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# Core Competencies Project: Competency Dictionary

**HayGroup**<sup>®</sup>

*A Collaborative Initiative Between the  
Provincial Network on Developmental Services  
and the  
Ministry of Community and Social Services*

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## Introduction

Hay Group's approach to determining the characteristics of superior job performance goes beyond traditional task and skill analysis to identify the specific competencies of highly effective people in a specific role. Several assumptions underlie Hay Group's methodology for identifying the characteristics that distinguish the top performers in a particular job from average performers:

- 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.

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 in a specific model are aligned with the organization's strategy and culture.

Competencies enable top performers to demonstrate critical behaviours:

- More often,
- In more situations, and
- With better results.

In this document we have identified the roles in the sector next to their target levels for each competency.

We have also identified *threshold competencies* in a separate section. Threshold competencies are fundamental to all roles in the sector. It is recommended that they be used during recruitment as a way to identify "fit" since threshold competencies generally reflect the values in an organization. By comparison, the core competencies are also relevant in hiring as a reference for considering one's natural predisposition to develop a strength in the respective competencies. 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.

Finally, under competency definitions, we have identified why each competency is important.

## Competencies and Target Levels

The following table lists the competencies and target levels by role.

	Competencies														Threshold Competencies				
	Advocating for Others	Collaboration	Creative Problem Solving & Decision Making	Developing Others	Fostering Independence in Others	Holding People Accountable	Initiative	Interpersonal Relations & Respect	Leading Others	Managing Change	Relationship/Network Building	Resilience	Resource Management	Self-Development	Strategic Thinking	Flexibility	Self-Control	Service Orientation	Values & Ethics
Direct Support Professionals	3	3	3		3		3	3				4							
Direct Support Supervisors	3	4	4	4		4			3										
Specialized Support Workers	4	4	4		4		3	4				4							
Clinical Specialists	4				4		3	4				4		4					
Managers	3		4	4		4			5	4	3		4		3				
Directors	4		5	5		5			5	5	4		4		4				

## Key to Competencies

Competency title

A definition of the competency. This is supported by the “why it’s important” statement. Together, they capture the essence of the competency, what is being measured, and the way it helps support the employer’s goals and values.

Why it’s important – This provides a brief explanation of why the competency is important in a Developmental Services role.

The level number and title. All of the competencies have four or more levels. There is a natural build in sophistication from one level to the next.

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.

<b>Advocating for Others (AFO)</b>	
<p><b>Definition</b></p> <p>Individuals demonstrating the competency “Advocating for Others” show through their behaviours an inclination to champion a cause or issue and try to get others to support it (i.e., trying to win the support of others).</p>	<p><b>Level 1</b></p> <p>States facts to persuade or motivate</p> <ul style="list-style-type: none"> <li>• Uses direct persuasion in a discussion or presentation.</li> <li>• May appeal to reason, data, others’ self-interest.</li> <li>• May use concrete examples, visual aids, demonstrations, etc.</li> <li>• At this level, focuses on fact but makes no apparent attempt to adapt presentation to the interest and level of the audience (adapting presentation or language is level 3).</li> </ul>
<p><b>Why it’s Important</b></p> <p>A core aspect of all roles is the demonstration of behaviours associated with advocating with impact – to champion a cause or issue, to speak up and draw the attention of others, and to direct decision makers towards a solution. Whether advocating in a frontline role, which is focused on “giving voice to others,” to individuals who cannot speak for themselves, or in a more senior leadership role, which is focused on advocating for the agency or the sector itself, demonstrating behaviours associated with advocating is critical.</p>	<p><b>Level 2</b></p> <p>Takes multiple actions to encourage</p> <ul style="list-style-type: none"> <li>• Makes two or more <i>different</i> arguments or points in a presentation or a discussion.</li> <li>• Takes two or more steps to convince. Includes careful preparation of multiple sets of data for presentation (e.g. may use both statistics and actual examples).</li> </ul>
	<p><b>Level 3 Frontline Professionals, Front Line Supervisors, Managers</b></p> <p>Calculates impact of actions or words</p> <ul style="list-style-type: none"> <li>• Adapts a presentation or discussion to appeal to the interest and level of others.</li> <li>• Anticipates the effect of one’s words or actions on others’ perceptions of himself/herself.</li> <li>• Takes a well-thought-out dramatic or unusual action in order to have a specific impact.</li> <li>• Anticipates and prepares for others’ reactions.</li> </ul>
	<p><b>Level 4 Specialized Support Workers, Clinical Specialists, Directors</b></p> <p>Uses indirect influence</p> <ul style="list-style-type: none"> <li>• Uses chains of indirect influence: “get A to show B so B will tell C such-and-such”.</li> <li>• Takes two or more steps to influence, with each step adapted to the specific audience.</li> <li>• Anticipates areas where support or influence will be required and takes steps to add these key individuals to own network.</li> <li>• Judges when to seek support to enlist the involvement of credible resources/objective experts to bolster arguments or improve buy-in of reluctant or resistant people.</li> <li>• Solicits and engages the support of like-minded individuals to help convince others.</li> <li>• Uses experts or other third parties to influence.</li> <li>• Sounds out key decision-makers and influencers prior to meetings.</li> <li>• Uses a combination of logical argument, personal conviction and passion to create a winning case.</li> </ul>
	<p><b>Level 5</b></p> <p>Uses complex influence strategies</p> <ul style="list-style-type: none"> <li>• Uses an in-depth understanding of the interactions within a group to move toward a specific agenda (e.g., may give or defer information among individuals to have specific effects); uses “group process skills” to lead or direct a group.</li> <li>• Assembles political coalitions; uses complex manoeuvring to reach a goal or have an effect.</li> <li>• Builds “behind the scenes” support for ideas. This may include building support within the Board for management suggestions.</li> <li>• Builds and continuously maintains a network of contacts and resources to support initiatives.</li> </ul>

## Core Competencies

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## Core Competencies, continued

