CORE COMPETENCIES

Development Resource Guide (DRG)

2022

Contents

Overview

Introduction:

This Development Resource Guide (DRG) is a practical tool to support you in planning and managing your professional development in a way that you can self-manage the objectives, pace and outcomes that provide you with the most value. The DRG is a great resource for planning your development. It provides you with suggestions for development activities related to all core competencies that have been identified for superior performance in Development Services sector roles.

This guide will assist you in generating ideas and providing direction as you create and implement a personal action plan for developing your competencies. It is not intended to be an exhaustive list of possibilities, but rather a starting point for your own individual development plan. Use this document as a resource to help your self-development rather than as a list of activities which must all be accomplished.

Building a Development Plan

Here are some tips in maximizing the development planning process:

- **Spend time planning and be focused in the activities you try.** The clearer you are about what you are trying to do and why, the more energy you will put into actually implementing your development plan.

- **Focus on competency areas that are most relevant to you, your current job and/or the next step in your career path.** You need to decide which competencies you will develop and what activities you will undertake both on and off the job.

- **Consult with others.** You will want to involve your manager and perhaps a coach/mentor throughout the process both for support and to provide valuable feedback on your progress. Others can provide feedback too, such as your peers, or experts in the competency you are developing. Don't be afraid to ask others to assist in your development.

- **Build in milestones and assess your progress.** As you design your development plan, be sure to set up some key milestones that will act as yard posts for measuring your progress and keeping you on track.

- **Discuss what you learn** with others and get their ideas and feedback.

- **Keep at it.** Learning new behaviours is challenging. Recognize that particularly during the early stages of developing a competency, you may appear to regress and be seemingly "worse" as you attempt to do things in a different way. Understand that this is often a normal part of the process, and in the end, you will be more effective and satisfied in your work.

What can be found in the Development Resource Guide?

The DRG is not a book to read from start to finish. Rather, if you have a development need, you should go directly to the section related to the particular competency and stage at which you want to focus, then pull the activities that best suit your development needs.

The DRG is organized by competency and their associated levels. For each of the competencies, the guide gives you:

- A definition of the competency and a list of the stages associated with each competency

- A mix of activities you can do on your own and/or with others (including people with lived experience. peers, co-workers, manager/supervisor and other key stakeholders) to help develop the competency;

- Books, videos and movies that will assist you in recognizing, understanding, and developing the competency.

Behavioural Indicators and Activities to Assist with Competency Development

Advocacy

Description:
Advocacy is the desire and determination to champion a cause or issue, and try to get others to support it. It recognises the importance of amplifying the voices of the person/family and creating space for them to advocate on their own behalf.

Emerging - Recognize when advocacy needs to happen

Behavioural Indicators:	Activities to Assist with Competency Development:
- Identifies factors that may impact the person. - Understands the barriers/opportunities for the person or group. - Recognizes the significance of personal experiences, values, cultural diversity, and inclusion. - Shows sensitivity to time, issue, place and role. - Takes appropriate steps and opportunities to advocate. - Communicates through facts, data and examples to convince. - Recognizes that one is not speaking for a person but amplifying their thoughts, preferences and choices.	- Pick a topic that you would like to advocate for and determine a key message you would like to communicate, make a list of 5 facts to support your key message. - Identify 3 people you think are good at advocating and ask them for advice on how to advocate. Make notes on their advice. - Journal how your past experiences have impacted your values and thoughts on inclusion. - Review material from a BIPOC author that provides a different perspective to you, reflect on what you learned about their perspective. - Meet with a self-advocates group, ask them how someone can help amplify their work.

Advocacy Continued
Evolving - Takes actions to advocate

Behavioural Indicators:	Activities to Assist with Competency Development:
- Understands the decision-making process and identifies the key decision makers. - Communicates facts in response to understanding different views. - Uses a person directed approach to develop a plan of action, including potential outcomes with individual/family/team. - Reflects/evaluates the effectiveness of advocacy and adjusts approach. - Considers impact of actions or words, anticipating and preparing for response. - Supports individuals and families to advocate for themselves and others. - Effectively questions existing practices and offers opportunities for new ideas.	- Do a dry run of a presentation. Pick a topic that you would like advocate for, either personal or professional. Do a dry run of your pitch for friends or family and get their feedback on how you did. Make a list of their feedback. - Ask 3 people for feedback on your ability to advocate. Take notes on their feedback. - Reflect on an instance where you tried to advocate for something, make a list of things that went well and things that you would change. - Try to understand a different point of view. Talk to someone who has a different opinion then you about a topic and make a list of their points. - Watch one of the following movies and make a list of strategies the main character used to advocate. - Akeelah and the Bee - Erin Brokovich - Gandhi - Glory - Mona Lisa Smile - Mr. Holland's Opus - Remember the Titans - Runaway Jury - The Shawshank Redemption - Twelve Angry Men - Wall Street

Advocacy Continued
Leading - Strategize and adapts to audience

Behavioural Indicators:	Activities to Assist with Competency Development:
- Adapts a communication strategy based on the audience and when applicable, uses trauma informed practices. - Anticipates and prepares for others' reactions. - Uses person-centred thinking when addressing barriers and opportunities. - Solicits and engages the support of like-minded individuals to help convince others. - Uses group facilitation skills to lead or direct a group in advocacy efforts. - Judges when to seek support and uses credible sources to support ideas. - Supports and mentors the advocacy efforts of others. - Effectively evaluates and guides others to achieve the desirable results.	- Research trauma informed practices/ language. Make a list of 3 trauma informed approaches you can use in your communication. - Think of an important project you are working on. Develop an influence strategy. Consider who your audience is, how you should communicate with them, what facts you will use and what challenges and opportunities they might consider. - Interview a person who receives support and ask them what is important in the communication they receive. - Interview a self-advocates committee (or another group in your organization) and ask them what the issues are they find critical. Reflect on the skills you used in facilitating the discussion. - Think of an important topic and create a mind map of the stakeholders and their perspectives. - Find an employee, colleague or person who is an advocate and ask how you can assist them in their work. Make a list of ways from the discussion on how you can assist advocates. - Mentor another person within your organization. Ask for feedback on your skills as a mentor and reflect on the feedback and make notes.

Advocacy Continued	
Influencing - Uses complex influence strategies for collective advocacy	
<u>Behavioural Indicators:</u> • Builds partnerships and alliances to promote advocacy efforts within various internal and external systems and broader society. • Is actively involved in transformation goals related to advocacy efforts. • Builds a coalition with like-minded partners to help reach goals such as social inclusion. • Utilizes the expertise of third parties to influence change both within and outside of the sector. • Builds and continuously maintains a network of contacts and resources to support initiatives. • Uses complex strategies such as assembling political coalitions.	<u>Activities to Assist with Competency Development:</u> • Mind map your professional network and highlight who has impact and influence in different issues that are relevant to your work. • Participate on a committee that is focused on an area of work that you would like to support advocacy efforts in. • Develop a communication and advocacy plan for a critical issue you are working on. Include strategies for connecting and building relationship with partners and communicating to stakeholders. • Connect with a political representative to discuss an issue that you are passionate about. Prepare your discussion points and reflect on their response.

Problem Solving & Decision Making
(Formerly Creative Problem Solving and Decision Making)

Description:

Problem Solving and Decision Making is the demonstration of behaviours that enable one to identify and solve problems by understanding the situation, seeking additional information, developing and weighing alternatives, and choosing the most appropriate course of action. It involves the willingness to, and demonstration of, behaviours associated with taking a creative approach to problems or issues. It includes "thinking outside of the box" to go beyond the conventional, and to explore creative use of resources.

Emerging - Uses an experience-based approach to problem solving and decision making

Behavioural Indicators:

- Uses a person directed approach to problem solving and decision making.
- Uses knowledge and/or experience to understand, evaluate and solve problems/issues.
- Identifies and defines problems.
- Considers both common and possible solutions (e.g., "if this, then that" thinking).
- Breaks problems down into simple lists, activities or tasks, without assigning values or priorities.
- Evaluates potential solutions.
- Decides on a solution.
- Acts on the solution and evaluates the outcome.

