



Intervenor Services

The future is in your hands

BEHAVIOURAL COMPETENCIES IMPLEMENTATION GUIDE

INTERVENOR SERVICES HUMAN RESOURCE STRATEGY

BEHAVIOURAL COMPETENCIES SUB-COMMITTEE

Steering Committee Approval: November 23, 2016
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Letter from ISHRS Steering Committee Chairs

March 6, 2017

Ontario Intervenor Services Sector:

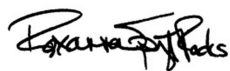
It is with great pleasure that we introduce the Implementation Guide for Behavioural Competencies in Intervenor Services. The purpose of this Implementation Guide is to provide the tools and resources necessary for successful voluntary implementation of Behavioural Competencies for Intervenor Services across 20 Ministry of Community and Social Services (MCSS) Transfer Payment Agencies within the Intervenor Services Sector in Ontario (TPAs).

The Intervenor Services Human Resource Strategy (ISHRS) is a partnership between the MCSS and the Intervenor Services Sector. The ISHRS was officially launched on June 15 & 16, 2015. On May 26 & 27, 2016, the Behavioural Competencies for Intervenor Services were unveiled to the sector for the following key roles: intervenor, supervisor, and manager. The current phase of the ISHRS marks the beginning of the voluntary implementation of Behavioural Competencies for Intervenor Services across the 20 TPAs. The ISHRS Behavioural Competencies Sub-Committee, chaired by Beverly Morris, Manager of Deafblind Services at CNIB, is leading the voluntary implementation.

The ISHRS expects the voluntary implementation of Behavioural Competencies to improve the recruitment, on-boarding, retention, and training of intervenors in Ontario. Over the next year, the ISHRS Marketing and Communications Sub-Committee will support the voluntary implementation of the Behavioural Competencies through an awareness and marketing campaign. The ISHRS Best Practices in Human Resources Sub-Committee will develop a toolkit to further support the implementation of Behavioural Competencies with recommendations for best practices in recruitment, on-boarding and retention across the sector. Lastly, the ISHRS Education and Training Sub-Committee will develop recommendations for training professional intervenors. This coordinated approach will help to professionalize the Intervenor Services Sector in Ontario, including enhanced career paths and recognition of professional intervenors, and ultimately, improved quality of life for individuals who are deafblind and their families.

As Co-Chairs of the ISHRS, we appreciate the sector's ongoing support and investment in the ISHRS. We acknowledge that the ISHRS is a success chiefly due to hard work and dedication of representatives on the ISHRS Steering Committee, Sub-Committees, and our partners to date. We look forward to this exciting next step in the professionalism of intervenor services in Ontario.

Kind Regards,



Roxanna Spruyt-Rocks

Chief Executive Officer, DeafBlind Ontario Services
Co-Chair, Steering Committee



Sarah VanDuzer

Manager, Community Supports Policy Branch, MCSS
Co-Chair, Steering Committee

Introduction

The Behavioural Competencies Implementation Guide has been developed by the Intervenor Services Human Resource Strategy's Behavioural Competencies Sub-Committee, for agency implementation teams across Ministry of Community and Social Services' Transfer Payment Agencies for Intervenor Services (TPAs). The *Implementation Guide* contains information, resources and guidance to support agencies as they move forward with the introduction and implementation of Behavioural Competencies within their respective organizations.

The ISHRS developed the Behavioural Competencies for Intervenor Services towards the following purposes:

1. Recognize the professional nature of intervenor services;
2. Recruit the right people;
3. Provide job enhancement opportunities and make career paths more transparent;
4. Engage and inspire qualified intervenors to remain in the sector;
5. Provide a strengths-based approach to enhancing and developing intervenor services;
6. Enable intervenors to provide better service; and
7. Provide a foundation for increased and sustainable human resource capacity.

For more information, please refer to Appendix A: Purpose of Behavioural Competencies

Agencies that adopt the Behavioural Competencies for Intervenor Services will support the following:

- Contributing to the professionalism of human resources for intervenor services, and recognizing the role of an intervenor as a professional career path;
- Investing in employees who demonstrate the behaviours that lead them to excel in their roles and to provide excellent standard of service to individuals who are deafblind and their families;
- Nurturing the potential of employees by providing tools for career advancement and by enhancing access to education and training opportunities; and
- Working together as a sector to develop standards and implement best practices for Intervenor Services.

As reflected in the table of contents on *page 2*, these are the main sections in this guide:

- Background
- Overview of Implementation
- Implementation Phase 1: Pre-Launch
- Implementation Phase 2: Launch
- Conclusion

This guide provides information and tips concerning the following:

- Overview and description of implementation phases;
- Timelines;
- Roles and responsibilities;
- Training programs and requirements;
- Communications; and
- Names and contact information for additional resources and support

Background

This section provides background on the following: Intervenor Services Human Resource Strategy (ISHRS); the ISHRS' Behavioural Competencies Sub-Committee; and, the Behavioural Competencies for Intervenor Services.

The Intervenor Services Human Resource Strategy

The ISHRS is a partnership between the Ministry of Community and Social Services (MCSS) and Transfer Payment Agencies for Intervenor Services which are funded by the ministry (TPAs).

The goal of the ISHRS is to professionalize human resources within the Intervenor Services Sector in Ontario, resulting in improved quality of services delivered to individuals who are deafblind and their families directly impacting their quality of life. The strategy aims to enhance recruitment, on-boarding of new staff to the field, employee retention, and ongoing training and professional development of intervenors.

Beginning in May 2015, communications were sent to the main contact person for MCSS Intervenor Services at each TPA to request participation and/or involvement in the ISHRS. To achieve these aims, a Steering Committee was formed, which is representative of the 20 agencies that currently receive funding from MCSS for Intervenor Services. The ISHRS Steering Committee is comprised of representatives from eight TPAs: Bob Rumball Associations for the Deaf; Canadian Hearing Society; Canadian Helen Keller Centre; Canadian Deafblind Association Ontario Chapter; CNIB; DeafBlind Ontario Services; Lions McInnes House; and, South-East Grey Support Services. *Please refer to Appendix B for Steering Committee membership.* The ISHRS encourages participation across all MCSS TPA's for Intervenor Services. Thus far, representatives from the TPAs have donated their time to contribute expertise to the ISHRS, and/or to provide input into the development of the Behavioural Competencies for Intervenor Services. Two representatives from MCSS are involved in the ISHRS, including the Co-Chair of the Steering Committee, and a volunteer member of the Marketing and Communications Sub-Committee. There is also representation on the ISHRS Sub-Committee's from key partners including George Brown College and the Intervenor Organization of Ontario (IOO).

In July 2015, the ISHRS distributed a questionnaire to collect information on the current state of intervenor services and to develop benchmarks for the sector. A total of 13 agencies responded to a Service Provider Questionnaire, and 232 employees responded to the Intervenor Questionnaire. More recently, in January 2016, all TPAs responded to a request for information on the number of positions funded by MCSS.

The lead TPA for the strategy is Deafblind Ontario Services who has engaged a Project Coordinator to oversee the work of the four Sub-Committees (Best Practices in Human Resources, Behavioural Competencies, Education and Training, and Marketing and Communications) and to support the overall development and success of the strategy.

Behavioural Competencies Sub-Committee

The Behavioural Competencies Sub-Committee is composed of managers, supervisors and intervenors that represent TPAs. The goal of this sub-committee is to consult with the field in the development of sector specific behavioural competencies, initiate an understanding of the competencies within the field, and develop an implementation guide to sustain the initiative going forward. The implementation of Behavioural Competencies for Intervenor Services within MCSS TPAs for Intervenor Services is voluntary. Agencies are encouraged to adopt all or part of the work the ISHRS develops as a way to enhance service delivery to consumers through consistent staff performance expectations and to help build skilled and highly competent intervenors, supervisors, and managers within the field.

The Behavioural Competencies for Intervenor Services were developed based on input from the following groups: 54 intervenors, supervisors, managers, and individuals who are deafblind and their family members; 11 transfer payment agencies; and 6 provincial/national/international organizations. Feedback was provided through interviews, questionnaires, panels, and surveys. The development of the Behavioural Competencies for Intervenor Services was overseen by the ISHRS Behavioural Competencies Sub-Committee, in consultation with Hay Group, a professional consulting firm. *Please refer to Appendix C for Behavioural Competencies Sub-Committee membership.*

Behavioural Competencies for Intervenor Services

Hay Group defines a competency as any skill, knowledge, behaviour or other personal characteristic that is essential to perform the job and that differentiates outstanding from typical performance. More specifically, Behavioural Competencies are the behaviours a person demonstrates in applying their knowledge and skills on the job. *(Please see Appendix D for the Competencies Backgrounder.)*

Based on extensive consultation with various stakeholders in the field, this is the set of Behavioural Competencies identified for the Intervenor Services Sector:

1. Act with Integrity
2. Be Emotionally “In Tune”
3. Be Flexible
4. Build Trusting Relationships
5. Commit to Personal Growth and Development
6. Demonstrate Creative Problem Solving and Decision Making
7. Demonstrate Financial Acumen
8. Demonstrate Self-Management and Resilience
9. Engage, Influence and Advocate
10. Foster Independence and Confidence
11. Hold Self and Others Accountable
12. Lead and Develop Others
13. Plan and Coordinate
14. Show Passion, Enthusiasm and Dedication
15. Work as a Team

Please refer to Appendix E for the complete Behavioural Competency Dictionary.