<b>Collaboration (COLL)</b>	
<p><b>Definition</b></p> <p>Collaboration Is about communicating with others both within one’s team as well as with individuals, agencies and organizations outside one’s immediate work area or span of control (e.g., with community partners and stakeholders) to create alignment within and across groups. It is not only encouraging but expecting collaborative efforts and information sharing across agency/organizational lines toward shared outcomes.</p> <p><b>Why it’s Important</b></p> <p>This competency is about teamwork. Whether working with others within one’s own team, cross-functionally, or in the community with community partners, the demonstrated willingness to collaborate effectively with others is critical to creating alignment within and across groups, and to providing high levels of service to those who are supported.</p>	<p><b>Level 1</b> Collaborates/does own share of work</p> <ul style="list-style-type: none"> <li>• Willingly accepts and quickly adapts to an assigned role as a member of a large or small team.</li> <li>• Shares information with team members about actions or proposed changes that will affect them.</li> <li>• Pitches in and works with others, in unusual circumstances or when necessary to get the job done.</li> <li>• Shares expertise and insight with others (e.g., through team discussions, brainstorming sessions).</li> <li>• Clearly understands the goals of the team as well as the roles and responsibilities of each team member.</li> <li>• Treats other team members with respect; recognizes that each person’s contribution is valuable and essential to the overall success of the team.</li> </ul> <p><b>Level 2</b> Values others and solicits input</p> <ul style="list-style-type: none"> <li>• Genuinely values others’ input and expertise.</li> <li>• Wants all members of a group to contribute to a process.</li> <li>• Recognizes and builds on the good ideas of others and willingly seeks feedback on ideas.</li> <li>• Willing to help and encourages others to learn new and different parts of their jobs by sharing knowledge, experience and information.</li> <li>• Respects the expertise of others and takes advantage of opportunities to learn from them.</li> <li>• Recognizes where strengths lie within and across departmental resources and taps into their expertise; makes best use of people’s talents.</li> <li>• Reinforces sharing of expertise between team members and among teams to achieve superior services/results.</li> <li>• Values the diversity of talents, skills, cultures and backgrounds that others bring to joint team efforts.</li> <li>• Builds positive relationships within and across teams.</li> </ul> <p><b>Level 3 Direct Support Professionals</b> Encourages others</p> <ul style="list-style-type: none"> <li>• Credits others who have performed well.</li> <li>• Encourages and empowers others, making them feel strong and important.</li> <li>• Demonstrates own commitment to important initiatives by actively contributing to the efforts of a team and by recognizing the contributions of other team members.</li> <li>• Is quick to provide guidance and support to new team members/other teams to facilitate learning.</li> <li>• Encourages people to continue their efforts when they become discouraged.</li> <li>• Objectively represents the needs of own work area in cross functional initiatives.</li> </ul> <p><b>Level 4 Direct Support Supervisors, Specialized Support Workers</b> Works to build team commitment and spirit</p> <ul style="list-style-type: none"> <li>• Acts to promote a friendly climate and a good working relationship regardless of personal likes or dislikes.</li> <li>• Builds good morale or cooperation within the team, including creating symbols of group identity or other actions to build cohesiveness.</li> <li>• Works to resolve conflicts, within and/or across teams, by clarifying understanding, listening for underlying concerns, and defining areas of agreement and of disagreement between parties.</li> <li>• Consults with others and maintains objectivity when working on issues that cross boundaries.</li> <li>• Aligns multiple perspectives across agencies/groups to best meet the needs of the people who receive support or other stakeholders to create synergy.</li> <li>• Consistently holds self and others accountable for promoting collaboration and resolving cross-boundary conflicts to facilitate win-win resolution of differences.</li> </ul>

## Core Competencies, continued

<b>Creative Problem Solving &amp; Decision Making (PSDM)</b>	
<p><b>Definition</b></p> <p>Creative 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 given the circumstances. Problems can be solved by breaking the issue into smaller pieces or by identifying patterns or connections between situations that are not obviously related. 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 uses of resources.</p> <p><b>Why it’s Important</b></p> <p>In this complex and rapidly transforming service environment, there is a need to be creative and innovative in solving problems and making decisions, for example, applying creative approaches to old problems, thinking about new and creative ways to deliver service as cost effectively as possible, etc. As the sector undergoes transformational change, it is increasingly important to be open to new approaches and ideas.</p>	<p><b>Level 1</b> Uses a common sense approach to solve problems</p> <ul style="list-style-type: none"> <li>• Uses simple rules, common sense and past experiences to recognize problems. Responds to situations at face value.</li> <li>• Identifies component parts of problems or situations.</li> <li>• Breaks problems down into simple lists, activities or tasks, without assigning values or priorities.</li> <li>• Sees single causal links between components of a problem/situation (e.g., “if this, then that” thinking).</li> </ul> <p><b>Level 2</b> Is open to new ideas/solutions</p> <ul style="list-style-type: none"> <li>• Is open minded when presented with a new perspective.</li> <li>• Applies new information to work problems and situations.</li> <li>• Recognizes when a situation calls for or can be improved by an approach different from the usual.</li> </ul> <p><b>Level 3</b> <b>Direct Support Professionals</b> Understands and acts on basic relationships</p> <ul style="list-style-type: none"> <li>• Breaks down a problem/issue into its component parts.</li> <li>• Identifies discrepancies, trends and interrelationships in data.</li> <li>• Recognizes and acts on cause and effect relationships (A leads to B).</li> <li>• Recognizes that problems may be multi-dimensional.</li> <li>• Divides issues into categories (e.g., pros and cons).</li> <li>• Looks behind the face value of a set of facts; understands less obvious implications.</li> <li>• Uses knowledge and/or experience to understand, evaluate and solve problems/issues.</li> </ul> <p><b>Level 4</b> <b>Direct Support Supervisors, Specialized Support Workers, Managers</b> Identifies and considers options to solve a problem or issue</p> <ul style="list-style-type: none"> <li>• Generates multiple alternative solutions.</li> <li>• Thinks imaginatively in order to develop creative solutions or options for which there are few or no precedents.</li> <li>• Thinks “outside of the box” to identify new solutions.</li> <li>• Evaluates alternative solutions and identifies and acts on the optimum course of action.</li> <li>• Is prepared to try out different solutions while maintaining a safe environment.</li> <li>• Recognizes underlying issues and the implications of decisions or courses of action.</li> </ul> <p><b>Level 5</b> <b>Directors</b> Solves complex problems</p> <ul style="list-style-type: none"> <li>• Solves complex problems that may involve using several analytical or creative techniques to break the problem down into component parts or issues.</li> <li>• Applies complex learned concepts when examining patterns or trends.</li> <li>• Adapts existing frameworks to approach a situation from a different perspective.</li> <li>• Examines potential implications of decisions/solutions on all affected stakeholder groups, which may include several areas/departments across the agency.</li> </ul>

## Core Competencies, continued

<b>Developing Others (DEV)</b>	
<p><b>Definition</b></p> <p>Developing Others involves a genuine intent and passion to foster the long-term learning or development of others through encouraging, managing performance and coaching, in order to fulfill the current and future skill requirements of both individuals within the profession and the organization. Developing Others is not limited to formal positions of authority.</p> <p><b>Why it's Important</b></p> <p>The Developmental Services sector faces significant human resource challenges affecting agencies' ability to attract, train and retain qualified staff. Effective people development is essential for developing a qualified workforce in the sector. This competency, which is focused on both the short- and long-term learning and development of others, is critical to all manager/leadership roles within the sector.</p>	<p><b>Level 1</b> Shares task-related advice and expertise with others</p> <ul style="list-style-type: none"> <li>• Within a developmental context, gives detailed instructions and/or on-the-job demonstrations e.g., volunteers to show how to do the task.</li> <li>• Willingly shares own task-related expertise with others.</li> <li>• Provides direction or advice on how to do the work.</li> </ul> <p><b>Level 2</b> Creates learning opportunities for others relative to technical skills acquisition</p> <ul style="list-style-type: none"> <li>• Identifies or suggests activities that could help others develop new technical skills.</li> <li>• Gives directions or demonstrations with reasons or rationale as a training strategy.</li> <li>• Asks questions, gives tests, or uses other methods to verify that others have understood explanations or directions.</li> <li>• Have people work out answers to problems themselves, so they really know how, rather than simply giving them the answer.</li> </ul> <p><b>Level 3</b> Coaches others and provides advice relative to competency acquisition</p> <ul style="list-style-type: none"> <li>• Gives specific constructive feedback for developmental purposes.</li> <li>• Coaches others by providing feedback relative to learning new competencies.</li> <li>• Reassures and/or expresses positive expectations for future performance when giving corrective feedback and/or after a setback.</li> <li>• Gives individualized suggestions for improvement.</li> </ul> <p><b>Level 4</b> <b>Direct Support Supervisors, Managers</b> Provides in-depth coaching</p> <ul style="list-style-type: none"> <li>• Invests significant amount of time to help foster the growth and development of others.</li> <li>• Delegates full authority and responsibility with the latitude to do a task in their own way in order to develop specific characteristics, including the opportunity to make and learn from mistakes in a non-critical setting.</li> <li>• Understands and identifies a training or developmental need and establishes new programs or materials to meet it.</li> <li>• Encourages others to assess their strengths and weaknesses, career goals, and strategies for achieving them.</li> </ul> <p><b>Level 5</b> <b>Directors</b> Champions a supportive learning environment that facilitates employee growth and development</p> <ul style="list-style-type: none"> <li>• Creates an environment where mistakes are used as learning opportunities, feedback is freely offered and willingly received, and expertise is shared among employees.</li> <li>• Provides opportunities for employee development in light of current and future organizational needs.</li> <li>• Aligns organizational systems to support employee growth and development. Implements structures, succession planning mechanisms, and processes that promote employee development in line with the organization's goals.</li> <li>• Structures work processes to facilitate employee development (e.g., cross-functional training, participative management, etc.).</li> </ul>