Activities to Assist with Competency Development:

- Visually map out a problem. Identify a problem and break the problem into smaller parts and indicate possible solutions for the smaller problems.
- Select a problem and identify 2 possible solutions, create a pro and con list for each solution.
- Ask 2 people for feedback on times you either showed or did not show good creative problem solving
- Play charades or Pictionary and note how you demonstrated creativity
- Identify a problem and make a list of key factors that contribute to the problem.
- Identify 2 people you think are good at problem solving and ask them to describe how they solved a problem. Take notes on the response.
- Work with a partner to identify a problem and 2-3 solutions.
- Watch one of the following movies and make notes about how "Creative Problem Solving and Decision Making" was demonstrated:
  - Apollo 13
  - Good Will Hunting

Problem Solving & Decision Making Continued
Evolving - Is open to new ideas/solutions

Behavioural Indicators:	Activities to Assist with Competency Development:
• Is open minded when presented with new perspectives from families, person supported and others. • Applies new information to work through problems and situations. • Recognizes when a situation calls for, or can be improved by an approach different from the usual. • Identifies discrepancies, trends and patterns. • Applies past successful approaches to new situations. • Uses expertise of team members and generates multiple alternative solutions. • Recognizes and acts on cause and effect relationships (A leads to B). • Identifies options to solve a problem and considers the impact of decisions. • Perseveres through the problem-solving process.	• Practice your creative thinking and pick two unrelated items and create a list of reasons why they are similar (i.e. a pen and a coffee cup, a telephone and an orange etc.) • Practice your creative problem solving: pick a common item and identify 20 different uses for it (e.g. a fork, drinking glass etc.) • Identify a potential problem and make a list of potential things you can do to address the problem a head of time. • Identify a problem and ask 3 other people for their advice on how they would address the problem. Take notes on their advice. • Identify a problem and determine a solution, ask someone for feedback on your solutions. • Identify 3 people who you think are creative thinking and ask them how they have identified new ideas. Make notes on their responses.

Problem Solving & Decision Making Continued	
Leading - Solves complex challenges	
<u>Behavioural Indicators:</u> • Gathers information and uses evidence based and/or best practices to assess possible solutions and outcomes. • Evaluates the benefits and risks to make informed decisions. • Encourages and coaches independent problem solving with others (families, people supported). • Thinks imaginatively in order to develop creative solutions or options for which there are few or no precedents. • Is prepared to try out different solutions, and recognizes underlying issues and implications of decisions, while always keeping the impact on people, families, and agencies in mind. • Evaluates alternative solutions and identifies and acts on the optimum course of action. • Recognizes that problems may be multi-dimensional, understanding less obvious implications. • Solves complex problems that may involve using several analytical or creative techniques to break the problem down into component parts or issues.	<u>Activities to Assist with Competency Development:</u> • Over a week make a list of unexpected problems that arise at work and try to determine a pattern or trend. • Choose a complex problem you are working on and mind map all the factors that impact the problem. • Choose a complex problem and brainstorm at least 10 solutions. • Meet with someone who is working on a complex problem and help them discuss/ explore the problem with you. At the end ask them what was helpful in the discussion. • For a complex problem make a list of 3 solutions. For each solution make a pro/ con list and estimate the cost of each solution. Ask someone else to review your responses and give feedback on things you may not have considered. • Conduct a scenario planning session with your team. Lead the team through a discussion of what could happen and what the possible responses could be.

Problem Solving & Decision Making Continued
Influencing - Drives solutions for multi layered challenges

Behavioural Indicators:	Activities to Assist with Competency Development:
- Proactively identifies multi layered challenges and drives towards positive change across multiple systems. - Uses a co-design approach when considering solutions to complex problems. - Thoroughly examines patterns or trends across multiple systems to reach optimal decisions. - Challenges or modifies existing frameworks to approach a situation from a different perspective. - Examines potential implications of decisions/solutions on all affected internal and external stakeholder groups.	- Think of a big challenge in the field of Developmental Services. Briefly describe the problem and the root/ core causes of the problem. Brainstorm 3 actions that could be taken to start to address the core causes. - Meet with an advocacy group/ special interest group and hear their perspective on a large problem. Brainstorm approaches that could be taken to understand and respond to the challenge. - Ask your team to identify one policy/ practice that is not working well. Together explore the problem and brainstorm next steps towards addressing the challenge. - Identify a stakeholder who has a common issue as your organization. Review their papers, presentations, etc. on the issue to better understand their perspective. Make a list of 3 things you have in common and 3 things you learned.

Facilitate Growth and Development
(Formerly Fostering Independence and Developing others)

Description:

This competency is about facilitating self-directed growth and development. It fosters self determination and independence. It intentionally supports the long-term learning or development of others through coaching, recognition, encouragement, and feedback.

Emerging - Provides encouragement and shares knowledge with others

Behavioural Indicators:

- Expresses positive expectations of others in terms of their potential (e.g., individuals, team members, families).
- Shows respect for others' capabilities and their lived experience.
- Identifies or suggests activities that could help others develop new skills.
- Credits others who have performed well to motivate continued growth.
- Supports the person to be self-sufficient to make decisions or complete tasks in their own way, including the opportunity to make and learn from mistakes.
- Shares expertise and knowledge with others.
- Is able to identify areas that require support.
- Supports others by demonstrating with an intention to teach.
- Provides direction or advice on how to continuously learn and improve in a way that is responsive to different learning styles.
- Gives opportunities for self-reflection and room for asking questions.

Activities to Assist with Competency Development:

- Record the number of positive and negative comments you make over 3 days.
- Give recognition its due; publicly recognize 2-3 people who you think have performed well, make a note on what you recognized and their reaction.
- Ask 3 people for feedback on your ability to foster independence in others. Makes notes from their feedback.
- Identify 2 people who are good at fostering independence in others and make notes on the skills and behaviours you see them use.
- Identify 2 people who are good at fostering independence in others and ask them how they develop and implement this competency.
- Watch the movie Good Will Hunting or The Karate Kid make notes about how Fostering Independence was demonstrated

Facilitate Growth and Development Continued

Evolving - Creates learning opportunities for others

Behavioural Indicators:

- Collaborates to encourage independence of skill-building and/or decision-making.
- Ask questions to assess level of understanding.
- Recognizes the potential "want and need" development opportunities and seeks resources when needed.
- Gives directions or demonstrations using reasons or rationale as a training strategy.
- Encourages and supports independent thinking and ownership in self development.
- Recognizes the strengths of others and actively promotes and supports professional growth and development.
- Advocates for opportunities for skill development in various contexts that promote social inclusion.
- Empowers others to do a task in their own way in order to develop confidence in one's own skills and abilities.
- Provides a mechanism of accountability for person directed approaches when fostering independence.
- Supports peer-mentoring relationships.

Activities to Assist with Competency Development:

- Give "how-to" instructions. Develop and provide clear instructions to a colleague or someone you support for a specific activity. Evaluate the instructions after they have been delivered.
- Ask a colleague or employee about a career or professional development goal they have; ask how you can assist them. Take note of their response and follow-up with them.
- Meet with a self advocates group and ask them what skills and development they are working on. Reflect on the information they shared.
- Find training opportunities about asset-based community development or inclusion and consider the value of training
- Research peer mentoring and make a list of pros and challenges. Consider what you might be able to apply in your role.
- Review a Person Directed Plan of someone who receives support. Make note of what have been the successes and challenges so far in implementing the plan.
- Facilitate a person directed planning meeting for someone who receives support.

Facilitate Growth and Development Continued
Leading - Coaches others and provides advice relative to development

Behavioural Indicators:

- Creates a positive and safe learning environment where people are learning from their experiences.
- Encourages people to be resilient when facing challenges.
- Coaches others to ensure a clear understanding of the principles and values of person directed supports.
- Invests time to help foster the growth and development of others individually and as a group (team), and act as a role model.
- Encourages others to assess their own strengths and areas of growth, along with career goals, and strategies for achieving them.
- Provides performance feedback and support, reinforcing strengths and identifying areas of improvement.
- Recommends and/or provides coaching, assignments, training, and other development opportunities to encourage high performance.
- Advises, guides and coaches others by discussing how to handle anticipated or real concerns and by sharing experiences.

Activities to Assist with Competency Development:

- Review your current workload and assess which activities could be delegated to other people. Meet with the person who could take on the activities and develop a plan for increasing their responsibility. Discuss with this person if this provides an opportunity for their own professional development. Provide Coaching and feedback. Reflect on the effectiveness of this action.
- Talk to 3 direct reports (employee, student, volunteer) about their areas of interest. Explore opportunities for assignments that would align with their interest. Support your direct reports to participate in activities, responsibilities, and learning related to their interest. Follow-up with the employees to determine the effectiveness of the opportunity.
- Make a list of the strengths of your direct reports. Share with your direct reports the strengths you identified.
- Make a list of activities in other areas of your organization/ profession that might provide learning opportunities for your employees.
- Ask your supervisor for feedback on your coaching skills.
- Reflect on your coaching approach. Consider how you coach people, how you communicate your expectations, encourage your employees to act independently and how you provide feedback.

Facilitate Growth and Development Continued	
	• Research how to create a safe learning environment and make a list of 3 strategies you can implement to your work environment. • Complete the Coaching for Competencies module.