The Behavioural Competencies identified for the Intervenor Services Sector are distinct to the roles of intervenor, supervisor, and manager. Although the specific competency may be similar to competencies for related service sectors and/or roles, the observable behaviours associated with the target skill levels for each of the competencies are specific to each sector and/or role.

ISHRS Behavioural Competencies Trainers

In preparation to support the implementation of the Behavioural Competencies, the following employees received training to deliver the Introduction to Behavioural Competencies and Coaching for Competencies training sessions across TPAs:

Trainer Agency	City/Town	Contact Name	Position	Email
Western Ontario				
CDBA Ontario	Paris	Leah Cameron	Director of Services	lcameron@cdbaontario.com
CDBA	Paris	Holly Floyd	Training	hfloyd@cdbaontario.com

Ontario			Coordinator	
CDBA Ontario	Paris	Sue Hall	Director of Services	shall@cdbaontario.com
CDBA Ontario	Paris	Jennifer Kapin	Recruitment Specialist	jkapin@cdbaontario.com
CNIB	London	Beverly Morris	Manager, Deafblind Services	beverly.morris@cnib.ca
CNIB	Hamilton/St. Catherine's, Niagara	Tammy Taylor	Manager, Deafblind Services	tammy.taylor@cnib.ca
DeafBlind Ontario Services	London	Theresa Merrifield	Facilitator, Community Services	fcsrv@deafblindontario.com
Eastern Ontario				
CNIB	Ottawa	Jessica White	Manager, Deafblind Services	jessica.white@cnib.ca
Central North				
Canadian Hearing Society	Sudbury	Allan Wareham	Intervenor	awareham@chs.ca
DeafBlind Ontario Services	Newmarket	Laura Proudfoot	Administrator of Human Resources and Payroll	ahrp@deafblindontario.com
DeafBlind Ontario Services	Newmarket	Alyssa Young	Director, Human Resources	dhr@deafblindontario.com
Greater Toronto Area				
Canadian Helen Keller Centre	GTA	Melanie Gauthier	Provincial Programs Manager	mgauthier@chkc.org
Canadian Helen Keller Centre	GTA	Lee Simpson	Community Services Coordinator	lsimpson@chkc.org

Canadian Helen Keller Centre	GTA	Renee Toninger	Intervenor Services Manager	rtoninger@chkc.org
Canadian Helen Keller Centre	GTA	Marta Zaharia	Seniors Coordinator	mzaharia@chkc.org
CNIB	GTA	Melinda Allen	Intervenor	melinda.allen@cnib.ca
CNIB	GTA	Tina Sarkar- Thompson	Manager, Human Resources	tina.sarkar- thompson@cnib.ca

Please note: If your agency would like to access training for Introduction to Behavioural Competencies and Coaching for Behavioural Competencies, please contact the Project Coordinator at pcishr@deafblindontario.com.

Overview of Implementation

This section provides practical guidance on how to implement the Behavioural Competencies for Intervenor Services within an agency, including information to support various communications and training. The Behavioural Competencies Sub-Committee recommends the following approach to implementing the Behavioural Competencies, with an understanding that this approach may need to be modified to support an agency implementation team plan.

Launching Behavioural Competencies will involve 2 phases. The following is a description of each phase and critical activities that the Agency Lead and Agency Implementation Team will want to ensure are completed:

Phase	Description
Phase 1: Pre-Launch	<p>Phase 1 is a critical step that lays the groundwork for launching Behavioural Competencies within the agency. This stage involves:</p> <ol style="list-style-type: none"> 1. Meeting between Agency Lead, Executive Director, Senior Management and/or HR Director, and/or Union to Review this Implementation Guide for Behavioural Competencies and/or the Agency Implementation Plan; 2. Establish an Agency Implementation Team, in consultation with the Executive Director, Senior Management, HR Director, and/or Union; and 3. Preparing to deliver the Introduction to Behavioural Competencies, and the Coaching for Behavioural Competencies

	<p>Training.</p> <p><i>Please note: Phase 1: Pre-Launch is contingent upon an Agency Lead to initially champion implementation of the Behavioural Competencies for Intervenor Services.</i></p>
Phase 2: Launch	<p>Phase 2 involves the roll-out of the initial training. This includes:</p> <ol style="list-style-type: none"> 1. Delivering and gathering feedback on the Introduction to Behavioural Competencies and Coaching for Behavioural Competencies Training Sessions; and 2. Preparing and Engaging in Ongoing Communication to Employees about the Behavioural Competencies for Intervenor Services.

Please Refer to Appendix F: Action Plan for a breakdown of communications and approximate timing in phase 1 and 2

Phase 1: Pre-Launch

Step 1: Meeting between Agency Lead, Executive Director, Senior Management and/or HR Director, and/or Union to Review this Implementation Guide for Behavioural Competencies and/or the Agency Implementation Plan

1.1.1. The Agency Lead will meet with the Executive Director (ED) to provide an overview of this implementation guide and/or the implementation plan to ensure the ED is informed and supportive of the requirements of the implementation. The ED may want to send an email supporting this initiative to all employees if he/she has not done so already.

➤ *See Appendix G: Sample Agenda – Executive Director Meeting*

1.1.2. Meet with the HR Director or Senior Management after meeting with the ED to provide an overview of this implementation guide and/or the implementation plan. During this meeting, provide him or her with a copy of the *Behavioural Competencies Questions and Answers (Q&A)* document. The meeting with the HR Director or Senior Management should follow a similar agenda to that of the ED with the exception of issues pertaining to required resources or introduction of Behavioural Competencies to the Board. See the following appendices:

- *Appendix G: Sample Agenda – Executive Director Meeting*
- *Appendix H: Behavioural Competencies Q&A*

1.1.3. For those agencies with unionized staff, the Human Resource representative should meet with the President of the Union or Union Steward to provide an overview of this implementation guide. During this meeting, provide him or her with a copy of the *Behavioural Competencies Q&A* document. See the following appendices:

- *Appendix I: Sample Agenda – Meeting with the Union President/Union Steward /Employee Representative/Employee Relations Committee*
- *Appendix H: Behavioural Competencies Q&A*

Please Note: Any questions posed to you by the union representative that you are unable to answer should be directed to the ISHRs Project Coordinator at pcishr@deafblindontario.com.

Step 2: The Agency Lead will Establish an Agency Implementation Team, in consultation with the Executive Director, Senior Management, HR Director, and/or Union

After meeting with the Executive Director, Senior Management, HR Director and/or Union, the Agency Lead is responsible for establishing an Implementation Team to assist with the responsibilities of implementation.

The vision of an Agency Implementation Team is to bring together a group of employees who will help to champion Behavioural Competencies throughout the agency. The role of the Agency Implementation Team is to:

- Lead, facilitate and manage the integration of Behavioural Competencies into the organizational culture of the agency;
 - Implement the tools and resources developed to support the implementation and ongoing use of Behavioural Competencies; and
 - Establish “terms of reference” to keep the implementation process on track and everyone focused on the plan.
- Please refer to Appendix J: Sample Agenda – Initial Meeting Implementation Team
 - Please refer to Appendix K: Agency Implementation Team – Guidelines
 - Please refer to Appendix L: Agency Implementation Team – Sample – Terms of Reference

1.2.1. Before establishing an Agency Implementation Team, the co-chairs may want to consider the following:

- The team should be large enough to represent the diversity of employees and programs at the agency but small enough to manage change efficiently;

- There should be an equal number of managers and direct support employees involved in the team;
- These are the key ingredients of an effective implementation team:
 1. **Collaboration:** Local implementation teams should be co-facilitated by a manager responsible for human resource training and an intervenor responsible for representing the perspectives of employees. At unionized agencies, the union should select the intervenor representative.
 2. **Shared interest:** Begin by discussing the intent of Behavioural Competencies and developing a shared understanding of the principles motivating adoption of the Behavioural Competencies.
 3. **Mutual support:** The process of change is challenging. Establish clear objectives and break the process into manageable steps. Celebrate your success along the way.
 4. **Communication:** Information sharing and communication within the team and across the agency is key to success. Take advantage of supports from regional trainers and the sector's Human Resource Best Practice Strategy and others who have been involved in the ISHRS.