## Core Competencies, continued

<b>Fostering Independence in Others (FIO)</b>	
<p><b>Definition</b></p> <p>Fostering Independence in Others is about enabling others to be self-sufficient and to nurture self-determination. It is also the sharing of responsibility with individuals and groups so that they have a deep sense of commitment and ownership.</p> <p><b>Why it's Important</b></p> <p>This competency is focused on empowering others – both staff and individuals whom we support – enabling them to be self-sufficient and nurturing self-determination. It is a critical competency both at the direct support level, in empowering individuals with developmental disabilities, and at the management level, in empowering employees to reach their potential.</p>	<p><b>Level 1</b> Provides encouragement</p> <ul style="list-style-type: none"> <li>Expresses positive expectations of others in terms of their potential (e.g., individuals, employees, families), speaks of them in positive terms.</li> <li>Shows respect for others' capabilities.</li> <li>Publicly credits others who have performed well, making them feel stronger, more capable, and able to function to the best of their abilities.</li> </ul> <p><b>Level 2</b> Provides training and support</p> <ul style="list-style-type: none"> <li>Demonstrates how to accomplish tasks to acceptable levels, and provides them with the information, tools and resources to best function and enable them to complete tasks and/or make decisions.</li> <li>Maintains clear communication regarding mutual expectations.</li> <li>Provides instruction, guidance and support in a helpful and supportive manner.</li> </ul> <p><b>Level 3</b> <b>Direct Support Professionals</b> Delegates</p> <ul style="list-style-type: none"> <li>Gives routine tasks to individuals or employees.</li> <li>Demonstrates trust by recognizing and acknowledging that others have the skills and abilities necessary to achieve goals or desired outcomes.</li> <li>Supports others during the transition of responsibility.</li> <li>Monitors to ensure tasks are completed successfully and provides feedback as appropriate.</li> </ul> <p><b>Level 4</b> <b>Specialized Support Workers, Clinical Specialists</b> Fully empowers others</p> <ul style="list-style-type: none"> <li>After assessing individuals' or employees' competence/capability, delegates full authority and responsibility with the latitude to do a task in their own way, including the opportunity to make and learn from mistakes in a non-critical setting.</li> <li>Also assigns appropriate resources to employees, individuals and families.</li> </ul> <p><b>Level 5</b> Encourages individuals within the organization to empower others</p> <ul style="list-style-type: none"> <li>Provides a learning environment that is supportive of direct support workers in delegating to and empowering the individuals they serve and families.</li> <li>Coaches employees to ensure clear understanding of the principles of delegation.</li> </ul>

## Core Competencies, continued

<b>Holding People Accountable (HPA)</b>	
<p><b>Definition</b></p> <p>Holding People Accountable is about communicating in a direct way what one wants or requires of others. It includes giving directions, setting limits, and holding people accountable for performance, insisting on high performance, confronting problem employees, and using appropriate positional authority to ensure performance with the long-term good of the organization in mind. It involves being firm and assertive, and stepping up to difficult decisions.</p> <p><b>Why it's Important</b></p> <p>To raise the bar on performance requires not only setting and communicating performance expectations, but also holding people accountable to high levels of performance, and confronting performance problems promptly. It is a critical competency for all managers/leaders.</p>	<p><b>Level 1</b> Gives directions</p> <ul style="list-style-type: none"> <li>• Gives adequate directions; makes needs and requirements reasonably clear.</li> <li>• Ensures understanding of what needs to be accomplished in a defined time frame.</li> </ul> <p><b>Level 2</b> Sets limits</p> <ul style="list-style-type: none"> <li>• Firmly says “no” to unreasonable requests, or sets limits for others’ behaviour.</li> </ul> <p><b>Level 3</b> Insists on high performance</p> <ul style="list-style-type: none"> <li>• Sets standards and insists on performance, or insists on compliance with direction in a no-nonsense manner.</li> <li>• Follows through with interim checkpoints; rewards success and takes concrete, systematic steps to correct failures.</li> </ul> <p><b>Level 4</b> <b>Direct Support Supervisors, Managers</b> Holds people accountable for performance</p> <ul style="list-style-type: none"> <li>• Reviews performance against clear standards or expectations.</li> <li>• Addresses performance problems in a timely way by confronting others openly and directly about performance problems and holding them accountable for taking action for improvement.</li> <li>• Creates an environment in which all systems and processes support high levels of performance and are used to motivate employees to achieve goals.</li> </ul> <p><b>Level 5</b> <b>Directors</b> Steps up to difficult decisions</p> <ul style="list-style-type: none"> <li>• Handles contentious issues directly and decisively even if actions adversely impact long-term employees or teams (i.e., performance problems, layoffs, redeployments).</li> <li>• Addresses performance issues in a timely manner by creating concrete goals, development steps or alternative working arrangements.</li> </ul>

