



CORE COMPETENCY DICTIONARY

A companion document for DS agencies and
families implementing Core Competencies
2022

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Introduction

Core Competencies are the values, traits and behaviours that people demonstrate when directly or indirectly supporting people with a developmental disability to live more inclusive and fulfilling lives in the community. People with highly developed Core Competencies exemplify the best quality of support in our communities. Core Competencies can be thought of as “how” an individual approaches supporting people with a developmental disability. Employees must also possess Technical Competencies – what a person needs to know to do a job (e.g. medication dispensing protocols).

Competencies, therefore, are the underlying personal characteristics and behaviours of an individual that are important contributors to predicting outstanding performance in a job within a particular organization. They mark the difference between average job performance and outstanding performance. Furthermore, the competencies are aligned with the DS Sector’s strategy and culture.

- In every job, some people perform more effectively than others.
- Outstanding performers do their jobs differently and possess different competencies (i.e., characteristics, traits, motives) than average performers.
- The best way to identify the characteristics that predict superior performance is to study the behaviours of top performers.

A great deal of research and discussions with subject matter experts underlie DSWIC’s methodology for identifying the growth stages for the core competencies. The model of growth stages and not having target levels attached to roles have many advantages and reflects the journey to belonging philosophy:

More holistic, and indicates how a direct support professional can evolve through stages of growth for each competency. This model can also be used by agencies, or families, individuals and other groups responsible for hiring direct support staff as well as for DS sector employee self development.

Enhances strengths and values regardless of job title/position or whether one is working with an organization or with a family (supports Journey to Belonging).

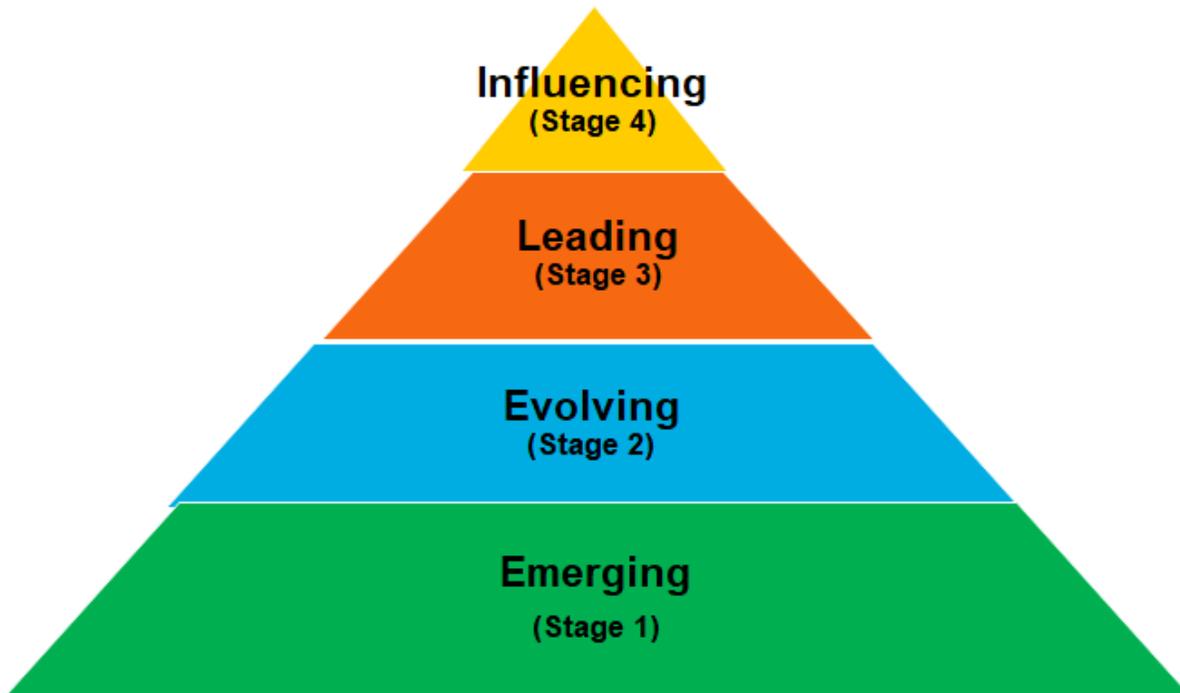
Allows for continuous growth, regardless of one's role, and therefore leads to greater success. Captures professional as well as personal development.

Promotes engagement and commitment to growth where many may remain in the same role for the entirety of their career.