1.2.2. The Agency Implementation Team is to be co-chaired by the Agency Lead and an Intervenor Lead. There are several key roles that will contribute to the successful implementation of Behavioural Competencies within an agency. The implementation team will include the following roles:

- Agency Lead (Co-Chair)
- Intervenor Lead (union and non-union, if applicable) (Co-Chair)
- Executive Director
- ISHRS Behavioural Competencies Trainers
- Supervisors/Managers (including HR Management)

➤ Please refer to Appendix M: Agency Implementation Team – Roles

Please Note: Establishing a fully functioning Agency Implementation Team may require an investment of time up front, but will ensure everyone is prepared and confident to support implementation of Behavioural Competencies and to deliver the associated training.

1.2.3. Before an Agency Implementation Team begins its work on the implementation of Behavioural Competencies, it is critical that it has a shared interest and common understanding of the following three documents:

- *Please refer to Appendix A: Purpose of Behavioural Competencies*
- *Please refer to Appendix D: Competency Background*
- *Please refer to Appendix E: Behavioural Competency Dictionary*

Step 3: The Agency Implementation Team will prepare to deliver the Introduction to Behavioural Competencies, and the Coaching for Behavioural Competencies Training

COURSE 1: INTRODUCTION TO BEHAVIOURAL COMPETENCIES TRAINING (INTERVENORS, SUPERVISORS, MANAGERS)

These sessions will include an overview of Behavioural Competencies, how they are defined, the development process utilized, and how they can be used to enhance HR practices. This session will also highlight the potential impact on an agency adopting Behavioural Competencies and will provide guidance on preparing for the implementation of Behavioural Competencies.

COURSE 2: COACHING FOR BEHAVIOURAL COMPETENCIES TRAINING (SUPERVISORS AND MANAGERS)

The Coaching for Behavioural Competencies training will provide participants with an understanding of how to assess employees' level of proficiency in each of the Behavioural Competencies, and how to hold coaching/development planning discussions with the individuals they supervise.

- 1.3.1.** Prepare and send out an "All Employees" e-mail or newsletter to provide employees with an overview of the implementation process, with a focus on the immediate next steps, to give them a sense of what to expect with the implementation of Behavioural Competencies in the agency.

➤ *Please refer to Appendix N: Sample – Introduction to Behavioural Competencies E-mail to All Employees. Please note attachments to accompany email.*

Helpful Hint:

- *As an alternative to the initial all-employees e-mail, you may want to conduct a meeting with all managers and supervisors to provide them with an overview of the implementation plan. At that time you can provide them with the newsletter and Behavioural Competencies Q&A document so that they can conduct a meeting with their group to personally introduce them to the Behavioural Competencies Implementation Project.*

- 1.3.2.** Prepare and send out a notification to all supervisors and managers a list of all upcoming training dates and times for the *Introduction to Behavioural Competencies* and *Coaching for Competencies* training.

- Please refer to Appendix O for “Introduction to Behavioural Competencies – General Training Information”, including who should be trained first, the number of people that should attend each session, and the materials required.
- Please refer to Appendix P for “Coaching for Behavioural Competencies – General Training Information”, including when/how to implement the training, the number of people that should attend each session, and the materials required.
- For sample communications, please refer to Appendix Q: Sample – “Training Invitation for Managers/Supervisors”. Please note attachments to accompany email.

Helpful Hints:

- Consider delivering both the *Introduction to Behavioural Competencies* and *Coaching for Behavioural Competencies* training on the same day to employees who supervise others. The afternoon training on Coaching for Behavioural Competencies will reinforce the messages of the morning and the participants will complete the day ready and able to fully support their employees during the implementation of Behavioural Competencies.
- Provide the training schedule well in advance to enable those who supervise others to better plan coverage for those employees attending training.

1.3.3. Prepare and send out a notification to all employees with assigned dates and times to attend the Introduction to Behavioural Competencies training and/or Coaching for Behavioural Competencies training.

- Please refer to Appendix R: Sample – Training Invitation for All Employees. Please note attachments to accompany email.

Tips for training employees who have diverse/multiple work schedules or locations:

- Flexibility is key when planning and organizing training for employees who work various shifts. Offer training at various times in the day – morning, afternoon and evening sessions – to capture employees across all schedules. Let participants choose which session will work best for them.
- Ensure supervisors are aware of when employees are scheduled for employees’ training will be attending the training so that proper coverage can be maintained at their locations.
- Consider dividing employees by programs or departments, and schedule several sessions for each program or department. This enables employees to select an alternate training time if their assigned training conflicts with their schedule. Individuals unable to attend their assigned training should be encouraged to attend one of the other sessions.
- Consider the use of web-conferencing and teleconferencing. It is also helpful to make the training materials available online for reference purposes.
- Be creative with training modalities to ensure everyone is trained.

- Have Competency Training incorporated into mandatory agency training.

Tips for training new employees:

- New employees, who have missed the training session attended by their team, should be added to another planned training session. If no sessions are available, consider offering short one-on-one sessions, as appropriate, followed up with coaching by the employee's supervisor.
- Post the training materials online and have employees work through them, with guidance from their supervisor.
- Consider adding this training to your employee orientation program.

Phase 2: Launch

During Phase 1: Pre-Launch, the communications were focused on introducing the concept of Behavioural Competencies for Intervenor Services to the employees at your agency.

In Phase 2: Launch, the communications and supporting activities are focused on reinforcing the importance of Behavioural Competencies through frequent updates on the progress of the implementation effort, and by building knowledge on the Behavioural Competencies and how they benefit the people your agency supports.

Step 1: Deliver and Gather Feedback on the Introduction to Behavioural Competencies and Coaching for Behavioural Competencies Training Sessions

2.1.1. Consult with ISHRS Behavioural Competencies Trainers to access necessary training resources

- *Please refer to Appendix O: Introduction to Behavioural Competencies – General Training Information & Appendix P: Coaching for Behavioural Competencies – General Training Information for the “materials required”. (Note: The ISHRS Behavioural Competencies Trainers have access to training materials.)*

2.1.2. Deliver the Introduction to Behavioural Competencies training session to managers, supervisors, and intervenors, and gather feedback on training

- *Please refer to Appendix O: Introduction to Behavioural Competencies – General Training Information for the “materials required”. (Note: The ISHRS Behavioural Competencies Trainers will present using the materials.)*
- *Please refer to Appendix S: Training Feedback Survey*

COURSE 1: INTRODUCTION TO BEHAVIOURAL COMPETENCIES TRAINING (INTERVENORS, SUPERVISORS, MANAGERS)

These sessions will include an overview of Behavioural Competencies, how they are defined, the development process utilized, and how they can be used to enhance HR practices. This session will also highlight the potential impact on an agency adopting Behavioural Competencies and will provide guidance on preparing for the implementation of Behavioural Competencies.

The first training to be delivered is the Introduction to Competencies. It is a half-day session (i.e., 3.5 hours) for all employees, including administrative employees. This training is designed to:

- Introduce the Behavioural Competencies;
- Identify the Behavioural Competencies required for success in each role – intervenors, supervisors, and managers;
- Provide practice in identifying Behavioural Competencies in the nature of work in Intervenor Services;

- Explain how to complete a Behavioural Competency self-assessment to be used as a baseline; and
- Help agencies to create Behavioural Competencies for other positions such as Support Intervenor, Coordinator, Team Lead, Directors, etc.

Helpful Hints:

- Arrange to have the employee representative attend each session, and assist with the introduction so that they can introduce their role and how they will serve as a resource throughout the Behavioural Competencies implementation process.
- Every trainer has a different style. It is important to carefully review the materials and the key points, but deliver them in your own style and using your own words, as well as considering the language and style that best suits the needs of your audience.
- While the Matching Game is easy to facilitate with experience, it does require practice. Take the time to practice before your first training session to ensure you are comfortable with the exercise. Consider sharing any additional scenarios you have or check with your Regional trainer as to where you can access other scenarios.
- Ensure people know where/how to access the training materials if they will not be provided in hard copy.
- It is important to have employees begin completing their self-assessment using the Competency Assessment Questionnaire during the session – ideally provide at least 20-30 minutes to do this. Reinforce that they should complete the self-assessment, post-session, to establish their baseline.

2.1.3. Deliver the Coaching for Behavioural Competencies Training Session to supervisors and managers, and gather feedback on training

- *Please refer to Appendix P: Coaching for Behavioural Competencies – General Training Information for the “materials required”. (Note: The ISHRs Behavioural Competencies Trainers will present using the materials.)*
- *Please refer to Appendix S: Training Feedback Survey*

COURSE 2: COACHING FOR BEHAVIOURAL COMPETENCIES TRAINING (SUPERVISORS AND MANAGERS)

The Coaching for Behavioural Competencies training will provide participants with an understanding of how to assess employees’ level of proficiency in each of the Behavioural Competencies, and how to hold coaching/development planning discussions with the individuals they supervise.