## Core Competencies, continued

<b>Initiative (INT)</b>	
<p><b>Definition</b></p> <p>Initiative is about taking action, proactively doing things and not simply thinking about future actions. The time frame of this scale moves from addressing current opportunities or problems (being reactive) to acting on future opportunities or problems (being proactive). People with this competency are action-oriented – they act in the present to create value in the future.</p> <p><b>Why it's Important</b></p> <p>This competency is about being proactive – having a bias for action. Effective performance in direct support roles requires the ability to think and plan ahead, anticipate and prepare for problems versus reacting to them (i.e., “putting out fires”). At more senior levels, this is captured in the Strategic Thinking competency.</p>	<p><b>Level 1</b></p> <p>Addresses current opportunities or problems</p>
	<ul style="list-style-type: none"> <li>Recognizes and acts upon present opportunities or problems (usually within a one or two day timeframe).</li> <li>Takes the initiative – identifies a current problem and takes ownership of it, working on it until it is resolved.</li> <li>Takes action to overcome immediate obstacles/barriers to success.</li> <li>Is alert to opportunities for innovative solutions to problems and pursues them. Works independently, does his/her work without constant supervision.</li> </ul>
	<p><b>Level 2</b></p> <p>Takes action under pressure</p>
	<ul style="list-style-type: none"> <li>Makes time-critical decisions even when only limited information may be available.</li> <li>Acts promptly and with confidence when a situation requires a quick decision.</li> <li>Proactively manages own time.</li> </ul>
	<p><b>Level 3</b> <b>Direct Support Professionals, Specialized Support Workers, Clinical Specialists</b></p> <p>Thinks and plans ahead</p>
<ul style="list-style-type: none"> <li>Thinks ahead and plans for contingencies and effectively prepares and organizes resources and activities (usually taking place within 3 months).</li> <li>Makes sure things aren't left to chance; sets up contingency plans to deal with last minute changes, ensures sufficient follow-up to check on progress, uncover potential problems and identify areas where support/assistance might be needed.</li> <li>Anticipates and prepares for problems that may interfere with work or attainment of results.</li> </ul>	
	<p><b>Level 4</b></p> <p>Implements short-term plans</p>
	<ul style="list-style-type: none"> <li>Puts plan(s) in place and effectively implements them.</li> <li>Makes use of available resources and identifies alternatives to meet short-term goals.</li> </ul>
	<p><b>Level 5</b></p> <p>Implements longer term comprehensive plan(s)</p>
	<ul style="list-style-type: none"> <li>Puts comprehensive plan(s) in place and effectively implements them.</li> <li>Makes creative use of available resources or identifies alternatives to meet major or strategic goals.</li> <li>Anticipates the potential ramifications of current actions on future events (e.g., liability, legal actions) and takes immediate long-term action to mitigate the risk/delays/difficulties they cause.</li> <li>Creates an environment in which proactivity/initiative is valued.</li> </ul>

## Core Competencies, continued

<b>Interpersonal Relations &amp; Respect (IRR)</b>	
<p><b>Definition</b></p> <p>Interpersonal Relations and Respect involves dealing with people in a respectful and sensitive manner. It implies truly listening, understanding, accepting and respecting the opinions, feelings, perspectives and motivations of others. It is also the demonstrated willingness to use this knowledge to shape one's own responses and to show a concern for the welfare, dignity and feelings of others.</p> <p><b>Why it's Important</b></p> <p>This competency is focused on interpersonal understanding – communicating effectively, demonstrating empathy, and gaining a deeper understanding of others and their behaviour. Whether interacting with colleagues or people with developmental disabilities and their families, demonstrating high levels of interpersonal understanding is critical to effective relationship building and collaboration, and providing high quality service and support.</p>	<p><b>Level 1</b></p> <p>Listens respectfully to others</p> <ul style="list-style-type: none"> <li>• Treats people with respect, dignity and courtesy in all situations.</li> <li>• Listens respectfully to others; picks up clues to others' feelings or meanings, or listens when approached by others.</li> <li>• Pays close attention to and accurately interprets behaviours of others (e.g., body language, tone of voice, facial expressions, nuances, questions).</li> </ul> <p><b>Level 2</b></p> <p>Actively seeks to understand and responds appropriately</p> <ul style="list-style-type: none"> <li>• Takes the time to draw out and understand the interests, concerns and objectives of others.</li> <li>• Responds to people's concerns by altering one's own behaviour in a helpful, "responsive" manner.</li> <li>• Respects others' values and goals.</li> <li>• Shows concern, consideration and respect for others, including people with different values, background, culture and personalities.</li> <li>• Able to gain the confidence of others and establish good working rapport with people from different backgrounds or cultures.</li> </ul> <p><b>Level 3 Direct Support Professionals</b></p> <p>Effectively uses empathy</p> <ul style="list-style-type: none"> <li>• Genuinely sees things from another person's perspective.</li> <li>• 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.</li> <li>• Determines and uses the best response to calm irate, upset, or agitated individuals/people who receive support who find themselves in stressful or crisis situations (e.g., uses humour, empathic listening, explanations, etc.).</li> <li>• Sincerely cares for what people are experiencing and acts accordingly.</li> <li>• Consistently and effortlessly adjusts behaviours to current, unexpressed or poorly expressed thoughts, concerns, or feelings to enhance the relationship.</li> <li>• Produces good results when working with others by displaying tact, cooperation, sensitivity and respect for the opinions and situations of others and their culture.</li> </ul> <p><b>Level 4 Specialized Support Workers, Clinical Specialists</b></p> <p>Understands deep underlying issues/needs and adjusts behaviours accordingly</p> <ul style="list-style-type: none"> <li>• Displays an in-depth understanding of the ongoing reasons for a person's behaviour or responses and adapts his or her behaviours and uses this information to present, persuade, interact and work effectively with others.</li> <li>• Makes an assessment of a person's specific strengths, weaknesses, and needs based on a deeper understanding of the individual.</li> <li>• Takes into account the interrelationships between the individual, their culture, their community, their history and how this impacts their behaviours.</li> </ul>