Facilitate Growth and Development Continued	
Influencing - Champions a supportive learning environment	
Behavioural Indicators: - Actively shares power with others, trusting and supporting them to develop their own network of support. - Creates an environment that encourages learning, growth and self-development. - Understands and identifies a training or developmental need and ensures new programs and resources are available. - Creates an environment where experiences are used as learning opportunities, feedback is freely offered and willingly received, and expertise is shared among all. - Provides opportunities for development in consideration of current and future organizational trends and needs. - Identifies the need for, and Implements structures, succession-planning mechanisms, and processes that promote development in line with the organization's goals. - Structures work processes to facilitate development (e.g., cross-functional training, participative management, etc.). - Facilitates knowledge translation and transfer among relevant stakeholders. - Consistently promotes and advocates for opportunities for individuals and families that enhance learning opportunities and growth in their chosen community networks. - Proactively searches for systems-level future growth opportunities.	Activities to Assist with Competency Development: - Set up a system for sharing best practices. Implement a process for sharing stories, examples, events that support best practices in your area. - Meet with your direct reports to review their challenges, success, and professional development goals. - Make a list of credible learning opportunities and resources that support your teams/ organizations goals and needs. Share this list with colleagues and employees. - Support a direct report or colleague to share information across the organization or with other professionals. - Facilitate a learning opportunity (guest speaker etc.) for your direct reports. Develop a plan to implement the learning in the organization following the learning opportunity. - Make a list of the critical skills, knowledge, and experiences that your workforce will need in the next 5 years. Reflect on your organization's current workforce in relation to those needs. Identify any gaps or strengths. - Partner with another group to provide a training/development opportunity. I.e. a family group/ self-advocates group. Reflect on the benefit of the partnership for training purposes.

Valuing Equity, Diversity and Inclusion (EDI)
(Formerly Interpersonal relations and respect)

Description:

Valuing EDI uses social competence to understand and respect the practices, customs and values of all people and cultures. It is the ability to work effectively with a diverse community and be aware of current societal issues. It involves evaluating social situations and determining what is expected or required to recognize the feeling, intentions and lived experiences of others, and to select social behaviours that are most appropriate for that given context.

Emerging - Values and Respects all people

Behavioural Indicators:

- Acts professionally, values and treats people with respect in all situations.
- Shows awareness of their own body language, tone of voice and facial expressions.
- Articulates one's own ideas and needs for others.
- Responds to concerns by altering one's own behaviour in a helpful, "responsive" manner.
- Is aware of their own culture and value differences.
- Examines one's own unconscious bias and assumptions in language and stereotypical responses.
- Practices behaviors that reflect an understanding and appreciation of diversity.
- Shows understanding of people's experience of personal trauma and develops coping strategies for self.
- Values diversity and seeks out opportunities to gain new knowledge through relationships with people who are different from oneself.

Activities to Assist with Competency Development:

- Ask 3 people for feedback on your listening skills, and how you could improve them. Take notes on their feedback.
- Makes notes on the non-verbal cues you observed and what you felt they communicated.
- Ask 3 people for feedback on the skills and strategies they use to ensure effective communication. Make notes on the discussion.
- Make a journal of 3 times you demonstrated effective and respectful communication and identify why you feel you were effective.
- Complete an exercise by writing down your most important 5 values
- Create an opportunity to understand a person from a different cultural back ground and write down similarities and different lived experiences.
- Sign up to for a EDI training
- Sign up for a learning opportunity on trauma informed practices.

Valuing Equity, Diversity and Inclusion (EDI) Continued	
• Understands and respects differences in culture, working style and priorities, and tailors approach to deal with an issue/situation accordingly. • Recognizes prejudices and systematic barriers which may exist within the current environment, posing a limitation to participation and inclusion. • Seeks to understand the individual person rather than seeing the person as a representative of a group.	• Complete a personality assessment to learn about yourself (such as MBTI, DISC, valuescentre.com/tools-assessments/pva/) • Learn about and pay attention to the non-verbal cues specifically from different cultures during your next conversation with them.

Valuing Equity, Diversity and Inclusion (EDI) Continued

Evolving - Contributes to creating a safe space for everyone

Behavioural Indicators:

- Takes responsibility for actions and seeks to understand diverse points of view.
- Produces good results when working with others by displaying tact, cooperation, sensitivity and respect for the opinions and situations of others and their culture.
- Recognizes potential experiences of trauma in others and adopts trauma informed practices.
- Practices allyship with individuals who are different from themself and adapts behaviour to support others.
- Values the involvement of those who have a broad base of experience and backgrounds.
- Advocates toward an inclusive workplace through individual behaviour and solutions, and encourages others to do the same.
- Works well with others, keeping in mind the many dimensions of diversity, and addresses/corrects practices and behaviours that do not support inclusion and belonging.
- Encourages all team members (colleagues, family members, individuals, etc) to participate and offer ideas, opinions or solutions and creates the space for others to contribute.
- Creates an atmosphere of valuing and accepting others.

Activities to Assist with Competency Development:

- Think about your personal learning/ working preference and make a list of why people might have a different preference.
- Find someone who has a different viewpoint than you and have a discussion to understand their viewpoint, without expressing your viewpoint. Make a list of their points.
- Practice using paraphrasing as a way to check your understanding of what the other person is saying (e.g., rephrasing another person's ideas, facts and/or feelings and feeding it back to check understanding).
- Identify a situation where you had to change your communication approach, journal why you changed your approach, was it effective- why or why not and what would you do different next time.
- Increase multicultural awareness, speak with someone from another culture and make a list of 5 things they wish people knew about their culture.
- Learn about Allyship. Share your learning through a presentation or discussion with a colleague.
- Write down the number of times and occasions where you sought input from team members or ensuring all team members are included in team activities.
- Write a journal about an incident where you made a team member from a different background felt included and appreciated.

Valuing Equity, Diversity and Inclusion (EDI) Continued	
- Actively and intentionally engages with diverse groups, where each person is valued and provided with the opportunity to participate fully in creating a successful and thriving community. - Demonstrates an open mindset and deep curiosity about others, listens without judgment, and with empathy, seeks to understand those around them.	

Valuing Equity, Diversity and Inclusion (EDI) Continued
Leading - Create a sense of belonging for everyone

Behavioural Indicators:

- Takes a careful read of the atmosphere to accurately anticipate how individuals and groups will react, and tailors approach accordingly, pushing forward or holding back, as necessary.
- Builds cohesion among the team to feel a sense of belonging by sincerely caring for what people are experiencing and acts accordingly.
- Identifies and addresses barriers that prevent the full participation and access of equity-deserving groups.
- Coaches, educates and confronts others whose behaviours or actions are contrary to appreciating and accepting diversity.
- Actively promotes the value of diversity through planned and visible activities aimed at building sensitivity to, and support for others.
- Ensures fair treatment, access, opportunity and advancement for all.
- Recognizes the impact of systematic marginalization and seeks to apply a trauma informed approach to equity deserving groups.
- Effectively leads diverse groups and builds consensus.
- Challenges and navigates difficult conversations around the topics of equity and inclusivity.
- Gives feedback openly and respectfully about behaviours that are negatively impacting others without discouraging.

Activities to Assist with Competency Development:

- Increase multicultural awareness. Identify the major cultures within your agency and community. Identify any seminars/conferences or newsletters targeting these groups and attend or subscribe to familiarize yourself with the issues. Offer to your team.
- Be intentional in inclusion - List 3 things you did in 30 days to bring in a sense of belonging within all team members. Reflect on your action by asking check yourself, "Am I making others feel they belong where we are?" Being mindful of your own actions can influence how others perceive their sense of belonging. Consider how you made it safe for everyone to participate in the workplace.
- Sign up as a mentor in mentorship program.
- Implement an informal or formal mentorship program
- Review organizational policies and procedure to check for barriers to inclusion and advocate for inclusive practices.
- Learn about practices the trauma informed organizations can implement and review your policies and procedures and look for opportunities for change.
- Develop a plan to build a diverse team.
- Mentor an employee and help them master the competency.

Valuing Equity, Diversity and Inclusion (EDI) Continued	
• Empowers others to use their differences effectively, and pays attention to diversity of thinking and psychological safety. • Serves as an ally by acknowledging the power and privilege of their position to advocate on behalf of others who may have less power, and who may have been treated unfairly.	