The second training to be delivered is *Coaching for Behavioural Competencies*. It is a half-day session (i.e., 3.5 hours) for all employees who have supervisory responsibilities. It is recommended that this training be delivered in the afternoon of the same day that they take the *Introduction to Competencies* training. This will ensure that supervisors, managers, directors and executive directors are fully prepared to support their direct reports as they proceed through the *Introduction to Competencies* training. The purpose of the *Coaching for Behavioural Competencies* training is to teach participants how to:

- Support employees to assess their strengths against the Behavioural Competencies;
- Help employees create their own professional development plan that is aligned with the vision, mission and direction of the agency and sector; and
- Provide ongoing feedback and coaching.

Helpful Hint:

When preparing for and delivering the training, it is important to consider the needs of the agency and adapt the training as appropriate.

Helpful Hint:

These are some best practices to keep in mind for delivering the Coaching for Competencies training:

- If the time between the Introduction to Behavioural Competencies and Coaching for Behavioural Competencies training is significant, it may be useful to offer participants a brief refresher course on the Introduction to Behavioural Competencies training.
- Training for Coaching should be offered annually as a refresher to ensure current knowledge.
- Hold meetings (e.g., “lunch and learns”) for individuals who supervise others to discuss Behavioural Competency Assessment Questionnaire completion and development plans.
- Following are some recommendations for the Coaching for Behavioural Competencies training:
 - Check to see if supervisors or managers have ever had any formal coaching training prior to launching this training. It may be helpful to incorporate a few slides on the basics of coaching (particularly if there is a coaching model in place in the agency) to enhance supervisors’/managers’ ability to coach. If the agency does not have a coaching model, a model has been provided. *Please refer to Appendix T: Sample – Coaching Model.*
 - Offer managers some practice time with the coaching model before implementing the training. Consider reviewing the coaching model with managers at monthly meetings where sample employee situations can be practiced/role-played. This same

approach can be taken to bolster their comfort with coaching to Behavioural Competencies once they have completed the training.

Step 2: Prepare and Engage in Ongoing Communication to Employees about the Behavioural Competencies for Intervenor Services

The ISHRS suggests the following ongoing communications and activities to promote deeper understanding of the behavioural competencies:

- Reference Behavioural Competency Dictionary (*Appendix E*) in communications to employees; and
- At a team meeting, select one competency to discuss. Ensure your communication plan includes regular updates to employees regarding the progress of the implementation effort and next steps.

During Phase 2: Launch, your updates will primarily focus on the number of employees who have attended training. In these communications you may also want to provide the schedule for any upcoming training. These communications can provide an excellent opportunity to present other general types of information about the Behavioural Competencies.

The Behavioural Competencies Sub-Committee recommends a variety of implementation activities. Further, the ISHRS website has resources that you could use to share with the employees. Information contained in the *Behavioural Competencies Q&A* document could also be a source of reference when preparing the agency's communications on Behavioural Competencies.

- *Please see Appendix U: Recommended Implementation Activities*
- *See Appendix H : Behavioural Competencies Questions and Answers (Q&A)*
- *Visit the Intervenor Services Website: <http://intervenorservices.com/>*

Helpful hint:

As agencies develop tools and resources for ongoing communication and support, they can share them among each other. Check with your ISHRS Behavioural Competencies Trainers for more details.

Conclusion

The partnership between the Ministry of Community and Social Services and the Intervenor Services Human Resource Strategy (ISHRS) is focused on the professionalism of the Intervenor Services Sector. Through the voluntary implementation of the Behaviour Competencies, the goal is to improve the sector by creating a standard to inform recruitment, on-boarding, retention and training. The objective for this guide is to give agencies the tools and resources necessary to implement Behavioural Competencies within the field of Intervenor Services. With the support of the ISHRS Behavioural Competencies Trainers, Management Teams across MCSS Transfer Payment Agencies for Intervenor Services, and the Intervenor Services Sector as a whole, the ISHRS endeavors that this implementation guide will make the incorporation of Behavioural Competencies for Intervenor Services into existing recruitment and development practices straightforward and successful.

Helpful Hint:

If you have any questions or concerns, please contact ISHRS Project Coordinator at pcishr@deafblindontario.com.



Appendix A: Purpose of Behavioural Competencies

INTERVENOR SERVICES HUMAN RESOURCE STRATEGY

The Purpose of Behavioural Competencies – outlining the principles

Every day in Ontario, hundreds of intervenors ensure that “individuals with Deafblindness have access to information through Intervenor Services, making it possible for them to participate in activities of their choice, connect with other people, and make informed decisions” (MCSS Policy Framework, 2014/2015).

The model of Behavioural Competencies is designed to recognize and promote the personal motivations as well as the professional traits and behaviours that exemplify the best employees in the sector. The guiding principles underlying the Behavioural Competencies model include an integrated human resource approach that will inspire and recognize skilled, professional intervenors, supervisors, and managers. Ensuring that intervenor services in all capacities will be delivered in a way that empowers and is responsive to the needs and self-directed goals of individuals using these services (MCSS Policy Framework, 2014/2015). The following statements of principle guide the implementation of the Behavioural Competency model and outline its intent and benefits:

1. RECOGNIZE THE PROFESSIONAL NATURE OF INTERVENOR SERVICES:

Effective supports require creativity, motivation and many more professional traits and behaviours. The Behavioural Competency model provides recognition of the professional nature of the work that we do every day

2. RECRUIT THE RIGHT PEOPLE:

The Behavioural Competency model is designed to enhance our ability to recruit people who share our values. The nature of our work demands that we recruit the best people we can and the Behavioural Competency model will help us do that. An important goal of the Intervenor Services Human Resource Strategy (ISHRS) is to make the sector a career of choice for both new and experienced employees.

3. PROVIDE JOB ENHANCEMENT OPPORTUNITIES AND MAKE CAREER PATHS MORE TRANSPARENT:

The introduction of a Behavioural Competency model in the sector is designed to benefit employees by providing job enhancement opportunities and making career paths more transparent. The model provides the sector with a unique ability to assist intervenors in fulfilling their career potential and to consider ongoing advancement. By clarifying the types

and levels of Behavioural Competencies for positions across the organization, the Behavioural Competencies model provides the sector with an important tool for succession planning.

4. ENGAGE AND INSPIRE QUALIFIED INTERVENORS TO REMAIN IN THE SECTOR:

By highlighting the professional nature of Intervenor Services and creating career opportunities, the Behavioural Competency model will improve retention in the sector. However, the implementation of Behavioural Competencies in the sector seeks to go beyond retention by striving for a more engaged and inspired workforce.

5. PROVIDE A STRENGTH-BASED APPROACH TO DEVELOPING AND ENHANCING INTERVENOR SERVICES:

The Intervenor Services sector is dedicated to seeing people grow, meet new challenges and aspire to new goals. The Behavioural Competency model reflects this attitude as a 'going forward' process for employees in the sector. Behavioural Competencies provide a professional development mechanism to move from effective services to superior professional intervention services. The Behavioural Competency model will provide a valuable tool for feedback to enhance the services your agency provides. The primary benefit and intent of the Behavioural Competency model is to enable and facilitate positive professional development.

6. ENABLE INTERVENORS TO PROVIDE BETTER SERVICE

Implementation of the Behavioural Competencies enables intervenors to provide better service to consumers. The Behavioural Competency model facilitates onboarding and professional development of highly skilled intervenors. Highly skilled intervenors will be more equipped to meet the diverse needs of individuals who are deafblind and their families in Ontario, improving their quality of life.

7. A FOUNDATION FOR INCREASED AND SUSTAINABLE HUMAN RESOURCE CAPACITY:

Behavioural Competencies provide the foundation for the work of all the committees of the Intervenor Services Human Resources Strategy. Implementing the Behavioural Competencies model provides a consistent and coherent framework for meeting the challenges of transformation in the sector.

The ISHRS is a partnership between the Ontario Ministry of Community and Social Services and the intervenor services sector. The strategy is working to ensure that the Intervenor services sector follows strong program principles and objectives, and that services are delivered in a way that is fair, accountable, financially sustainable and accessible. The ISHRS is composed of individuals representing the interests of intervenors, supervisors and managers across the province.

Appendix B: Steering Committee Membership

NAME	ADDRESS	EMAIL
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Appendix D: Competencies Backgrounder

Competency Backgrounder

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OVERVIEW

Understanding competencies

The purpose of this Competency Backgrounder is to help you understand what competencies are all about.

What's driving us?

In today's dynamic working environment, the implementation of competencies is intended to enhance and sustain a quality workforce, one that will continue to deliver high quality service, and provide better service and solutions to clients.