## Core Competencies, continued

<b>Leading Others (LO)</b>	
<p><b>Definition</b></p> <p>Leading Others is about taking on the role of leader of a team or other group. It involves providing inspiration, clarity and direction through a compelling vision of the future. This includes ensuring that those who are led work together and are provided with the required resources and motivational support. Leaders measure their success through the success of others.</p> <p><b>Why It's Important</b></p> <p>Leading Others is an essential competency for all manager/leadership roles. The primary responsibility of managers/leaders is to lead their people in a manner that enables them to understand and buy into the agency's and sector's vision and agenda, and to move forward in accordance with established goals.</p>	<p><b>Level 1</b></p> <p>Facilitates the team function</p>
	<ul style="list-style-type: none"> <li>• States agendas and objectives; controls time; makes assignments (gives assignments to employees), etc.</li> <li>• Conducts effective meetings and holds informal discussions with staff to keep them well informed on work issues and changes.</li> <li>• Involves staff in planning, problem-solving and decision-making on matters that affect them.</li> <li>• Makes sure the group has all the necessary information; communicates a direction.</li> <li>• Explains the reasons for a decision. Solicits input from team members by encouraging their ideas and contributions.</li> <li>• Identifies and provides information and resources required for the team to work effectively.</li> <li>• Uses group process skills to facilitate team meetings and ensure group tasks are completed.</li> </ul>
	<p><b>Level 2</b></p> <p>Promotes team effectiveness</p>
	<ul style="list-style-type: none"> <li>• Takes specific actions with the intent of enabling the team to function optimally.</li> <li>• Creates the conditions that enable the team to perform at its best (e.g., setting clear direction, providing appropriate structure, getting the right people).</li> <li>• Gets others' input for purposes of promoting the effectiveness of the group or process.</li> <li>• Resolves conflicts in the team, gives fair feedback (individual or collective).</li> <li>• Acts to build team spirit for purposes of promoting the effectiveness of the group or process.</li> <li>• Ensures all team members are fully deployed.</li> <li>• Recognizes staff efforts by celebrating accomplishments.</li> <li>• Takes a proactive, positive review of staff and their capabilities, ensuring they understand their role and responsibilities, counselling and supporting them in improving their skills.</li> <li>• Fosters a climate of openness, trust and solidarity among staff by treating each person as a valued team member and where people feel comfortable in expressing their opinions and needs.</li> <li>• Effectively diagnoses, and works to resolve, conflict situations.</li> </ul>
	<p><b>Level 3 Direct Support Supervisors</b></p> <p>Obtains resources/takes care of the team</p>
	<ul style="list-style-type: none"> <li>• Determines what tools/resources are required to get a job done and takes action to secure them.</li> <li>• Facilitates the work of others by providing tools (frameworks, examples) to help accomplish tasks.</li> <li>• Anticipates the implications of changes (e.g., caseload, staffing, funding, policy changes) on resource needs.</li> </ul>
	<p><b>Level 4</b></p> <p>Positions self as leader</p>
	<ul style="list-style-type: none"> <li>• Establishes norms for group behaviour ("rules of engagement") and imposes sanctions on people who violate these norms.</li> <li>• Takes action to ensure that others buy into their mission, goals, agenda, climate, tone, policy, and creates the optimum climate for their achievement.</li> <li>• Leads by example; models behaviour desired of staff and aligns own behaviour with the organization's vision and values.</li> <li>• Combines clarity of purpose with personal conviction and a sense of determination to be the best. Is seen by others as a role model and credible leader.</li> </ul>
	<p><b>Level 5 Managers, Directors</b></p> <p>Builds commitment to a compelling vision</p>
	<ul style="list-style-type: none"> <li>• Inspires confidence in the mission.</li> <li>• Generates excitement, enthusiasm and commitment in people, by translating the agency's vision, mission and values into terms that are relevant to the work being performed.</li> <li>• Has genuine "charisma", communicates a long-term vision that goes beyond the team and generates excitement.</li> <li>• Shapes the efforts of others, (including the Board in the case of the Executive Director) towards the achievement of a common purpose.</li> <li>• Takes action to reinforce the vision and ensure processes and practices are aligned accordingly (e.g., rewards behaviour aligned with the vision).</li> </ul>

## Core Competencies, continued

<b>Managing Change (MC)</b>	
<p><b>Definition</b></p> <p>Managing Change is about supporting a change initiative that has been mandated within the agency and/or sector. It involves helping employees and individuals and their families understand what the change means to them. People with this competency willingly embrace and champion change.</p> <p><b>Why it's Important</b></p> <p>The significant transformation that the sector is undergoing will require individuals in manager/leadership roles to effectively manage change in order for those they lead to accept the changes and align behind the vision.</p>	<p><b>Level 1</b> Speaks out for change</p> <ul style="list-style-type: none"> <li>Publicly supports the change initiative, verbally or in writing.</li> <li>May repeat the change message(s) on a number of occasions to ensure others are clear on the purpose and direction of the change.</li> <li>Presents change in a positive manner, focusing on impacts and current and future benefits of change.</li> </ul> <p><b>Level 2</b> Links change to work processes</p> <ul style="list-style-type: none"> <li>Provides information and probes for understanding and acceptance of change in others.</li> <li>Explains how the change(s) will affect work processes or structures in general.</li> <li>Considers the interests of related external parties, such as family members, suppliers, or other community or sector groups.</li> <li>Reinforces the link to overall objectives.</li> </ul> <p><b>Level 3</b> Makes changes real for individuals</p> <ul style="list-style-type: none"> <li>Explains to employees specifically how the change will affect their roles or positions.</li> <li>Recognizes others' fears and initial resistance to change and the effects change can have on them, and encourages dialogue among all parties affected by the change.</li> <li>Deals sensitively with the emotional responses to change, and carefully manages expectations.</li> <li>Integrates the change very clearly with existing work.</li> <li>Builds on recent change initiatives to increase enthusiasm and commitment to the change process.</li> </ul> <p><b>Level 4 Managers</b> Follows through on change initiative</p> <ul style="list-style-type: none"> <li>Involves others in the development of the change management plan.</li> <li>Takes specific actions to ensure the successful implementation of the change initiative(s).</li> <li>Reinforces the change message with own actions and attitudes – models new behaviours.</li> <li>Develops skills and confidence in employees to thrive in the new environment.</li> <li>Publicly recognizes individuals who are demonstrating behaviours consistent with the "new way/organization".</li> </ul> <p><b>Level 5 Directors</b> Manages the change process</p> <ul style="list-style-type: none"> <li>Translates organizational change strategies into specific and practical goals, processes and time frames.</li> <li>Develops and implements strategies to transition from the current to the future situation.</li> <li>Develops contingency plans for major resistance and/or unforeseen issues in implementing change.</li> <li>Creates an environment that embraces change.</li> <li>Develops more challenging stakeholder understanding of and commitment to the proposed changes.</li> <li>Deals sensitively with the emotional responses, and carefully manages expectations.</li> <li>Anticipates any sources of resistance in the agency and/or sector and their possible causes.</li> <li>Clearly communicates the consequences, both positive and negative, of complying with a change objective.</li> <li>Develops skills and confidence in teams and staff to thrive in the new environment. Models new behaviours associated with the change.</li> <li>Reinforces the link to overall objectives. Inspires others to become champions for the needed change.</li> </ul>

## Core Competencies, continued

<b>Relationship/Network Building (RNB)</b>	
<p><b>Definition</b></p> <p>Relationship/Network Building is about building and maintaining effective and constructive working relationships, partnerships or networks of contacts with people who are, or might someday be, instrumental in achieving work-related goals. It is the desire to work co-operatively with all stakeholders to meet mutual goals. It includes demonstrating strong interpersonal relations where one interacts with others in ways that advance the work of the agency/sector by developing respect, trust and mutual understanding, and productive working relationships. It involves awareness that a relationship based on trust is the foundation for success in delivering results.</p> <p><b>Why it's Important</b></p> <p>The nature of the work done by this sector can only be achieved with a strong network of stakeholders both within and outside of the organization. Building this network is a responsibility for those in manager/leadership roles.</p>	<p><b>Level 1</b></p> <p>Maintains current relationships</p>
	<ul style="list-style-type: none"> <li>• Maintains an established network of contacts or constructive working relationships with others through established structures and mechanisms (e.g., meetings, status reports, etc.) for general information sharing and to keep on top of public and political issues.</li> <li>• Pursues friendly relationships and maintains contact or meets regularly with individuals and groups to ensure a positive working environment.</li> <li>• Participates in relevant governmental and community activities</li> </ul>
	<p><b>Level 2</b></p> <p>Solidifies working relationships</p>
	<ul style="list-style-type: none"> <li>• Proactively solidifies relationships through systematically building a solid foundation of mutual understanding and trust.</li> <li>• Involves working to uncover the real underlying concerns and needs of contacts, e.g., community partners, stakeholder groups.</li> </ul>
	<p><b>Level 3 Managers</b></p> <p>Proactively establishes planned networks to address specific issues</p>
<ul style="list-style-type: none"> <li>• Looks beyond own agency to build relationships with other partners in the field and community.</li> <li>• Initiates constructive working relationships with others (e.g., external colleagues, families, community groups, etc.) to address immediate needs or specific issues.</li> <li>• Discusses issues or opportunities in the wider environment that may affect or benefit stakeholders.</li> <li>• Proactively develops and maintains a planned network of beneficial and senior working relationships with internal colleagues or community organizations to support the achievement of immediate and future business needs or objectives.</li> </ul>	
<p><b>Level 4 Directors</b></p> <p>Networks to enhance strategic influence opportunities</p>	
<ul style="list-style-type: none"> <li>• Uses one's network of contacts to gather information, identify strategic opportunities and seek input to strategic problems with a view to sustaining service excellence and/or to develop a reputation in the community.</li> <li>• Creates a network of contacts to influence public policy with a view to sustaining organizational excellence.</li> </ul>	