Valuing Equity, Diversity and Inclusion (EDI) Continued

Influencing - Change agent for equity, diversity and inclusion

Behavioural Indicators:	Activities to Assist with Competency Development:
- Exhibits civic-mindedness, and develops community relations that attract and engage diverse people through networking. - Promotes an in-depth understanding of the intersectionality of the individual, their culture, their community, their history and how this impacts their behaviours. - Encourages behaviours that reflect a trauma informed lens. - Acts as a change agent for social reforms within the organization, sector or community. - Articulates authentic commitment to diversity, challenges the status quo, holds others accountable, and makes diversity and inclusion a priority. - Sets the tone, ensuring everyone is heard, and the best ideas are given every opportunity to be heard and considered. - Acknowledges that there are historically under-served and under-represented populations and applies equity interventions to address inequities. - Influences decision makers in support of policies and practices that enhance diversity, equity and inclusion. - Advocates and promotes a strategic vision that reflects diversity, equity and inclusion. - Champions and assures cross-cultural understanding. - Applies an anti-oppressive analysis to strategic decision making and policy development.	- Develop a plan to start or support the EDI culture at the organization. Make note of the resources required to implement the EDI activities at the organization. - Make a list of 5 ways to Role model allyship or EDI practices. Implement the strategies identified. After a month reflect in a journal on the success of each strategy. - Consider how you demonstrate Allyship in your community or the sector. Make an intention to action your Ally role. - Research different EDI training opportunities for employees. Implement an EDI training at the organization and ask for feedback from participants on impact of training. - Review your strategic plan. Assess how the strategic plan supports EDI within your organization. Make recommendations to your supervisor on ways to support EDI in your role based on the strategic plan.

Strategic Thinking
(formerly Combined Initiative and Strategic thinking)

Description:

Strategic thinking requires initiative, which is the ability to independently decide what to do and when to do it without relying on someone else's direction for short- and long-term impacts.

People who demonstrate strategic thinking take initiative to thoughtfully respond to current situations, and are able to proactively anticipate future opportunities and challenges while ensuring a person directed approach.

It is understanding trends and issues, and translating these into ideas, advice and activities that impact various stakeholders.

Emerging - Takes initiative to respond to problems and opportunities

Behavioural Indicators:

- Recognizes and acts independently while considering the impact on others.
- Goes beyond normal expectations.
- Takes responsibility for their own actions and inactions and seeks to improve.
- Considers the appropriate time-frame of action.
- Seeks opportunities to support/implement person directed plans.
- Voluntarily takes the first steps to address immediate obstacles/challenges and take advantage of opportunities.
- Understands when to independently initiate a solution, or when to involve others.
- Liaises with managers, colleagues, family members and other community members as appropriate to accomplish goals.

Activities to Assist with Competency Development:

- Find out more about your agency: Ask three people at work/ field placement, for three things they think everyone should know, make a list of the information.
- For one week keep a list of times you have shown initiative.
  - Create an estimate of what you spend your time doing each week and then keep a log of what you actually spend time doing. Compare the two.
  - List obstacles that divert your attention from priorities, and identify strategies for overcoming the obstacles.
- Make a list of tasks you need to complete and put them in priority and explain how you determined their priority.
  - Identify a goal and brainstorm ideas to meet the goals.

Strategic Thinking Continued	

• Uses knowledge of trends in community resources in supporting people with developmental disabilities to ensure people being supported have access to innovative and relevant goals and activities.
• Aligns personal work with organizational mission and goals in operational areas.
	• Identify a task that you have stalled progressing on and make a list of the obstacles in your way and how you can address them.
	• Working with individual (and case manager if you are not the case manager for the person's PDP) - select one PDP goal and develops action plan to achieve outcomes.
	• Examples -
	    o plan to go to Paris - starting steps
	    o operationalize/start developing plan
	    o example- better health approach for people based on covid restrictions - developing actions to achieve outcomes
	    o Housing and independent living
	    o assisting with making a person directed plan for their desired living space
	    o Plan to develop skills/assessment -budgeting/cooking etc.
	    o awareness of vacancy rates, funding initiatives, using housing navigators
	    o work with family/caregivers on finding financial supports.

Strategic Thinking Continued

Evolving - Thinks ahead and plans

Behavioural Indicators:	Activities to Assist with Competency Development:
- Uses professional judgement to decide/act when the situation demands a quick response, while using a person directed approach. - Communicates and interprets the vision and goals to others within the scope of responsibility. - Identifies who can provide support and asks for input/help as appropriate. - Demonstrates time management with effective prioritization, and follows up on progress to ensure task completion. - Identifies potential future directions for the work area. - Monitors their work and that of the team to ensure alignment with vision and values, and current/future trends in services and supports - Knows when to take a long-term perspective in addressing an issue affecting people who are receiving support and when to focus on short-term issues. - Continually recommends innovative approaches and services.	- List three things (small to medium in scope) that can benefit a person or improve the work process. Schedule a meeting with the team lead/supervisor to share observations. Discuss with them your interest and plan of action you are considering. Ask for feedback and guidance (this is to ensure your observations for improvement are realistic and ideas are aligned with person or agency values or goals. Make plans for a mentoring/supervision session to discuss status and feedback. - Examples: - liaise with housing registry, access information - roommates related to needs - making contacts/connections in community - ie- Habitat for humanity/other community programs (grassroots) - starting to act on planning- long term planning ie- 5 years from now I will… small steps- toward a longer term goal- achievable. - Identify one longer-term (large in scope) goal that is directly linked to organization's strategic plan you have and the steps you need to achieve the goal and a timeline for completing the steps.

Strategic Thinking Continued	
	• Discuss with your supervisor/team lead your ideas. Create a document capturing your steps and detailed plan of actions you are considering. Ask for feedback and guidance (this is to ensure your observations for improvement are realistic ideas are aligned with person or agency values or goals. Make plans for mentoring/supervision session to discuss status and feedback.

Strategic Thinking Continued

Leading - Promotes strategic direction

Behavioural Indicators:

- Evaluates plan to assess the gap between the current state and desired future direction and adapts as necessary.
- Is goal-oriented to produce results that lead to better outcomes for people supported and their plans, families and community connections.
- Supports others to understand the goal and vision by providing the rationale and resources for them.
- Energetically and persistently promotes strategic objectives to create understanding of the importance of the strategy and vision, and of trends in the direction and priorities of the developmental services sector.
- Works with teams to set program/operational goals and plans in keeping with the strategic direction and/or vision of the individual.
- Facilitates contingency plans.
- Defines issues, generates opinions and selects solutions that are consistent with the strategy and vision.
- Mentors staff to set strategic goals for their own scope of work and area of responsibility.

Activities to Assist with Competency Development:

- List all the intentional collaboration and communication methods used with person, team, family or other stakeholders
  - o Evaluate results after every milestone step and document development to evolving growth stages for Initiative competency as well as other competencies you used or developed during the development process.
- List three new staff or students you helped to start their own SMART goals.
- Help develop PDP for more than one individual.
- List two to three partnerships you created to further collaborate
- List three 2-3 new ideas generated to support:
  - o developing/adding to a community of practice for innovative housing
  - o developing/sharing knowledge with colleagues and other families (increasing capacity)
- Breakdown agency's current strategic goals, and write a team, or departmental goal that is aligned with organizational goal.
- Conduct a goal setting exercise with your team based on the organization's strategic plans.
- Run an activity to motivate and help team members to set their own goals that will lead to team achieving the departmental goal.

Strategic Thinking Continued	
	• Mentor an employee and help them master a competency.

Strategic Thinking Continued	
Influencing - Develops a vision	
<u>Behavioural Indicators:</u> • Considers future conflicting scenarios and opportunities, and promotes leading edge practices and approaches to set new directions. • Identifies potential areas of risk and liability, and proactively creates strategies to minimize risk while considering future outcomes. • Takes initiative to ensure person centered systems within community, organizational, sectors(s) and societal levels. • Foresees long term obstacles and opportunities and acts accordingly. • Leads in the development of strategic planning and visioning. • Provides direction and communication to encourage alignment with the vision. • Continuously articulates the vision and strategy in compelling terms to develop understanding, and promote acceptance/commitment among staff and stakeholders.	<u>Activities to Assist with Competency Development:</u> • Make a list of ways you can influence how organization or community responds to obvious gaps in the system e.g housing opportunities • Prepare a presentation to share success stories/best practices with other organizations/ associations/ groups • Conduct a goal setting exercise with your team based on the organization's strategic plans. • Join a community-based working group where you can contribute and one that will help the agency's vision and mission. • Make a presentation/report - to DS community, families, self advocates, political systems, cross sector approach - social housing, mental health, health, education (live in neighbor - students) • List 5 different methods you use to stay informed of the socio, economic and political trends that have an impact on your organization. • List 2 things you did in a year with a vision for the future. • List 5 different communication methods were used to get buy-in to your vision.

Championing Change and Innovation
(Formerly: Managing change and Flexibility)

Description:

This Core Competency is about being flexible and adaptable to changing environments in order to work effectively with various people and groups. It involves an open mindset to understand, appreciate and empathize with different and opposing perspectives. It is about having a clear vision for change, and communicating this in a way that all people are included and understand what the change means to them. It involves demonstrating a personal commitment to change through actions and words.