Searching for performance

Knowing that superior performance is so valuable, managers and human resources professionals have always searched for qualities such as "initiative" and "communication skills" in the people that they hired. However, two things remained uncertain until recently:

- How to assess these qualities
- Whether these qualities were actually related to successful performance on the job

Using a competency-based approach is the key to defining, assessing and linking such qualities to job performance.

Research-based approach

50 years of research in the field of applied psychology have shown that there are distinct differences between typical performers and superior performers in jobs. Superior performers don't just do more work, or better work, they often approach their jobs differently, think about things in a different manner, and do some critical things much more often than typical performers.

The results of this research are not a surprise to most of us. We can all identify with the fact that some individuals perform better than others. Each of us can think of examples of people we have seen who get superior results in their jobs by doing some things differently, or more often, than others.

Working smarter, not harder

This isn't about working harder, it's about working better. Studies have shown that top performers do the work of almost 1.5 average performers. Knowing what makes the difference in our business, and being able to deliver that difference, is the key. This is why we are introducing competencies. We want to use approaches that are objective and fair for all of us, and that help us grow as individuals and contribute to our ongoing success.

WHAT ARE COMPETENCIES?

What are competencies?

Competencies are a way to identify what really makes a difference in performance on the job. They are the characteristics that drive performance. When people can identify more clearly what is expected in terms of behaviour on the job, then they can do their job better. Similarly, managers can be more objective and provide the appropriate coaching to support employees in their personal growth.

Competency definition

A competency is defined as:

A competency is any skill, knowledge, behaviour or other personal characteristic that is essential to perform the job and that differentiates outstanding from typical performance.

Competencies are what outstanding performers do more often, in more situations, and with better results than typical performers.

Two types of competencies

There are two types of competencies – *behavioural* and *technical* – as outlined in the table below:

Technical Competencies	Behavioural Competencies
<ul style="list-style-type: none"> What a person needs to know and be able to do (knowledge and skills) to perform the job 	<ul style="list-style-type: none"> The behaviours a person demonstrates in applying their knowledge and skills on the job

In other words, technical competencies are **WHAT** a person needs to know or know how to do, and behavioural competencies are **HOW** an individual approaches his or her work.

Technical competencies are necessary to perform the job role; however, they are not the differentiating factors of performance. While each is important, it is the *behavioural* competencies that truly differentiate superior from average performers.

WHAT ARE COMPETENCIES?, CONTINUED

Focusing on behavioural competencies

The focus for us is the on the behavioural competencies. We are going to put effort here because higher levels of performance in this area will help us maximize our performance. This does not mean that we will not continue to develop and maintain our technical skills. It simply means we have another powerful tool we can use to maintain and enhance the quality service we provide.

What is a competency model?

A competency model is the set of behavioural competencies (typically 8-12 competencies) that have been identified as the drivers of superior performance in specific role – they are the ones that truly make the difference in performance for that role.

While many of the behaviours across all behavioural competencies are helpful in each job role, the ones included in a given competency model can be considered as the "all-stars" for your role.

COMPONENTS OF A COMPETENCY

Components of a competency	For each competency there is a <i>definition</i> or description of what it means and a scale of behaviours called a competency measurement scale. These are described in more detail below
Definition	The definition or description of each competency is important because it captures the essence of the competency and helps everyone understand the competency in the same way.
Behavioural scales	<p>The behavioural scale attached to a competency describes the various levels of behaviour associated with a competency – what the competency “looks like” at each level. The scales are numbered in ascending order: 1, 2, 3, 4, and so on, and each scale typically includes 4-6 levels.</p> <p>Each level on the scale starts with a bolded statement that describes the <i>underlying intent</i> of the level. The levels are incremental and additive, which means that to perform the behaviours at any one level, you must be able to perform the behaviours at the level(s) preceding it. In addition, the degree of complexity increases as one moves “up” the scale.</p> <p>Each level has a series of behaviours associated with it that describe what that particular level of performance looks like. These are not exhaustive as they vary depending on the nature and circumstances of the position. The behavioural indicators are provided only to help you better understand what each level in the scale is about.</p> <p>The behaviours in the scale are <i>observable</i> and <i>measurable</i>. In other words, you can see yourself or others performing at each level, and the behaviours at each level are more complex or challenging than the behaviours in the level(s) preceding it. This is the key. What we can describe we can measure, fulfilling our need for a more definitive and objective way of determining how well we are doing.</p>

COMPONENTS OF A COMPETENCY?, CONTINUED

Competency example

Influencing Others

The ability to persuade, convince, influence or gain the commitment of others (individuals or groups) to get them to accept a point of view, adopt a specific direction, commit to an idea, come to consensus on mutually beneficial agreements, or take a course of action. The key is understanding others, and using that understanding to have a specific impact or effect on them.

1. Uses direct persuasion

- Makes clear, logical and succinct arguments to convince others when presenting own position.
- Takes several steps to persuade, which can include careful preparation of data, documentation or facts to support a position in a presentation or discussion.
- Guides others to the desired outcome through a logical sequence of arguments.
- Outlines the pros and cons of alternative options or approaches.

2. Adapts actions or words to the audience

- Makes different types of arguments or points in a presentation or discussion to influence others.
- Tailors a presentation or discussion to appeal to the interest and level of others.
- Adapts communication style to meet customers' and stakeholders' needs/interests (e.g., pricing vs. efficacy).
- Anticipates how others will respond and takes a well thought out, tailored approach in order to have specific impact; adapts language, tone, style and content to the interest and level of the audience; "sells" own ideas by linking them to the values, needs and goals of others.
- Optimizes communications to achieve desired results and deliver a compelling message using whatever medium is most appropriate (e.g., group facilitation, written communication, presentation, social media).

3. Uses customized influence strategies

- Develops influence strategies based on a full understanding of customers, key decision makers and other relevant people.
- Takes multiple steps to influence, with each step adapted to the specific audience; negotiates skilfully in situations with both internal and external groups to engage and rally others to buy into their ideas.
- Effectively leverages the credibility and expertise of company resources (e.g., Sales Specialist, manager, etc.) to help influence key decision makers.
- Anticipates areas where support or influence will be required, and takes steps to involve key stakeholders in the process when required.
- Seeks to align the interests of all relevant stakeholders to create mutually beneficial agreements.
- Uses chains of indirect influence or solicits and engages the support of like-minded individuals to help persuade others.

4. Uses complex indirect influence strategies

- Builds coalitions of "behind the scenes" support to gain momentum for initiatives.
- Uses an understanding of key internal and external stakeholders to gain buy-in and agreement.
- Actively engages others – credible resources, experts or other third parties within the health care industry – as part of a broader influence strategy (e.g., arranges for a thought leader to speak with other customers about our products/services) to effectively influence key decision makers.
- Uses an in-depth understanding of the interactions within a group or between groups to move towards a specific agenda.

WHAT'S IN IT FOR YOU?

Benefits of competencies

There are a number of benefits of competency-based approach to performance that make competencies a win-win situation for all of us. These benefits are outlined in the table below:

Training and Development	<input checked="" type="checkbox"/> Provides you with more focused training and the basis for better development planning <input checked="" type="checkbox"/> Provides managers with more focus for coaching and leads to partnership with employees
Career Management	<input checked="" type="checkbox"/> Helps you better understand the needs of other jobs and what you need to get there in addition to the technical skills you have
Staffing	<input checked="" type="checkbox"/> Provides a better template for job search and selection <input checked="" type="checkbox"/> Helps ensure better initial job/person fit <input checked="" type="checkbox"/> Leads to greater personal satisfaction for you as the employee
Performance Management	<input checked="" type="checkbox"/> Leads to more meaningful, objective feedback <input checked="" type="checkbox"/> Provides more options to understand your performance and development requirements <input checked="" type="checkbox"/> Removes the personal bias as much as possible from the performance management process

Appendix E: Behavioural Competency Dictionary



Intervenor Services

The future is in your hands

Intervenor Services Behavioural Competency Dictionary

August 2016

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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 behaviour 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.

This Competency Dictionary lists all of the competencies that have been identified as critical to success across the following three roles within the Intervenor Services sector:

- Intervenor,
- Supervisor, and
- Manager.

There are two types of competencies – *behavioural* and *technical* – as outlined below:

- Technical competencies are what a person needs to know and be able to do – the knowledge and skills – to perform the job;
- Behavioural competencies are the behaviours a person demonstrates in applying their knowledge and skills on the job.

In other words, technical competencies are WHAT a person needs to know or know how to do, and behavioural competencies are HOW an individual approaches his or her work.

Technical competencies are absolutely necessary to perform the job role; however, they are not the differentiating factors of performance. While each is important, it is the behavioural competencies that truly differentiate superior from fully effective performers.

The focus for Intervenor Services is on *behavioural* competencies.