## Core Competencies, continued

<b>Resilience (RES)</b>	
<p><b>Definition</b></p> <p>Resilience involves maintaining stamina and performance under continuing stress, and to act effectively under pressure. It includes bouncing back from disappointments or confrontations, not letting them negatively influence ongoing performance. Resilient people consistently display determination, self-discipline and commitment in spite of setbacks or lack of support, and a willingness to take a stand when appropriate.</p> <p><b>Why it's Important</b></p> <p>Those roles that provide service and support to people with developmental disabilities (i.e., Direct Support roles, Specialized Support Workers and Clinical Specialists) may experience significant work-related stress. For this reason, it is critical to be able to continue to consistently demonstrate high levels of performance – providing high quality service and support – to the people we support and their families.</p>	<p><b>Level 1</b></p> <p>Tries to maintain consistency of performance</p>
	<ul style="list-style-type: none"> <li>• Accepts the need to perform monotonous and routine tasks and sees their value.</li> <li>• Tries hard to maintain level of work effort as pressure increases.</li> <li>• Tries to maintain a positive outlook as pressure increases.</li> </ul>
	<p><b>Level 2</b></p> <p>Performs well under normal pressure</p>
	<ul style="list-style-type: none"> <li>• Maintains self-motivation in face of routine/repetitive tasks.</li> <li>• Maintains high quality standards regardless of task performed.</li> <li>• Maintains level of outputs as pressure increases.</li> </ul>
	<p><b>Level 3</b></p> <p>Overcomes obstacles and/or distractions in specific situations (short to medium term)</p>
<ul style="list-style-type: none"> <li>• Focuses on how to successfully meet a challenge rather than on the obstacles or constraints.</li> <li>• Persists with tasks and maintains output when barriers are perceived/encountered.</li> <li>• Maintains positive demeanour and self-motivation under trying conditions.</li> </ul>	
	<p><b>Level 4</b> <b>Direct Support Professionals, Specialized Support Workers, Clinical Specialists</b></p> <p>Delivers results with a high level of consistency over a long period of time</p>
	<ul style="list-style-type: none"> <li>• Demonstrates ongoing commitment to complete routine tasks over the long term.</li> <li>• Persists (over a long period of time) with difficult tasks. Manages own stress effectively.</li> <li>• Sticks with tasks despite meeting frequent and/or repeated rejection and/or frustration.</li> <li>• Maintains positive demeanour and high levels of self-motivation whatever the circumstances.</li> <li>• Remains steadfast and ensures service providers, agencies, community partners, etc., continue to deliver the level of service agreed upon.</li> </ul>

## Core Competencies, continued

<b>Resource Management (RM)</b>	
<p><b>Definition</b></p> <p>Resource Management is understanding and effectively managing resources (e.g., people, materials, funds). This is demonstrated through measurement, planning and control of resources to maximize results. People who demonstrate this competency treat the agency's/sector's financial resources as if they were their own. It requires a balance of qualitative (e.g., human resources) and quantitative (e.g., financial resources) measures.</p> <p><b>Why it's Important</b></p> <p>Given the ongoing need for improved efficiency, the ability to effectively manage resources is key in the Developmental Services sector. This competency is critical for those at the Manager and Director levels.</p>	<p><b>Level 1</b></p>
	<p>Understands resource issues</p> <ul style="list-style-type: none"> <li>Understands key resource issues affecting one's responsibilities and how these relate to the agency/sector/organization.</li> </ul>
	<p><b>Level 2</b></p>
	<p>Pursues resource effectiveness</p> <ul style="list-style-type: none"> <li>Ensures that things are done using efficient and effective alternatives while maintaining or improving quality of programs, processes or services.</li> </ul>
	<p><b>Level 3</b></p>
<p>Advocates effective utilization</p> <ul style="list-style-type: none"> <li>Promotes the need for and models the effective utilization of resources.</li> <li>Obtains ongoing information and feedback about resource utilization to make timely, effective decisions.</li> <li>May make resources available to other areas in the agency as needed.</li> </ul>	
<p><b>Level 4</b> <b>Managers, Directors</b></p>	
<p>Benefits the agency</p> <ul style="list-style-type: none"> <li>Makes decisions that improve effective utilization of resources for the agency even when own group, department or team must "sacrifice". This includes utilizing resources to meet current and future agency goals, with a view and tie-in to the tactical and strategic aspects of the business.</li> </ul>	

## Core Competencies, continued

<b>Self-Development (SDV)</b>	
<p><b>Definition</b></p> <p>Self-Development involves proactively taking actions to improve personal capability. It also involves being willing to assess one's own level of development or expertise relative to one's current job, or as part of focused career planning.</p> <p><b>Why it's Important</b></p> <p>Success requires that everyone is able to stretch within and beyond the boundaries of their job, taking on challenges, updating skills, and learning new approaches. Particularly in the Clinical Specialist role, superior performers are those who take responsibility for their learning, and strive to update their skills and abilities to sustain high levels of performance.</p>	<p><b>Level 1</b></p>
	<p>Updates job knowledge/skills</p> <ul style="list-style-type: none"> <li>Keeps abreast of new information and developments or best practices in own field of expertise (e.g., by reading, liaising with network of contacts, or by attending training).</li> <li>Stays current with new tools, methods, technologies or approaches that may potentially impact the overall business of the organization.</li> </ul>
	<p><b>Level 2</b></p>
	<p>Initiates self-development</p> <ul style="list-style-type: none"> <li>Analyzes own performance to understand positive experiences and set-backs AND takes specific short-term action to improve performance in current job.</li> <li>Applies learning on the job.</li> </ul>
	<p><b>Level 3</b></p>
	<p>Actively seeks feedback for performance enhancement</p> <ul style="list-style-type: none"> <li>Actively seeks feedback from others including colleagues, individuals and families, and managers, and integrates the results into personal development efforts.</li> </ul>
	<p><b>Level 4 Clinical Specialists</b></p>
	<p>Takes responsibility for personal career development</p> <ul style="list-style-type: none"> <li>Seeks out new information and opportunities to enhance competencies, and integrates the results into own career planning.</li> <li>Takes action to improve own abilities in line with career goals, including volunteering for "stretch" assignments and taking on increased responsibilities.</li> </ul>