Emerging - Accepts the need to be flexible

Behavioural Indicators:

- Uses a person directed approach that is responsive to the needs and preferences of the person.
- Sees change as an opportunity and demonstrates a willingness to modify ideas or perceptions based on new information or contrary evidence.
- Adjusts behaviour to meet changing demands by choosing to not let things affect them when they do not go as planned.
- Prioritizes responsibilities and responds to immediate needs while reorganizing timelines for less urgent situations.
- Temporarily alters normal procedures or guidelines to fit a specific situation to get a task done and/or meet goals (within acceptable boundaries).
- Supports change initiatives by following new directions in a positive manner and providing appropriate information.
- Asks for feedback and ideas, and tries new approaches
- Is able to reflect and discuss their own flexibility toward change initiatives, possible barriers and biases in order to move forward.

Activities to Assist with Competency Development:

- Identify something you find difficult and ask 2 colleagues for ideas how you could approach the situation or problem differently.
- Identify someone who is flexible and make a note of 5 things you see them do to be flexible.
- Practice being flexible; select a time you have disagreed with someone and make a list of the positive aspects of their approach.
- Practice adopting a positive attitude and you will find that the new demands on you will be less stressful.
- Think about your personal learning/ working preference and make a list of why people might have a different preference.
- Ask 2 colleagues for feedback on your flexibility and how you can improve. Resist the temptation to defend yourself, make a note of their feedback and thank them for their feedback.
- Think of a time two colleagues or classmates approached a situation differently and note the benefits and challenges of their approach.

Championing Change and Innovation Continued
<table><tr><td></td><td>   - Discuss with your manager or director to understand recent changes or trends in the sector. Write down how this can impact your work. E.g the trend for IF.   - Different options within agency/outside of agency   - Using IF within traditional role of working within an agency (the need to be flexible and adaptable to change)   </td></tr></table>

Championing Change and Innovation Continued	
Evolving - Adapts and Adjusts the Approach	
<u>Behavioural Indicators:</u> • Revises plans as necessary and considers other people's concerns during change. • Collaborates with others for creative options when change is needed, encouraging them to be adaptable as well. • Recognizes how change affects people uniquely, and tailors the message appropriately. • Acts as a role model in promoting positive attitudes, and is able to coach and lead others in being adaptable. • Explains how change will impact current processes or structures, and reinforces the link to overall values and goals in order to build momentum toward change. • Gathers and considers the opinions of stakeholders and others, eg. person(s) supported, family and community groups, and either makes adjustments or helps clarify the importance and rationale for the change (using person centered thinking rather than systems thinking).	<u>Activities to Assist with Competency Development:</u> • List 5 different methods you are informed of the changes or trends that have an impact on your organization or scope of work. • Think about your personal learning/ working preference and make a list of why people might have a different preference. • Find someone who has a different viewpoint than you and have a discussion to understand their viewpoint, without expressing your viewpoint. Make a list of their points. • Help someone adjust with change- Create a written strategy on how you can help someone cope with change, if you see someone struggle or seek your help. Consult or vet your ideas with a supervisor or mentor. E.g - Recognizing the impact of how the individual may react/adjust to the changes. Example- COVID 19 - changes to IF and offering of services, technology use, • Build supportive routines, make a list of 3 things you like to change in your daily routine, commit to doing this activities for 5 days, and log your success. Consider continuing the change practices for 3 months.

Championing Change and Innovation Continued

Leading - Gets buy in for the change

Behavioural Indicators:	Activities to Assist with Competency Development:

Behavioural Indicators:

- Uses the opportunity as a driver of positive change.
- Translates the vision into specific and practical goals.
- Explains how the change will impact current roles and gathers feedback, recognizing others' differences, fears or perceptions by encouraging ongoing conversations.
- Reviews and recommends changes.
- Models new behaviours and attitudes, and provides training/support for others to learn new processes, improving the confidence of others to thrive in the new environment.
- Is sensitive with emotional responses and manages expectations of self and others.
- Shares stories or successes to build enthusiasm and commitment to the change process.
- Partners with others outside of the immediate environment, using their understanding of various systems, in the development of the plan.
- Identifies opportunities and sets objectives and standards related to the change initiative.
- Questions and revisits validity of own ideas and approaches, and changes strategy when existing approach proves ineffective.
- Remains open to others' ideas when larger systems demand alternative options.

Activities to Assist with Competency Development:

- Develop or join Community of practice
- liaise with family networks
- Identify inefficacies or new and innovative ideas for improvement. Communicate the "business case" for change to your leadership.
- Sign up to lead a change initiative you believe in, or be part of a group change initiative. Use the Core competency behavior indicators as a guidance to help manage change.
- Draft a communication strategy for change management initiative- who needs to know, when/frequency of communication, strategies for feedback collection.
- List potential challenges of a change initiative you are part of and list ways to address them
- Make a list of the different methods used to get buy-in to your vision. Make a list of 2 other methods you could consider using.
- Mentor an employee and help them master the competency.
- Create a plan for how you will support your direct reports to adapt to new way of doing.
- Watch the movie "Dances with Wolves" and note how the main character considers the viewpoints of others

Championing Change and Innovation Continued	
• Shares the message to a broad variety of stakeholders, communicating impact and benefits.	

Championing Change and Innovation Continued	
Influencing - Changes the Direction	

Behavioural Indicators:

Activities to Assist with Competency Development:

- Monitors internal and external environmental (socio/economic/political) trends and anticipates impact on people, agency, family network, sector or in the community.
- Changes the overall plan or goal (i.e., what one is trying to accomplish) to fit the situation from more systems level thinking.
- Facilitates collaboration and effective communication about the change with external partners and across sectors where appropriate.
- Reviews and approves recommendations considering strategic impact.
- Creates an environment that embraces change, reinforcing the reason for the change by linking it to the overall vision, inspiring others to become champions for the needed change.
- Involves partners, stakeholders and team members in analyzing strengths and weaknesses.
- Develops contingency plans.
- Fosters opportunities for growth and success of others in the new environment.
- Publicly recognizes those who are demonstrating actions consistent with the new model and direction of change.
- Willing to change the organizational strategy/direction to be responsive to changes in the direction of the sector(s) or broader society.

- List 5 different methods you are informed of the socio, economic and political trends that have an impact on your organization.
- List 3 trends that are impactful to the agency/ people and do a presentation to the Board/all staff.
- Conduct a SWOT (Strength, Weakness, Opportunities and Threats) analysis for a change initiative
- Draft a change management plan for a change initiative with a frequent timeline for success check in.
- Participate in external committees and networks to drive change in the sector.

Building Relationships
(Formerly Collaboration and Relationship building and networking)

Description:

Building relationships is about intentionally collaborating to develop meaningful relationships with people supported, co-workers, families, community partners and other stakeholders. It is about seeking opportunities to create collaborative partnerships to meet mutual goals.

From a sustainability perspective, building relationships is about fostering past relationships, understanding the current context and how to ensure reciprocal satisfaction. It also means anticipating future possibilities of partnerships.

Emerging - Establishes positive relationships

Behavioural Indicators:

- Assumes personal responsibility to do their share of the work and follows through in a timely manner on inquiries, requests and concerns from individuals, their families, community partners and others.
- Identifies the strength of key individual relationships and improves them in their immediate environment.
- Maintains clear and timely communication with individuals and families, seeks continual feedback about service experience and shares helpful information and person directed goals.
- Shares information, expertise and insight with team members about actions or proposed changes that will affect them. Uses ethical judgement about sharing information with others.
- Treats other team members with respect, and listens with an open mind to others' points of view.
- Genuinely values others' input and expertise and sees how each member contributes to a process and to the success of the team.

Activities to Assist with Competency Development:

- Ask 3 people for feedback on your collaboration behaviours. Make notes on their feedback.
- For 3-5 days keep a list of instances you have collaborated.
- Identify 3 people who you think are good at collaborating and ask them for advice on how to collaborate.
- Identify 3 times you have witnessed collaboration and write down what you saw work well and not well.
- Identify 3 times you have collaborated and make a list of what worked well and what did not work well.
- Identify a team or group you work with and make a list of each member's strengths.
- Identify something that a team or group is working on and seek the opinion of what is working well from each person. Take notes on their ideas.
- Mind map you network, identify the various professional contacts you have. Reflect on how you maintain a relationships with the members of your network.