Introduction, continued

The Intervenor Services competencies fall into four clusters: Be Your Best Self; Build Bonds; Deliver Excellence; and Lead and Engage Others:

Be Your Best Self	Build Bonds	Deliver Excellence	Lead and Engage Others
<ul style="list-style-type: none">• Act with Integrity• Be Flexible• Commit to Personal Growth and Development• Demonstrate Self-Management and Resilience	<ul style="list-style-type: none">• Be Emotionally "In Tune"• Build Trusting Relationships• Engage, Influence and Advocate• Foster Independence and Confidence• Work as a Team	<ul style="list-style-type: none">• Demonstrate Creative Problem Solving and Decision Making• Demonstrate Financial Acumen• Plan and Coordinate• Show Passion, Enthusiasm and Dedication	<ul style="list-style-type: none">• Hold Self and Others Accountable• Lead and Develop Others

- **Be Your Best Self** focuses on those competencies that are critical to managing and motivating yourself to be the best you can be.
- **Build Bonds** focuses on those competencies that are critical to engaging others and growing and maintaining trusting relationships.
- **Deliver Excellence** focuses on those competencies that are critical to delivering excellent service and achieving the desired results for consumers, families, and the agency.
- **Lead and Engage Others** focuses on those competencies that are critical to inspiring and growing your team.

Competency Architecture

There are three major components to a competency: the definition, the scale, and the illustrative behavioural indicators of the scale.

Definition:

- Each competency has a definition of what it means.

Competency Scale:

- Below the definition, you will see a numbered scale (the competencies, which describes the various levels of behaviour associated with a competency – what the competency “looks like” at each level.
- Each level is more sophisticated than the preceding level.
- A target level for successful performance has been identified for each competency for each role.
- The scale provides you with a clear understanding of the progression of behaviours required from one level to the next, which will help in understanding how you can grow to the next level.

Illustrative Behavioural Indicators:

- Each level has a series of behaviours (behavioural indicators) associated with it – these behaviours are observable and measurable.
- These are not exhaustive as they vary depending on the nature and circumstances of the position. The behavioural indicators are provided to help everyone better understand what each level in the scale is about.

Following is an example of a scale.

Example of a Scale

Competency
name



BE YOUR BEST SELF: Act with Integrity

Definition of
what it means,
which captures
the essence of
the competency



The ability to demonstrate and be sensitive to the core values of the profession, agency and sector. It includes using sound ethical judgment in an ethically complex work environment, and interacting respectfully, professionally and honestly with consumers, families and the community at large.

The level
number and
title, which
describes the
intent of the
level; levels
increase in
sophistication
as you move
up the scale



LEVEL 1 Demonstrate personal integrity toward core values of the profession and workplace

- Demonstrate an awareness of, and concern for, the core values and goals of the profession of intervenor services
- Seek guidance on the norms and guidelines of the profession to understand the rationale behind them
- Demonstrate honesty, confidentiality, fairness, respect, tact and sensitivity to personal/professional boundaries, and keep personal biases aside
- Take responsibility for own actions and for owning mistakes
- Act in accordance with the Intervenor Code of Ethics or other relevant Code of Ethics

LEVEL 2 Act consistently with professional values and ethics

- Seek to fully understand the facts and interests of all concerned when confronting ethical issues and dilemmas, and reflect upon all options in search of optimal solutions
- Consistently attempt to apply the core values and ethics of the profession to everyday work
- Encourage individuals to raise, discuss and address ethical issues
- Openly acknowledge own errors of judgment, without being prompted by others
- Speak out when it may hurt a trusted relationship when it's the right thing to do

LEVEL 3 Act on values and ethics when it is not easy to do so

- Recognize when workplace practices go against professional ethics, and question the discrepancies even when there is some personal risk
- Practice ongoing inquiry and dialogue into the practical meaning and application of the core values and ethics of the profession, and encourage others to do the same
- Adhere to all ethical standards and hold others accountable for doing the same
- Address others who are not demonstrating ethical and professional behaviour (e.g., colleagues, supervisor, manager) in a professional manner

LEVEL 4 Create an environment that nurtures ethical, professional, and values-based behaviour

- Generate enthusiasm and commitment to the ethics, values and professionalism of intervenor services for individuals who are deafblind
- Consistently model and make decisions aligned with professional and agency values and ethics
- Set high standards for the team and/or agency and for serving individuals who are deafblind
- Establish processes and procedures that help people integrate values and ethics into their decision making
- Explain and develop ethical knowledge, standards and conduct in others
- Challenge persons in positions of authority (e.g., senior management) to act on the values and ethics of the agency and sector

Behavioural
indicators, which
capture examples
of what the
competency looks
like at each level –
they are intended
to show what the
level “looks like”,
but the list is not
exhaustive



Competency Models

The following table lists the competencies and target levels identified for success in each role – Intervenor, Supervisor and Manager. You will notice that for some competencies, there are two target levels, which depend on various factors, including whether you typically work with individuals with acquired versus congenital deafblindness or the particular accountabilities for the role within your agency (e.g., some Supervisors have performance management responsibilities, while others do not):

Competencies	Roles		
	Intervenor	Supervisor	Manager
Be Your Best Self			
Act with Integrity	3	4	4
Be Flexible	3	3	4
Commit to Personal Growth and Development	2	3	4
Demonstrate Self-Management and Resilience	4	--	--
Build Bonds			
Be Emotionally “In Tune”	3	--	--
Build Trusting Relationships	4	--	--
Engage, Influence and Advocate	3	3	4
Foster Independence and Confidence	4	--	--
Work as a Team	3	4	4
Deliver Excellence			
Demonstrate Creative Problem Solving and Decision Making	3	3	4
Demonstrate Financial Acumen	--	2/3*	4
Plan and Coordinate	--	3	4
Show Passion, Enthusiasm and Dedication	2	3	4
Lead and Engage Others			
Lead and Develop Others	--	3	4
Hold Self and Others Accountable	--	3/4*	4

* Depends on the agency and its expectations of the role

BE YOUR BEST SELF: Act with Integrity

The ability to demonstrate and be sensitive to the core values of the profession, agency and sector. It includes using sound ethical judgment in an ethically complex work environment, and interacting respectfully, professionally and honestly with consumers, families and the community at large.

LEVEL 1	Demonstrate personal integrity toward core values of the profession and workplace
<ul style="list-style-type: none">• Demonstrate an awareness of, and concern for, the core values and goals of the profession of intervenor services• Seek guidance on the norms and guidelines of the profession to understand the rationale behind them• Demonstrate honesty, confidentiality, fairness, respect, tact and sensitivity to personal/professional boundaries, and keep personal biases aside• Take responsibility for own actions and for owning mistakes• Act in accordance with the Intervenor Code of Ethics or other relevant Code of Ethics	
LEVEL 2	Act consistently with professional values and ethics
<ul style="list-style-type: none">• Seek to fully understand the facts and interests of all concerned when confronting ethical issues and dilemmas, and reflect upon all options in search of optimal solutions• Consistently attempt to apply the core values and ethics of the profession to everyday work• Encourage individuals to raise, discuss and address ethical issues• Openly acknowledge own errors of judgment, without being prompted by others• Speak out when it may hurt a trusted relationship when it's the right thing to do	
LEVEL 3	Act on values and ethics when it is not easy to do so
<ul style="list-style-type: none">• Recognize when workplace practices go against professional ethics, and question the discrepancies even when there is some personal risk• Practice ongoing inquiry and dialogue into the practical meaning and application of the core values and ethics of the profession, and encourage others to do the same• Adhere to all ethical standards and hold others accountable for doing the same• Address others who are not demonstrating ethical and professional behaviour (e.g., colleagues, supervisor, manager) in a professional manner	
LEVEL 4	Create an environment that nurtures ethical, professional, and values-based behaviour
<ul style="list-style-type: none">• Generate enthusiasm and commitment to the ethics, values and professionalism of intervenor services for individuals who are deafblind• Consistently model and make decisions aligned with professional and agency values and ethics• Set high standards for the team and/or agency and for serving individuals who are deafblind• Establish processes and procedures that help people integrate values and ethics into their decision making• Explain and develop ethical knowledge, standards and conduct in others• Challenge persons in positions of authority (e.g., senior management) to act on the values and ethics of the agency and sector	

BE YOUR BEST SELF: Be Flexible

The ability to adapt to, and work effectively within, a variety of situations and with various individuals or groups. It involves being open to and flexibly responding to different needs and perspectives, as well as easily accepting changes in tasks, responsibilities or job requirements.