## Core Competencies, continued

<b>Strategic Thinking (ST)</b>	
<p><b>Definition</b></p> <p>Strategic Thinking is linking long-range visions and concepts to daily work, ranging from a simple understanding to a sophisticated awareness of the impact of the world at large on strategies and on choices.</p> <p><b>Why it's Important</b></p> <p>In a rapidly changing environment, managers/leaders must be proactive about anticipating future changes, opportunities and problems and taking current action that will provide longer term benefits.</p>	<p><b>Level 1</b> Demonstrates personal work alignment</p> <ul style="list-style-type: none"> <li>Sets personal work goals in line with operational goals of work area.</li> <li>Continually evaluates personal progress and actions to ensure alignment with agency/organizational vision and operational goals.</li> <li>Liaises with others to ensure alignment with the goals and vision of the agency/organization.</li> </ul> <p><b>Level 2</b> Promotes team alignment</p> <ul style="list-style-type: none"> <li>Effectively communicates and interprets the strategic vision to employees within area of responsibility.</li> <li>Clearly articulates and promotes the significance and impact of employee contributions to promoting and achieving agency/organizational goals.</li> <li>Monitors the work of the team to ensure alignment with strategic direction, vision and values of the agency/organization.</li> <li>Identifies potential future directions for work area in line with the vision.</li> <li>Proactively helps others to understand the importance of the strategy and vision.</li> </ul> <p><b>Level 3 Managers</b> Aligns program/operational goals and plans</p> <ul style="list-style-type: none"> <li>Works with teams to set program/operational goals and plans in keeping with the strategic direction.</li> <li>Regularly promotes the agency/organization, its vision and value to people who receive support, stakeholders and partners.</li> <li>Works with staff to set strategic goals for own area/department of the agency.</li> <li>Assesses the gap between the current state and desired future direction and establishes effective ways for closing the gap.</li> </ul> <p><b>Level 4 Directors</b> Influences strategic direction</p> <ul style="list-style-type: none"> <li>Foresees obstacles and opportunities for the agency (with a long-term horizon) and acts accordingly.</li> <li>Defines issues, generates opinions and selects solutions that are consistent with the strategy and vision.</li> <li>Scans, seeks out and assesses information on potential future directions.</li> <li>Provides direction and communicates the vision to encourage alignment with the organization.</li> <li>Energetically and persistently promotes strategic objectives with colleagues in other departments.</li> <li>Promotes new directions using sound, leading edge conceptual approaches.</li> </ul> <p><b>Level 5</b> Develops vision</p> <ul style="list-style-type: none"> <li>Leads the development of the vision for the agency.</li> <li>Defines and continuously articulates the vision and strategy in the context of wider agency/sector priorities.</li> <li>Describes the vision and values in compelling terms to develop understanding and promote acceptance/commitment among staff and stakeholders.</li> <li>Identifies, conceptualizes and synthesizes new trends or connections between organizational issues and translates them into priorities for the agency/sector.</li> <li>Develops strategies that fundamentally change the way the agency/sector does business.</li> </ul>

## Threshold Competencies

<b>Flexibility (FLX)</b>	
<p><b>Definition</b></p> <p>Flexibility is adapting to and working effectively within a variety of situations, and with various individuals or groups. Flexibility entails understanding and appreciating different and opposing perspectives on an issue or situation, adapting one's approach as the requirements of a situation change, and changing or easily accepting changes in one's own organization or job requirements.</p> <p><b>Why it's Important</b></p> <p>Given the rapidly changing environment in which the sector finds itself, as well as the day-to-day challenges faced by employees, the ability to be adaptable, to be open to others' points of view, to juggle tasks and priorities, and shift gears in response to changing needs is a baseline competency.</p>	<p><b>Level 1</b></p> <p>Accepts need for flexibility</p>
	<ul style="list-style-type: none"> <li>• Understands and respects differences in culture, working style and priorities, and tailors approach to deal with an issue/situation accordingly.</li> <li>• Acknowledges that people are entitled to their opinions, and accepts that they are different.</li> <li>• Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence.</li> <li>• Understands that other people's points of view can be as valuable and as reasonable as one's own.</li> <li>• Projects an open attitude when dealing with change.</li> </ul>
	<p><b>Level 2</b></p> <p>Applies rules flexibly</p>
	<ul style="list-style-type: none"> <li>• Alters normal procedures or guidelines to fit a specific situation to get a task done and/or meet goals (within acceptable boundaries).</li> <li>• Temporarily altering procedures or guidelines is in contrast to changing processes in a more permanent way.</li> <li>• Juggles multiple tasks, putting one or more on hold to handle an immediate need, and then returning to the original activities.</li> <li>• Adjusts behaviour to meet changing demands.</li> <li>• Exercises judgement to decide when special cases require flexibility in applying policies and procedures.</li> </ul>
	<p><b>Level 3</b></p> <p>Adapts tactics</p>
<ul style="list-style-type: none"> <li>• Decides what to do or how to do something based on the situation.</li> <li>• While maintaining the same overall goal or strategy, changes how to accomplish the goal. Acts to fit the situation or the person involved.</li> <li>• Evaluates the situation and decides what approach to take based on the demands of the situation or the needs of the person.</li> <li>• This may involve changing guidelines, processes, outcomes, etc., but would not include changing the overall strategy.</li> </ul>	
<p><b>Level 4</b></p> <p>Adapts strategy</p>	
<ul style="list-style-type: none"> <li>• Changes the overall plan or goal (i.e., what you're trying to accomplish) to fit the situation.</li> <li>• Questions and revisits validity of own ideas and approaches, and changes strategy when existing approach proves ineffective.</li> <li>• Makes organizational changes to meet the needs of a specific situation.</li> </ul>	

## Threshold Competencies, continued

<b>Self-Control (SCT)</b>	
<p><b>Definition</b></p> <p>Self-Control involves keeping one’s emotions under control and restraining negative responses when provoked or when faced with opposition or hostility from others, or when working under conditions of stress. While anger and frustration may, at times, be justified, this competency is concerned with expressing or resolving it in an appropriate way that doesn’t harm self or others, emotionally or physically.</p> <p><b>Why it’s Important</b></p> <p>This competency is a critical requirement given the nature of the work done by employees of this sector – dealing regularly with challenging situations – and is, therefore, a baseline competency, particularly for direct support roles.</p>	<p><b>Level 1</b></p> <p>Restrains emotional impulses</p>
	<ul style="list-style-type: none"> <li>• Feels strong emotions (such as anger, frustration) and deals positively with them.</li> <li>• Maintains composure in situations when one’s opinions, recommendations or ideas are being challenged.</li> <li>• Resists temptation to act immediately without thinking but does not take positive action.</li> <li>• Asks for a “time-out” and removes self from the room or situation if necessary for safety of self or other; as appropriate and with consideration for other parties.</li> <li>• Does not aggravate a situation.</li> </ul>
	<p><b>Level 2</b></p> <p>Responds calmly in emotionally charged situations</p>
	<ul style="list-style-type: none"> <li>• Knows personal reactions well and when capable of responding calmly.</li> <li>• Maintains composure when challenged by others.</li> <li>• Communicates with confidence, and produces explanation(s) calmly and reasonably to achieve desired results.</li> <li>• Expresses divergent opinions and disagreements with tact.</li> </ul>
	<p><b>Level 3</b></p> <p>Takes positive action to calm others</p>
<ul style="list-style-type: none"> <li>• Maintains composure when challenged unreasonably.</li> <li>• Has the ability to intervene and strives to calm other party(ies) and find effective/acceptable solutions.</li> <li>• Creates an atmosphere that puts others at ease during difficult times.</li> <li>• Understands others’ perspectives, builds consensus and negotiates effective solutions in difficult situations.</li> <li>• May apply special techniques or plan ahead of time to manage emotions or stress.</li> </ul>	
	<p><b>Level 4</b></p> <p>Manages self in highly adverse situations</p>
	<ul style="list-style-type: none"> <li>• Maintains self-control in the face of personally offensive provocation, and continues to work toward effective/acceptable solutions.</li> <li>• Ensures own safety and safety of others.</li> </ul>