Building Relationships Continued	
- Sees value in engaging with diverse perspectives and takes advantage of those opportunities. - Values the diversity of roles, talents, skills, cultures and backgrounds that others bring to their learning and to joint team efforts. - Identifies and seeks out others who can support the goals of the team. - Willingly seeks diversity of feedback on ideas and adjusts accordingly.	- Identify 3 areas you would like more knowledge, skills or access. Identify people who maybe able to assist you. - Identify current professional relationships. Evaluate each relationship as poor, adequate, reasonably positive or very good. Identify barriers or challenges in the relationships and strategies to improve. - Watch one of the following movies and make notes about how "Collaboration was demonstrated" "A league of their own" "Glory" "Mr. Holland's Opus" "The Mighty Ducks" "Cool Running's"

Building Relationships Continued	
Evolving - Growing collaborative relationships	
<u>Behavioural Indicators:</u>	<u>Activities to Assist with Competency Development:</u>

Behavioural Indicators:

- Is able to maintain current and established relationships that benefits the person receiving services, their family, the organization and the community.
- Demonstrates commitment to initiatives by actively contributing to the efforts of a team and by recognizing the contributions of others.
- Engages others in dialogue about the importance of relationship building to foster reflection and growth in self and others.
- Appreciates the value that diversity and people's lived experiences contributes to a relationship.
- Identifies the strength of key individual relationships and improves them in their immediate environment.
- Encourages people to continue their efforts through support and feedback when they become discouraged.
- Actively finds ways to build positive, friendly, inclusive, diverse and cooperative relationships that will lead to new community involvement opportunities.
- In a timely manner works to resolve conflicts by clarifying understanding, listening for underlying concerns, and defining areas of agreement and disagreement between parties.
- Recognizing that team consensus may at times outweigh individual viewpoint.

Activities to Assist with Competency Development:

- Acknowledge your colleagues. Identify 3 people you are on a team/ group or work with and acknowledge their contribution to the work. Make notes of what you acknowledged and their reaction.
- In a meeting encourage everyone to participate. Make notes on how you encouraged others to participate.
- Identify a team you are working with and ask them how you can improve your collaboration.
- Identify 2 people who are good at relationship building, meet with them and explore how they established their network, the benefits of the network and how it helps your organization/ supports/ success.
- Work with your supervisor to find a committee/ network that you can participate on to build your network.
- Identify relationships that would help the people you support achieve their goals.
- Identify a gift, skill or knowledge that you could contribute to a network.
- Make a list of 10 times you have contributed to a network/ committee etc.
- Identify a network and identify the different roles that each member has i.e. coach, mentor, leader, information source, expert, supporter, cheerleader etc.

Building Relationships Continued	
• Consistently holds self and others accountable for promoting collaboration and resolving conflicts to facilitate win-win resolution of differences.	

Building Relationships Continued	
Leading - Builds Networks	
Behavioural Indicators:	Activities to Assist with Competency Development:
• Seeks to creatively build on and develop new relationships beyond their current sphere that would benefit people receiving supports, families, other staff and the workplace to address immediate and future needs as an agent of change. • Recognizes where strengths lie within and across resources, and taps into their expertise; makes best use of people's talents to achieve superior services/results. • Establishes networks and systems that promote the sharing of best practices and specialized knowledge transfer. • Focuses on the collective impact, and on collaboration over competition. • Uses good communication and interpersonal skills to uncover potential misunderstandings, concerns and needs that may inhibit partnerships and relationships. • Uses a mentoring approach when collaborating with partners to develop capacity in a manner that benefits others in anticipation of future needs. • Explores and assesses relationships to understand and evaluate the opportunities that exist, or could potentially exist for further partnerships, leading to community inclusion and belonging. • Builds positive relationships within and across teams.	• Identify a long-term goal and the people/ network that can support you. Consider strategies to connect with the network/ people to achieve your goal. • Identify people in your agency/ community that can assist you long-term and make a plan to connect with them and learn more about their role. • Identify 3 influencers in an area that you are interested. • Identify another team/ organization that you would like to collaborate with and meet to discuss strategies to build a relationship. • Join a committee/ group outside of your traditional work environment.

Building Relationships Continued
Influencing - Creates Social Capital for greater good

Behavioural Indicators:	Activities to Assist with Competency Development:
- Uses strategic planning processes to create new opportunities and build on existing relationships as a driver of positive change and transformation. - Uses collaborative relationships and positional power to align multiple perspectives, influence policy, community, and organizational development to build respect and positive outcomes for people receiving supports, families and/or the workplace/sector. - Creates synergy across roles/agencies/partners/ funders/sectors to best meet the needs of the people who receive support or other stakeholders. - Demonstrates the value of reciprocity of social capital and exchange of knowledge and skills, and is recognized by others for their work in this way. - Values and seeks exchange of social capital and diverse connections within a broad range of contexts, including funding, community, organizational partnerships and cross sectoral opportunities.	- Identify critical issues within your network. Ask your network what the most pressing issues are for each of the members. - Communicate to your team who the members of your network are. - Identify a long-term goal and map the stakeholders you will need to involve. Note who you have a relationships with and how to maintain it and who you need to build a relationship with. - Take a lead role in an external committee/network.

Inclusive Leadership
(Formerly Combined Holding people accountable, values and Ethics and leading others)

Description:

Leadership is about organizing people and processes toward accomplishing a goal. This is done through coaching, mentoring, and motivating others towards a vision, commitments, and goals. Effective leaders foster an inclusive and positive environment.

Leaders consistently act and think with personal integrity, as well as with concern for, and sensitivity to, the fundamental values and ethics of the people receiving support/families, the agency/organization/sector and the profession.

It includes the capacity for sound ethical judgement in a diverse and ethically complex environment, and in the face of ongoing pressures and constraints to continually promote excellence.

Emerging - Authentic Leader

Behavioural Indicators:

- Is self aware of own leadership style and values.
- Shows awareness of and commitment to fundamental values and goals for the profession.
- Provides clear direction.
- Encourages ideas and contributions from others.
- Is aware when mistakes are made and takes personal responsibility to correct them.
- Ensures consistency between words and actions.
- Genuinely cares about people, which is made abundantly clear in their leadership style.
- Uses a person centred approach in the provision of services, and respects and facilitates self-determination, supports informed decision making.
- Demonstrates evidence of character traits such as honesty, transparency, fairness and respect.

Activities to Assist with Competency Development:

- Ask 2 colleagues for ideas on how you can handle a difficult situation you are facing.
- Ask 2 colleagues to provide examples of when they faced a difficult situation and how they handled it. Make notes on their responses.
- Make a list of commitments you have made to others and your progress in reaching these commitments.
- Ask 3 people for feedback on their perceptions of your honesty and ethical behaviour.
- Make a list of 5 ways you can practice ethics in your profession.
- Make a list of 3 of your values and note ways that you have demonstrated these values.
- Identify 3 actions you have taken that have supported the values of your organization/ profession.

Inclusive Leadership Continued	
• Shows tact, sensitivity to personal/professional boundaries and to personal differences. • Mission-driven and thinks long-term. • Takes every opportunity to integrate an organization's core values into all communication and action.	• Review 8 different leadership styles and identify your personal leadership style. Give 3 examples of how you reflect the leadership style. • Read Code of Ethics: oadd.org/wp-content/uploads/2018/11/DSW-Code-of-Ethics2017.pdf • Read Standards of Practice: oadd.org/-wp-content/uploads/2018/11/DSW-Standards-of-Practice-Revised-May-2017.pdf

Inclusive Leadership Continued	
Evolving - Participatory Leader	
<u>Behavioural Indicators:</u>	<u>Activities to Assist with Competency Development:</u>
- Seeks full understanding of facts and interests of all concerned when confronted with ethical issues and dilemmas, and reflects upon all options in search of optimum solutions (ethical judgement). - Seeks input of others and values differing views. - Actively facilitates the resolution of conflict. - Establishes group norms. - Fosters belonging and promotes diversity in team makeup. - Celebrates accomplishments. - Is an effective coach by providing specific feedback. - Models an understanding of the relevance of fundamental values and ethics)of the profession to everyday work, and consistently attempts to apply them. - Acts in support of an open and safe workplace atmosphere in which everyone feels encouraged to safely raise, discuss and address ethical issues. - Openly acknowledges own errors of judgement without being prompted by others.	- Define Participatory Leadership - Conduct an audit of your work environment for personal and joint accountability for performance. Consider: Does the team celebrate achievements, do all team members know the goals and objectives? Do you know the challenges and barriers that impact performance? How does your team give credit to each other? - Meet with your supervisor to role play a performance review where the employee has poor performance. - Identify inconsistency between expectations and performance for 2 employees. Identify strategies to support the employees success. - Role play a coaching scenario with a supervisor, solicit feedback on your performance. - Make a list of ways that you reflect the values and ethics of the profession in your day to day performance. - Identify 5 ways to create a safe and open work environment. - Identify your conflict management style and explore opportunities to use other approaches. - Read: [The benefits of diversity in building teams](#) and [14 Important Benefits Of A More Diverse Leadership Team](#) and consider what benefits diversity has brought to your team and how can you support and EDI approach to support the contributions of all members of your team.