LEVEL 1 Accept the need for flexibility

- Understand and respect differences in needs, perspectives, working style and priorities and the need to tailor your approach accordingly
- Acknowledge that people are entitled to their opinions and accept that they are different
- Recognize that consumers have very different needs, attitudes and abilities
- Project an open mind and attitude to changing situations, taking things as they come

LEVEL 2 Be responsive in the moment

- Change your approach to get a job done or meet the team's needs
- Adapt to situations when things don't go as planned or to meet changing demands
- Respond flexibly to consumers' changing requests and needs (e.g., including changing consumer moods and behaviours)
- Juggle multiple tasks, putting one or more on hold to handle an immediate need, and then returning to the original tasks

LEVEL 3 Adapt your approach

- Use judgment to decide when a situation requires altering normal procedures or guidelines
- Evaluate a situation and decide what approach to take based on the demands of the situation or the needs of the consumer
- Explore different possibilities and approaches, rather than just the obvious
- Understand the working style of others, and adapt your own approach to work most effectively with them and better meet the needs of the team

LEVEL 4 Adapt overall approach

- Change the overall plan, goal or project (i.e., what you're trying to accomplish) to fit the situation, when appropriate
- Question and revisit the validity of your own and/or the team's ideas and approaches, and change the strategy when your existing approach proves ineffective
- Make agency recommendations and/or changes to meet the needs of specific situations (e.g., changes in funding, delivery of services)

BE YOUR BEST SELF: Commit to Personal Growth and Development

The commitment to continually develop and enhance one's personal and professional skills, knowledge and abilities. This involves regularly reflecting on your performance and abilities, seeking feedback from others (e.g., manager, colleagues, consumers), and taking action in light of that feedback.

LEVEL 1

Work to maintain and develop skills and abilities

- Develop the knowledge, skills and abilities needed to perform the job effectively
- Understand the need for ongoing training and learning
- Take appropriate steps to update skills and abilities so that you can continue to do your job effectively
- Respond positively to feedback and suggestions

LEVEL 2

Seek opportunities to learn and improve

- Demonstrate a desire to enhance your knowledge, skills and abilities
- Reflect on your performance to understand your strengths and opportunities for development, as well as how you can improve your interactions/intervention with consumers
- Regularly seek feedback and suggestions from others to enhance performance
- Keep up-to-date with new information, methods, technologies, approaches and best practices (e.g., by reading, liaising with contacts, attending training)

LEVEL 3

Proactively address development and apply learning

- Take the initiative to identify and act upon skill and knowledge areas that need to be developed
- Prepare a self-development plan to develop skills and improve performance
- Seek opportunities to incorporate new ideas, knowledge and skills to more effectively manage tasks and challenges (e.g., improve the intervention process, leadership skills, communication skills, problem solving skills, etc.)
- Adapt work habits, routines or approaches to incorporate new learning, training and development to enhance performance
- Share what you have learned with others as appropriate

LEVEL 4

Model a learning orientation

- Readily critique own abilities and invite the same from others
- Focus on enhancing performance, not on "saving face"
- Encourage and support others in developing new skills to enhance performance
- Create an environment where mistakes are seen as learning opportunities

BE YOUR BEST SELF: Demonstrate Self-Management and Resilience

The ability to display commitment, self-discipline, determination and enthusiasm despite challenges, setbacks, and in the face of routine or repetitive tasks. It includes bouncing back from disappointments or confrontations, and not letting them negatively influence ongoing interactions with others.

LEVEL 1

Stay productive in low stress situations

- Stay committed and focused on positive outcomes
- Accept the need to perform monotonous and routine tasks, and see their value
- Keep emotions in-check so as not to affect interactions with others (e.g., be patient, upbeat, don't show frustration)

LEVEL 2

Adapt to higher stress situations

- Perform high quality work and effective interactions despite pressure
- Express optimism – see the positive side of negative situations
- Remain patient and motivated in the face of routine or repetitive tasks
- Maintain energy and stay calm in stressful or challenging situations (e.g., when things don't go as planned)
- Recognize when to reach out and/or access resources to assist in managing stress (e.g., HR, EAP)

LEVEL 3

Overcome obstacles and challenges

- Focus on how to successfully meet a challenge rather than on obstacles or constraints
- Maintain enthusiasm and energy in the face of challenging situations (e.g., emotional outbursts, other challenging behaviours or crises)
- Persist with tasks even when faced with barriers or resistance
- Consistently see beyond limitations by expressing optimism in finding a solution
- Put obstacles into perspective – rise to the challenge
- Maintain self-control and respond confidently when faced with difficult situations and confrontation

LEVEL 4

Perform at a high level of consistency over a long period of time

- Demonstrate ongoing commitment to complete routine tasks over the long-term
- Persist (over a long period of time) with difficult tasks
- Manage own stress effectively, ensuring it does not impact others
- Stick with tasks despite meeting frequent and/or repeated rejection and/or frustration
- Maintain a positive demeanor and high level of self-motivation, whatever the circumstances
- Reflect on and learn from setbacks and other challenging situations

BUILD BONDS: Be Emotionally “in Tune”

The ability to tune in to the needs, perspectives and sensitivities of others (e.g., team, consumers), and act with these in mind. It involves active listening, truly understanding, accepting and respecting the feelings and perspectives of others, and using this understanding to respond appropriately.

LEVEL 1

Pay attention to others

- Pay attention to individuals’ expressed feelings, thoughts and concerns
- Be patient in communicating with individuals, giving them time to process and respond to the information
- Listen openly, without judging or interrupting
- Encourage others to express their feelings and perspectives
- Respect others and how they are feeling
- Ask questions to clarify understanding

LEVEL 2

Understand behaviour

- Listen carefully to others, paying attention to their unspoken thoughts or feelings (e.g., non-verbal cues, emotions, facial expressions, etc.)
- Demonstrate objective and active listening
- Ask questions to truly understand the person’s thoughts and feelings or to gather facts, and respond appropriately
- Seek out the facts and pertinent information before drawing conclusions
- Acknowledge the experience of others

LEVEL 3

Demonstrate empathy

- Pick up on non-verbal cues to others’ feelings and emotions, including tone of voice, intonation and choice of words
- Recognize underlying concerns, feelings, or interests in others that may not be verbally expressed
- Accurately observe and identify the behaviours of others (e.g., body language, facial expressions, questions, nuances) and respond with empathy as appropriate
- Demonstrate genuine sensitivity to underlying messages, especially where thoughts, feelings or emotions are poorly expressed
- Be able to see things from the other person’s perspective, anticipate their needs and reactions, and respond appropriately
- Recognize your own feelings and emotions and their impact on others

LEVEL 4

Be emotionally “in tune”

- Connect with others through an understanding of the individual’s unique style, personality, and their unspoken thoughts and feelings
- Develop a deep understanding of the whole person, their unique/life situation and the underlying or long-term causes of their attitudes and behavior, and adapt your behaviour and approach accordingly
- Continually update, refresh and check the accuracy of your own understanding of the individual and their needs
- Anticipate emotions or reactions in others, and what might trigger them

BUILD BONDS: Build Trusting Relationships

The ability to establish and maintain bonds and trusting relationships with individuals, while maintaining professional boundaries.

LEVEL 1	Build rapport	<ul style="list-style-type: none">• Approach the individual in a respectful manner (i.e., in a way that will not startle them) to let them know you are present and about to interact• Take the time to get to know the individual – their needs, wants, preferences, concerns, life history, etc.• Treat individuals with respect, honesty, dignity and kindness in all situations• Understand the individual’s preferred mode of communication, and communicate in a way that you will be understood• Make the individual feel safe through providing an environment that is secure, reliable and consistent• Use a variety of communication modes to ensure the individual has the best opportunity to understand the communication
LEVEL 2	Build bonds	<ul style="list-style-type: none">• Share information about what is going on in the immediate environment around them (e.g., reactions of others in the room, what others are doing, what is going on around them), and without distorting it – be the consumers “eyes and ears”• Let the individual explore who you are in a way that is meaningful for them (e.g., let them touch you)• Understand and be responsive to the unique needs of each consumer (e.g., how your time with the consumer will be spent and the degree of planning required)• Follow through on commitments – do what you say you’re going to do• Be a true partner with consumers – work as a team
LEVEL 3	Develop trusting relationships	<ul style="list-style-type: none">• Support consumers in staying focused on their priorities and what they want to accomplish (particularly for consumers who are independent)• Plan, engage in or offer interesting, creative or exciting activities or adventures to bring the world to the individual based on the individual and their interests• Use strategies to stimulate interactions with the individual (e.g., talk about things that interest them, do activities that will engage them, etc.)• Provide opportunities for the individual to become directly involved in all aspects of an experience
LEVEL 4	Facilitate relationship building	<ul style="list-style-type: none">• Facilitate the individual’s interaction with others including family, peers, healthcare providers and other people in the community• Support individuals in social interactions, helping them to develop meaningful relationships with an ever expanding number of people• Look for common ground between individuals to help them build relationships

BUILD BONDS: Engage, Influence and Advocate

The ability to encourage or influence others (e.g., consumers, team members, community partners, government) to motivate or gain their commitment and support. It involves giving voice to others who cannot speak for themselves or communicate their needs, or enabling others to self-advocate.