## Threshold Competencies, continued

<b>Service Orientation (SO)</b>	
<p><b>Definition</b></p> <p>Service Orientation is about identifying and serving people who receive support, the public, colleagues, partners, co-workers and peers to best meet their needs. It is the ability to understand those underlying needs of others and to use this information to benefit those they serve/support – both those who receive support and others within the developmental services sector. Individuals demonstrating this competency are able to put himself/herself into the mind of the people who receive support and understand needs from their point of view. It includes focusing one's efforts on discovering and meeting the needs of the people who receive support, including unexpressed and/or future needs, in order to develop a broad understanding of those they support.</p> <p><b>Why it's Important</b></p> <p>Success requires a consistent focus on providing service to high standards. To provide quality service and support requires an ability to go the extra mile, to take accountability to help resolve issues, to seek to understand the underlying needs of the people who receive support, and provide the appropriate support and service, now and for the future.</p>	<p><b>Level 1</b></p>
	<p>Follows up</p> <ul style="list-style-type: none"> <li>Follows through on inquiries, requests, complaints from individuals, their families, community partners and others served by the agency.</li> <li>Keeps people up-to-date about all relevant information.</li> </ul>
	<p><b>Level 2</b></p>
	<p>Maintains clear communication</p> <ul style="list-style-type: none"> <li>Maintains clear communication with individuals and families regarding mutual expectations, monitors satisfaction of those who receive support.</li> <li>Distributes helpful information to individuals and families.</li> <li>Ensures helpful, friendly service.</li> </ul>
	<p><b>Level 3</b></p>
	<p>Takes personal responsibility</p> <ul style="list-style-type: none"> <li>Takes personal responsibility for resolving service issues.</li> <li>Responds to problems promptly and undefensively.</li> </ul>
	<p><b>Level 4</b></p>
<p>Takes action for the individual and/or families</p> <ul style="list-style-type: none"> <li>Makes self fully available, especially when individual and/or family is going through a critical period. For example, takes actions beyond normal expectations or may change the process to ensure accessibility to assistance or information.</li> </ul>	
<p><b>Level 5</b></p>	
<p>Addresses underlying needs of the people who receive support</p> <ul style="list-style-type: none"> <li>Knows the individual's/family's issues/needs and/or seeks information about their real underlying needs, beyond those expressed initially.</li> <li>Matches these to available (or customized) support/services.</li> </ul>	
<p><b>Level 6</b></p>	
<p>Uses a long-term perspective</p> <ul style="list-style-type: none"> <li>Works with a long-term perspective in addressing an individual's issues/needs/problems.</li> <li>May trade off immediate costs for the sake of the long-term relationship.</li> <li>Looks for long-term benefits to the individual and/or family.</li> <li>Acts as a trusted advisor; becomes involved in the individual's and/or family's decision-making process.</li> <li>Builds an independent opinion on their needs, problems, or opportunities and possibilities for implementation.</li> <li>Acts on this opinion (e.g., recommends approaches that are new and different from those requested by the individual and/or family).</li> </ul>	

## Threshold Competencies, continued

<b>Values &amp; Ethics (VE)</b>	
<p><b>Definition</b></p> <p>Values and Ethics refers to depicting conduct, dispositions and viewpoints consistent with personal integrity, as well as concern for, and sensitivity to, the fundamental values and ethics of the agency/organization/sector and the profession. It includes the capacity for sound ethical judgment in an ethically complex work environment and in the face of pressures and constraints.</p> <p><b>Why it's Important</b></p> <p>Those working within this sector are ambassadors for the sector as a whole. As such, their values and ethics can be construed as the values and ethics of the agency they represent. To maintain the respect accorded the sector it is essential that those working within it demonstrate high levels of integrity, and align one's behaviour to support the agency's and sector's values and ethics. This is essential to all roles, and is, therefore, a critical baseline competency.</p>	<p><b>Level 1</b></p> <p>Demonstrates overall personal integrity and orientation towards fundamental values of the workplace</p> <ul style="list-style-type: none"> <li>Shows basic awareness of and concern for fundamental values and goals of the helping profession as a whole.</li> <li>Seeks guidance on details and norms of the profession and grasps the rationales behind them.</li> <li>Demonstrates evidence of character traits such as honesty, fairness, respect, tact, sensitivity to personal/professional boundaries and to personal differences, courage, equal concern for means and ends.</li> <li>Takes responsibility for one's own actions and for own mistakes once cognizant of them.</li> <li>Is able to avoid misbehaviour by following instructions, guidelines, procedures and policies. Is careful to understand his/her own limited knowledge and to act accordingly.</li> </ul>
	<p><b>Level 2</b></p> <p>Acts consistently with professional values and ethics</p> <ul style="list-style-type: none"> <li>Broadly understands professional values and ethics and the essential tensions among them.</li> <li>Seeks full understanding of facts and interests of all concerned when confronting ethical issues and dilemmas, and reflects upon all options in search of optimal solution (ethical judgment).</li> <li>Depicts a thorough understanding of the relevance of fundamental values and ethics of the profession to everyday work, and consistently attempts to apply them.</li> <li>Acts in support of an open and safe workplace atmosphere in which individuals feel encouraged to safely raise, discuss and address ethical issues.</li> <li>Openly acknowledges own errors of judgment without being prompted by others.</li> </ul>
	<p><b>Level 3</b></p> <p>Acts in accord with values and ethics when it is not easy to do so and promotes values and ethics in the profession</p> <ul style="list-style-type: none"> <li>Recognizes workplace practices and conventions that diverge from espoused professional ethics of the workplace and questions and challenges the discrepancies, occasionally at considerable risk to personal interests in the workplace.</li> <li>Practices and fosters in others ongoing, creative inquiry into the practical meaning of fundamental values of the profession.</li> <li>Demonstrates adherence to all ethical standards and encourages others to do the same.</li> <li>Promotes dialogue on relevance of ethics and values to daily issues and relevance of daily issues to the public good.</li> </ul>
	<p><b>Level 4</b></p> <p>Acts in accord with values and ethics when significant cost or risk is associated with doing so</p> <ul style="list-style-type: none"> <li>Challenges powerful (more experienced and senior) persons to act on espoused values and ethics.</li> <li>Actively and intensely challenges directives that do not align with professional values and ethics.</li> <li>Explains and develops ethical knowledge, standards and conduct in others.</li> </ul>