Inclusive Leadership Continued	

	• Read: How performance management can foster diversity and inclusion and consider how you foster diversity and inclusion in your approach to performance management and inclusion. (5 minutes)
	 • Read the following articles and make your own list of the costs and benefits of conflict in the workplace:
	     o What's the True Cost of Conflict
	     o 5 Benefits of Workplace Conflict
	     o Difference Between Constructive and Destructive Conflict
	 • Read the following article and note some strategies you can use to manage workplace conflict: Conflict Resolution: 8 Strategies to Manage Workplace Conflict

Inclusive Leadership Continued
Leading - Inspirational Leader

Behavioural Indicators:	Activities to Assist with Competency Development:
- Effectively resources the team by identifying and accessing opportunities. - Questions and challenges the discrepancies and practices that do not align with the professional ethics of the workplace. - Recognizes employee potential. - Coaches discussions and explores fundamental values of the profession as it relates to the role. - Encourages others to consistently adhere to the values and holds people accountable to the mission and ethical practices. - Pivots to accomplish goals in an evolving environment. - Promotes ownership and responsibility at all levels. - Develops high performing teams. - Supports team members in learning from each other, being self-directed, and being responsible for their own assessment and learning. - Addresses performance issues in a timely way by speaking with others openly and directly, and holding them accountable for taking action for improvement.	- Meet with your supervisor to role play a difficult conversation, such as termination. Develop a script in advance and ask for feedback after the tole play. - Watch Simon Sinek Ted Talk: How Great Leaders Inspire Action - Read 5 ways to Build a High Performance Team - Read The Agile Guide to Winning at team development and review Tuckman's stages of team development - Facilitate a team building activity or use a personality assessment tool (such as True Colours) to help your team understand their differences and how to relate to each other. - Develop your statement on Leadership. Include the values that you will reflect in your leadership approach. - Meet with a team to discuss how their work support the mission/ vision and values of the organization/ profession. - Read the article "Strengthening Human Value in Organizational Cultures" and consider if you are meeting the 6 psychological needs that Stallard and Pankau identify. (20 minutes) - Meet with your team to discuss a goal they would like to achieve and how you can support them to achieve the goal.

Inclusive Leadership Continued	
Influencing - Transformational Leader	
Behavioural Indicators:	Activities to Assist with Competency Development:
• Ambassador for valued social roles in the community and supports people to have meaningful roles in society. • Acts in accord with values and ethics even when significant cost or risk is associated with doing so. • Uses diplomacy when actively and intensely challenging directives that do not align with professional values and ethics. • Recognizes and amplifies people who uphold person/family/agency values and acts ethically. • Champions a vision and leads others to buy into their mission, goals, strategy, and priorities, creating the optimum climate for achievement. • Role model for transformational change. • Takes calculated risk to bring forth meaningful change. • Combines clarity of purpose with personal conviction and a sense of determination to position self as a credible leader. • Generates excitement, enthusiasm and commitment in people by translating the vision, mission and values into terms that are relevant to the work being performed. • Positions self as a charismatic leader. • Takes action to reinforce the vision and ensure processes and practices are aligned accordingly (e.g., rewards behaviour aligned with the vision).	• Identify a person in your community/ organization that has a unique perspective. Meet with this person to understand their perspective and strategize a way to amplify their voice. • Develop a formal plan to rectify a long-standing problem • Review articles and publications on Transformation Leadership and reflect on how this information can impact your leadership style. • Read Peter Senge's the Fifth Discipline • Read "The Leadership Challenge" by James Kouzes and Barry Posner • Read a Leadership Book by a BIPOC leader • Mind map your organization and how all the pieces support the mission, vision and goals. • Identify a project that is important to your organization and develop a plan to create excitement and interest in the project. Evaluate your plan effectiveness vs costs. • Review your agency's succession plans at various levels in the organizations. Reflect on strengths and gaps.

Inclusive Leadership Continued	
• Creates an environment in which all systems and processes support high levels of performance and are used to motivate employees to achieve goals. • Sponsors and reviews long-term learning needs, career paths, and succession plans for organizational leaders.	

Resilience
(Formerly self control with resilience)

Description:

Resilience involves maintaining stamina and performance under continued stress and to act effectively under pressure. It includes bouncing back from disappointments or confrontations, and not letting them negatively influence ongoing performance. It involves keeping one's emotions under control and restraining negative responses when provoked (14). It includes expressing or resolving stressful situations in an appropriate way that doesn't harm self or others.

Emerging - Show self control

Behavioural Indicators:

- Is able to monitor own emotional state and has an awareness of strong emotions (such as anger, frustration) and deals with them appropriately.
- Maintains composure in situations when being challenged by others.
- Knows when to take a time out and step away from a situation to consider possible solutions.
- Is aware of own trauma experiences and adopts coping strategies.
- Does not contribute to a heightened situation.
- Knows own strengths and weaknesses, and demonstrates self-confidence.
- Ensures the quality level of support and meets the needs of people even though the work is sometimes mundane.
- Ensures a high level of quality no matter what level of stress/pressure may be present.
- Has a positive attitude and is flexible despite personal struggles.
- Maintains self-motivation and a commitment to the work.

Activities to Assist with Competency Development:

- Demonstrate active listening, after a 3 conversations summarize the main points expressed by others.
- Make a goal to reduce your caffeine, alcohol or nicotine intake. Set a goal for one week and journal your success.
- Maintain a healthy lifestyle, make a health goal for one week and journal your success in implementing.
- Make connections to lean on during difficult times; make a list of 6-10 people that you can lean on when needed.
- Nurture a positive view of yourself; make a list of 6-10 positive things you can say to yourself.
- Identify 3 people who handle crisis well, meet with them and ask them what strategies they use to manage self-control.
- After a challenging situation debrief with your team and review what worked well and what could be done different next time. Journal this conversation.
- Draw a buffer shield: complete this diagram to identify your own personal coping strategies (see below)

Resilience Continued	
	• Monitor your exposure to media; for one week keep track of the amount and type of media you consume and note how the media impacts you. • Identify and purge toxic thoughts. Identify 5 toxic or negative thoughts that you have, for each thought reframe and write down a positive statement you can use instead. i.e. "Nobody ever listens to me" vs "I have important things to say and I will try to find a way to be heard". • Write down 5 things that can help you maintain self control when you become emotionally charged. • Identify a goal you have achieved and list the positive things you did to achieve the goal. • Identify a tough situation you faced and make a list of 5 things you would do differently next time. • Identify a tough situation you faced and make a list of 2-3 things you learned a result. • Read Chicken Soup for the Recovering Soul: Your Personal, Portable Support Group with Stories of Healing, Hope, Love and Resilience, by Jack Canfield, Theresa Peluso, Peter Vegso, and Robert Ackerman (HCI, 2004) and consider your own story of resilience.

Resilience Continued
Evolving - Demonstrate Persistence

Behavioural Indicators:

- Maintains composure when challenged by others and finds effective/acceptable solutions.
- Understands others' perspectives, works towards building consensus and finding effective solutions in difficult situations.
- Recognizes when emotions are building up and proactively manages response and expectations.
- Plans ahead and uses trained approaches to help others manage their emotions or stress.(15)
- Is strong and successful in providing quality care, even when faced with extreme obstacles.
- Acknowledges and shows sensitivity to experiences of others using a trauma informed lens.
- Tries to understand the meaning behind a comment without it impacting the relationship.
- Takes the opportunity to learn from the situation, and creates a plan to do better in the future, based on what has been learned from the current state.
- Focuses on how to successfully meet a challenge rather than on the obstacles or constraints.
- Ensures appropriate time for self reflection and self care so that burnout does not occur.

Activities to Assist with Competency Development:

- Engage in exercise, set an exercise goal (i.e. go on the tread mill for 20 minutes 3 times in the next week), and log your exercise for a week.
- Set healthy eating goals for one week and log your success in meeting your goal.
- Watch one of the movie "The Blind Side" and make notes about how "resilience" was demonstrated.
- Role play a difficult situation and write down different ways you could approach the situation.
- Identify a situation where you tried to calm others and note what did or did not work.
- Identify two situations where you demonstrated self control and two situations where you did not. Note what you did different in the situations and what the outcomes were.
- For 3-5 instances of interpersonal conflict and stress complete the chart below

Stressful situation	Reaction	Outcome

- Identify someone who you believe shows excellent self-control and ask them for 2-3 techniques they use to maintain self-control.

Resilience Continued	
	- Ask 2-3 colleagues for feedback on how you handle stressful or difficult situations. - Make a list of how you physically feel during a crisis or challenging situation. Explore 3 grounding techniques you can employ during challenging times. - Journal every evening for 3 weeks. - Identify a disagreement with someone. Describe what the outcome they wanted and the outcome you wanted. REflect on how you handle the disagreement and how the outcome met the expectations. (Find a resource on trauma) - Identify a situation where you disagreed with someone - make a list of the points and thoughts that the other person might have or presented. - Identify a goal you would like to achieve and three ways to support your goal. - The Resilience Factor: 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles (Paperback), by Karen Reivich & Andrew Shatte (Broadway, 2003) - Read: What Happened to You?