Breaks down silos by focusing on behaviours vs. positions/level - acknowledges the value of lived experience rather than a position level. Everyone has an opportunity to be a leader and have influence in their role - promoting ownership and accountability.

Builds talent - in terms of skills and capabilities, beyond one's current role. Mindset shifts towards progressing beyond the boundaries of a role. Competencies are fundamental to all roles in the sector. It is recommended that they be used during recruitment as a way to identify “superior performer”. Once an individual is hired, the core competencies become a personal development and coaching focal point for developing one’s behavioural strength in one’s role.

Competencies and Growth Stages



Key to Competencies

Competency title

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.

A definition of the competency **captures the essence of the competency**, what is being measured, and the way it helps support the employer's goals and values.

Emerging - Recognize when advocacy needs to happen

- 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.

Evolving - Takes actions to advocate

- 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.

Leading - Strategize and adapts to audience

- 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.

The competency stages and title. All of the competencies have four stages **Emerging, Evolving, Leading and Influencing**. There is a natural build in sophistication from one level to the next.

Influencing - Uses complex influence strategies for collective advocacy

- 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.

Behavioural indicators. In all cases, several indicators are given which exemplify the behaviours seen at that level and for that competency; they are intended to show what the level "looks like" and **do not provide an exhaustive list.**

Core Competencies

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Advocacy Continued**Influencing** - Uses complex influence strategies for collective advocacy

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Building Relationship

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

- 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.
- 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.

Building Relationship Continued**Evolving** - Growing collaborative relationships

- 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.
- Consistently holds self and others accountable for promoting collaboration and resolving conflicts to facilitate a win-win resolution of differences.

Leading - Builds Networks

- 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.

Building Relationship Continued**Influencing - Creates Social Capital for greater good**

- 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.

Championing Change and Innovation

Description:

This Core Competency is about being flexible and adaptable to changing environments 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

- 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
- Able to reflect and discuss their own flexibility toward change initiatives, possible barriers and biases in order to move forward.

Evolving - Adapts and Adjusts the Approach

- 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, e.g. 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).

Championing Change and Innovation Continued

Leading - Gets buy in for the change

- 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.
- Shares the message to a broad variety of stakeholders, communicating impact and benefits.

Influencing - Changes the Direction

- 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.

Facilitate Growth and Development

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

- 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.
- 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.
- Provides opportunities for self-reflection and room for asking questions.

Evolving - Creates learning opportunities for others

- Collaborates to encourage independence of skill-building and/or decision-making.
- Asks 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 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.

Facilitate Growth and Development Continued

Leading - Coaches others and provides advice relative to development

- 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.

Influencing - Champions a supportive learning environment

- 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.

Inclusive Leadership

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

- 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.
- 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.

Inclusive Leadership Continued**Evolving - Participatory Leader**

- 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.

Leading - Inspirational Leader

- 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.

Inclusive Leadership Continued**Influencing - Transformational Leader**

- 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).
- 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.

Problem Solving & 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.

- 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.

Evolving - Is open to new ideas/solutions

- 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.

Problem Solving & Decision Making Continued**Leading** - Solves complex challenges

- 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 coach's independent problem solving with others (families, people supported).
- Thinks imaginatively 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.

Influencing - Drives solutions for multi layered challenges

- 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.

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. It includes expressing or resolving stressful situations in an appropriate way that doesn't harm self or others.

Emerging - Show self control

- 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.

Resilience Continued**Evolving - Demonstrate Persistence**

- 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.
- 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.

Leading - Model Resilience

- 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.

Resilience Continued**Influencing - Manages self in highly adverse situations**

- 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.

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 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

- 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).
- 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.

Evolving - Leverages Resources

- 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.

Resource Management Continued**Leading - Allocate Resources**

- Collects ongoing information and feedback about resource utilization to make timely, effective decisions.
- Able to effectively manage human assets and financial resources and make decisions with sound rationale.
- Shows accountability and follows ethical principles.
- Able to identify skills and capabilities to effectively utilize human resources.
- Builds effective partnership to be able to access available resources.
- 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.

Influencing - Strategically administer resources

- 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.

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

- 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 timeframe 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.
- 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.

Evolving - Thinks ahead and plans

- 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.

Strategic Thinking Continued**Leading** - Promotes strategic direction

- 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.

Influencing - Develops a vision

- 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.

Valuing Equity, Diversity and Inclusion (EDI)

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

- 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.
- 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.

Valuing Equity, Diversity and Inclusion (EDI) Continued**Evolving** - Contributes to creating a safe space for everyone

- 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 themselves 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.
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

- 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.
- 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**

- 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.