities to make suggestions on improving work processes (S/L Function 2)
- Monitor the work performance of others (S/L Function 3)
- Deal with other workers' grievances or complaints (S/L Function 12)

Continuous Learning: Types of Learning: 1, 2, 3 How Learning Occurs: 1, 2, 3, 4, 5, 6

Type of learning may include:

- Training in job-related health and safety (Type 1)
- Obtaining and updating credentials (Type 2)
- Learning about new equipment, procedures, products, and services (Type 3)

The learning may occur:

- As part of regular work activity (Context 1)
- From coworkers (Context 2)
- Through training offered in the workplace (Context 3)
- Through other forms of self-study (Context 4):
 - At work
 - On worker's own time
 - Using materials available through work
 - Using materials obtained through a professional association or union
 - Using materials obtained through worker's own initiative
- Through off-site training (Context 5):
 - During working hours at no cost to the workers
 - Partially subsidized
- With costs paid by the worker (Context 6)

4 REFERENCES

Gathering the data

The development of the National Occupational Standards started with a review of existing information for the role. This review process included: referencing books, job postings, websites, articles, and BioTalent Canada's existing skills profiles to create the first draft. After several iterations via written feedback, focus groups and a national survey with subject matter experts, the National Standards were developed. The following are sources consulted during the creation of the **Government Relations Officer** profile:

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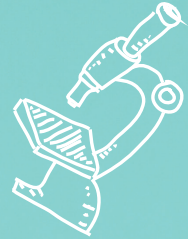
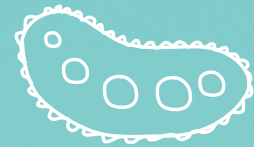
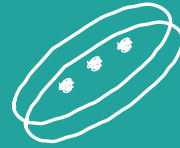
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