Resilience Continued
Leading - Model Resilience

Behavioural Indicators:	Activities to Assist with Competency Development:
- Creates an atmosphere that puts others at ease during difficult times. - Constantly takes the opportunity to learn and grow within their role and has self drive to continuously seek further knowledge (education, training, courses, trending support needs). - Demonstrates ongoing commitment to difficult tasks over the long term. - Manages stress effectively, and encourages and role-models personal wellness. - Coaches and educates others regarding trauma informed practices. - Is able to instill in others (individuals, family members and coworkers) the qualities of resilience and the capacity to deal with hardships. - Ensures own well being and the well being of others. - Encourages healthy lifestyle and self care practices to reduce the effects of stress on the mind and body.	- Identify a challenge/ goal or task that seems overwhelming. Break the problem into parts and identify the particular challenges. Identify who can impact each challenge and how you might address the challenges. - Meet with someone who you think has achieved success and ask them how they stayed resilient and helped others to be resilient. - Identify a challenge that you or your team overcame. Make a list of things that supported you to be successful. How did the challenge help you grow personally/ professionally. - Make a list of 5 activities that you enjoy and find relaxing. Schedule in your calendar a time to engage in the activities. Reflect on the benefits of these activities. - Identify a time when you handled a crisis well. Note the strategies you used and their effectiveness. Ask a colleague for their feedback. - Describe a challenging situation you had to an employee or colleague and walk through how you handled it successfully. - Implement a healthy lifestyle initiative with your colleagues for 3 weeks. - Read: **Resilience**, by Boris Cyrulnik (Penguin UK, 2009)

Resilience Continued	
Leading - Manages self in highly adverse situations	
Behavioural Indicators:	Activities to Assist with Competency Development:
 • Maintains self-control in the face of personally offensive comments and continues to work towards effective/acceptable solutions. • Delivers results with a high level of consistency over a long period of time. • Sticks with tasks despite meeting frequent and/or repeated rejection and/or frustration. • Maintains positive demeanour and a high level of self-motivation whatever the circumstances. • Demonstrates endurance and ensures a continued high level of service and commitment to individuals, families, agencies, community partners, etc. • Creates/champions a culture to support trauma informed practices.	 • Identify your professional network that you can support and that can support you during challenging situations. • Identify 5 ways you can support a trauma informed culture. • Make 5 professional commitments to your employees, organization, sector or people you support. Revisit these commitments 3 months later and reflect on how you have met the commitments. • Identify 5 strategies you use to remain resilient in periods of high and long term stress. • Identify an organization that has culture that is trauma informed and fosters resiliency- what are 5 practices/ strategies the organization uses. • Research Organizational Resilience, share your learnings with others through a presentation or focused discussion.

Resilience Activity:

Life experiences that strengthened me:	My support network of people who encourage me:

Attitudes and Beliefs that Protect me:	Physical self-care habits that prepare me or help me release tension:

Action skills I can use to change the situation:

Resource Management

Description:

Resource Management is the capacity to plan, effectively leverage and optimize resources (people, processes, financial resources, technology etc.). It means that resources are allocated efficiently in order to provide high quality support. This includes human resource management, which ensures that people have the right skills, capabilities, behaviours and tools.

Emerging - Understand and utilizes resources

Behavioural Indicators:

- Uses a person directed approach to understand the strengths and needs of the individuals they serve to be able to identify the resources required (day to day, life skill support, community, family, etc) to help the individual have a well-rounded life.
- Ensures the individual/family/those surrounding them Is aware of available resources within the immediate environment and organization/family.
- Understands the personal support network for each individual and encourages participation by the personal support network (teach, guide, share knowledge).
- Is able to identify where resources are needed for quality support and optimal functioning.
- Acknowledges and respects the resources of people receiving support.
- Uses financial resources available in a responsible, person directed way when purchasing items for people supported.
- Ensures responsible spending while being accountable to the individual, family or organization's principles, vision, values and priorities.

Activities to Assist with Competency Development:

- Make a list of goals for the people you support and identify the resources they need to achieve them.
- Identify a goal you, your team or someone you support has and make a timeline for achieve the goal.
- Identify 3 barriers that impact an ability to achieve a goal and brainstorm potential solutions to the barrier.
- Make an organizational chart for where you work. Identify the resources within each area of the organization- including knowledge/ equipment/ finances etc.
- Create a mind map of the various people, agencies, organizations or groups that the person you support is connected to. Identify the gift and value of each of these connections.
- Identify 2 people who have demonstrated an ability to achieve a goal. Meet with them to discuss what resources they find helpful.
- Prepare a draft budget for someone you support. Identify ways that their budget can support a goal they have.
- Create a table with supports/ benefits that people with disabilities can access. Indicate the criteria and benefit for each support.

Resource Management Continued	
Evolving - Leverages Resources	
Behavioural Indicators:	Activities to Assist with Competency Development:
- Understands how to best leverage existing resources. - Makes recommendations and pursues new initiatives and opportunities to continuously ensure high levels of support. - Ongoing focus is on building own resource management skills and capabilities while encouraging others to do the same. - Maintains good working order of all physical resources and equipment where possible, and immediately follows up with service providers for maintenance outside of their role. - Takes responsibility for financial decisions made. - Identifies gaps and areas for improvement and makes recommendations to decision makers.	- Ask your co-workers about what goals and objectives they have. Ask them what resources they need to achieve their priorities. - Make a list of all equipment that you use in your work location. Determine what maintenance is required for the equipment. - Develop a Matrix. Using Steven Covey's model from "The Seven Habits of Highly Effective People to determine activities that are urgent/ important (see below). List your activities in the quadrant and reflect on how you are using your time. - Create a plan for your next project and list the resources needed to follow through on the plan. Calculate the cost of the plan including wages, materials etc.)

Resource Management Continued

Leading - Allocate Resources

Behavioural Indicators:	Activities to Assist with Competency Development:
- Collects ongoing information and feedback about resource utilization to make timely, effective decisions. - Is able to effectively manage human assets and financial resources and make decisions with sound rationale. - Shows accountability and follows ethical principles. - Is able to identify skills and capabilities to effectively utilize human resources. - Builds effective partnership to be able to access available resources. - Is able to identify sector wide trends. - Builds awareness in others through coaching and mentoring to manage resources. - Has awareness of accessing funding sources, eligibility and budget constraints. - Holds high standards when it comes to resource management - there is a focus on people.	- Ask your supervisor for a goal/ objective they would like to see happen. Develop an action plan to determine timelines and costs. In your plan include: - Key activities to be performed, - Who will perform the activity, - Who will provide assistance, - Expected outcome of each activity, - When it will be completed, - Required resources, and - How you will measure whether the activity is completed to the standards established. - Share your plan with your supervisor for feedback. - Present an initiative/ goal that you accomplished to an employee/ colleague. Share the steps that you took and how you adapted the plan as needed. Indicate the resources needed and the timeline. - Make a systems map of assets that you interact with. Identify the resources and needs for each asset. - Review your agencies policies and procedures related to managing finances and resources. - Make a mind map of where your organization receives funding. Make a list of accountabilities (or reports back) for each funder. - Develop a professional value statement on your approach to managing the resources of the people you support/ agency.

Resource Management Continued
Influencing - Strategically administer resources

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<u>Behavioural Indicators:</u>

- Advocates for resources at family, organizational, community and various sector levels and across sectors.
- Advocates with others for effective utilization of resources.
- Operates at a strategic level and is able to identify risks and contingencies.
- Champions effective use of organizational resources.
- Utilizes strategic planning for long term resource requirement.
- Supports self-sustaining initiatives and plans for budgeting resources.
- Actively seeks funding opportunities for needed resources.

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<u>Activities to Assist with Competency Development:</u>

- Determine the 3 biggest costs for your program/ organization.
- Identify the 3 biggest increases in costs for your program/ organization.
- Identify the 3 biggest risks to your organization. For each risk identify to 2 strategies that could be used to mitigate the risk.
- Develop a budget for a new project that could be launched.
- Explore 3 sources of new funding.
- List 3 actions that could cut costs- and identify the implications of these actions.

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Resource Management: Steven Covey's table

Quadrant I activities are crises and emergencies which require immediate attention. Involve others to help with project deadline or tasks.

Quadrant II activities are priorities that need to be scheduled. Organize your work week and then delegate to others who have time and experience in handling the tasks.

Quadrant III and **IV** activities include phone calls, answering mail, attending some meetings. These activities should be done but are not urgent or as important. Ask someone to help you out. Have someone attend a meeting in your place.

Urgent/Important	Not Urgent/ Important
- Crisis - Pressing Problems - Deadline Driven Projects	- Prevention - Relationship Building - Recognizing New Opportunities - Planning - Recreation
Urgent/ Not important:	**Not Urgent/ Not important:**
- Interruptions - Service calls/ Mail - Reports - Some meetings - Popular activities	- Trivia, busy work - Some mail/ email - Some phone calls - Time wasters - Pleasant activities