LEVEL 1

Encourage others using a single approach

- Use facts and logic to encourage others, without adapting to their interests
- Make clear, logical and succinct arguments when presenting your own position or speaking on behalf of the consumer
- Provide objective and accurate information to professionals
- Use concrete examples, visual and tactile aids, demonstrations, etc., to influence others
- Outline the pros and cons of different options and approaches
- Convey ideas in a way that is easy to understand
- Make two or more different arguments or points in a presentation or a discussion

LEVEL 2

Adapt your approach to the individual, group or situation

- Adapt your style, language or content to gently engage, encourage, inform or educate
- Anticipate and prepare for others' reactions
- Listen and be sensitive to the needs, concerns, interests and views, and adapt your approach accordingly
- Change things up when the first attempt to influence or advocate fails – try a different approach
- Think through your approach and the needs of the consumer or the team when advocating on their behalf or supporting them in advocating for themselves

LEVEL 3

Carefully plan your approach

- When advocating for others (e.g., for consumers who cannot advocate for themselves), prepare an approach that is tailored to the individual or group to be influenced
- Anticipate areas where support or encouragement will be required, and work proactively to bring these people on board
- For consumers who can self-advocate, help to create the right environment for this to happen
- Solicit and engage the support of like-minded individuals or other third parties to help educate or influence others
- Use a combination of logical arguments, personal conviction and passion to create a winning case when advocating for others
- Collect and provide objective, accurate information to professionals on behalf of the consumer, and collaborate with them as directed

LEVEL 4

Advocate for the needs of consumers

- Be an advocate for the sector, the agency, the consumer, and the intervenor role, developing deliberate, long-term influence strategies
- Build internal and external relationships, networks and alliances, and leverage these to build and sustain support
- Move a group towards a specific outcome based on an in-depth understanding of group interactions or dynamics
- Build “behind the scenes” support for ideas
- Grow and continuously maintain a network of contacts and resources to support initiatives or causes

BUILD BONDS: Foster Independence and Confidence

The ability to enable and empower consumers to build their confidence and self-esteem, and achieve their highest potential, based on the “do with, not for” philosophy. It involves promoting their social and personal development, encouraging their independent/life skills, and facilitating their communication and interaction with the world around them to help “redefine the possible”.

LEVEL 1

Provide encouragement

- Recognize the individual’s unique strengths, and work to build on them
- Promote self-esteem and well-being in the individual by expressing that you believe in their capability and potential
- Increase the individual’s self-awareness – help them understand their emotions and how their behaviour and demeanor impacts others
- Encourage the individual to determine how you will spend your time together
- Understand the “do with, not for” philosophy of intervenor services

LEVEL 2

Provide training and support

- Give routine tasks to the individual with the purpose of building their capability
- Assess, adapt and organize the environment to maximize the individual’s opportunity to be self-sufficient
- Support individuals when they are learning to do new things on their own, incorporating your understanding of their preferred learning style
- Monitor to ensure tasks are completed successfully, and provide constructive feedback, as appropriate, in a supportive manner
- Use strategies to help individuals develop their social skills

LEVEL 3

Build competence and confidence

- Look for opportunities to enable individuals to solve problems and make informed choices for themselves
- Teach individuals to do tasks in a helpful and supportive manner, and provide them with the necessary information, tools and resources
- Find learning opportunities and experiences to promote the individual’s learning and growth based on their interests, needs and preferences
- Determine how to introduce new or complex concepts to individuals in a way that they can understand them

LEVEL 4

Fully empower individuals

- After assessing an individual’s competency or capability, empower them with the responsibility and latitude to do tasks in their own way, including the opportunity to make and learn from mistakes in a non-critical manner
- Facilitate the individual’s comfort, confidence and control in interactions with others in a variety of environments
- Use strategies to help the individual enhance and expand their ability to navigate and communicate (e.g., increase vocabulary, topics of conversations, and communication skills)
- Design, adapt and implement activities and experiences to help the individual achieve their goals and objectives

BUILD BONDS: Work as a Team

The ability to collaborate and work cooperatively with others (e.g., consumers, co-workers, occupational therapists, behavioural specialists, physicians, family members, etc.) to achieve shared goals and deliver outstanding service for consumers and families.

LEVEL 1	Collaborate with others
<ul style="list-style-type: none">• Be a team player, share information and see the benefits of working as a team• Promote a friendly, cooperative environment• Keep others informed and up-to-date about what is happening in the agency and with each consumer• Share expertise and insight with others (e.g., through team discussions, brainstorming sessions)• Clearly understand the goals of the team as well as the roles and responsibilities of each team member• Treat other team members with respect, and recognize that each person's contribution, talents, skills, culture and background are valuable and essential to the overall success of the team and agency	
LEVEL 2	Value others and solicit input
<ul style="list-style-type: none">• Genuinely value others' input and expertise, encouraging all team members to contribute• Recognize and build on the good ideas of others, and willingly seek feedback on ideas• Help and encourage others to learn new and different parts of their jobs by sharing knowledge, experience and information• Respect the expertise of others and seek opportunities to learn from them• Recognize where strengths lie within and across the team and/or agency, and tap into their resources – make the best use of people's talents	
LEVEL 3	Encourage others
<ul style="list-style-type: none">• Recognize others who have performed well• Encourage and empower others, making them feel valued• Demonstrate commitment to important initiatives by actively contributing to the efforts of the team and recognizing the contributions of team members• Readily provide guidance or support to new team members or other teams to facilitate learning• Encourage people to continue their efforts when they become discouraged• Put the goals of consumers, the team and agency ahead of one's own individual needs and wants	
LEVEL 4	Work to build team commitment and spirit
<ul style="list-style-type: none">• Act to promote a friendly climate and good working relationships (with colleagues, stakeholders, other teams, community partners, board, government, etc.)• Work to resolve conflicts within or across teams by clarifying understanding, listening for underlying concerns, and identifying areas of agreement and disagreement• Align multiple perspectives to best meet the needs of the consumers, families and other stakeholders	

DELIVER EXCELLENCE: Demonstrate Creative Problem Solving and Decision Making

The ability to come up with creative ideas and solutions to solve problems and make decisions. It involves understanding the situation, gathering information, weighing alternatives, and choosing the most appropriate solution or course of action. It includes “thinking outside the box” and going beyond the conventional, exploring creative ideas and approaches.

LEVEL 1

Use a common sense approach to solve problems

- Use common sense and past experience to assess problems or issues
- Recognize when a problem or situation calls for a decision or approach that is different than usual
- Break problems down into simple lists, activities or tasks
- Participate in the development of viable solutions or recommendations to typical problems
- Recognize the cause and effect relationship between aspects of a problem or situation

LEVEL 2

Analyze problems or decisions and propose solutions

- Do research to gather information to solve problems and make decisions
- Identify the cause-and-effect relationship between two aspects of a situation
- Identify the pros, cons and impacts of different solutions to make decisions in the best interests of consumers and the agency
- Look beyond the facts to understand less obvious implications
- When looking at information, see patterns, trends, or missing pieces and what is relevant to the problem or decision
- Seek the input of others, incorporating creative suggestions and ideas to solve problems or make decisions

LEVEL 3

Think creatively to identify options and solutions

- Generate multiple alternative solutions, evaluating the risks and benefits to choose the best one, and then implement
- Think imaginatively – “outside the box” – to develop creative solutions or options
- Try out different solutions, ensuring you maintain a safe environment
- Modify and apply concepts, ideas or solutions that have been used in other environments
- Analyze relationships among several parts of a problem or situation (e.g., anticipate obstacles and think ahead about next steps)

LEVEL 4

Solve complex problems

- Think beyond the immediate issues and consider the implications that decisions may have over the long-term
- Use several analytical or creative techniques to break down and solve complex problems
- Consistently make sound decisions in the face of competing and ambiguous priorities
- Generate imaginative or unique solutions to problems facing consumers or the agency
- Create new approaches or ways of thinking that are not obvious to others and that will lead to changes in approaches, processes, direction, etc.

DELIVER EXCELLENCE: Demonstrate Financial Acumen

The ability to manage finances and resources to maximize results. It includes understanding financial management principles and reporting requirements, and effectively managing the agency's funding through careful planning and monitoring of resources (e.g., financial and other).

LEVEL 1

Understand the importance of how finances and resources are managed

- Demonstrate knowledge of the funding and budgeting process
- Be familiar with financial reporting requirements
- Understand that intervenor services operate through funding, requiring individuals to be fiscally responsible
- Understand how effective management of resources (e.g., time, materials, FTEs, etc.) contribute to the overall success of the agency and services provided to consumers

LEVEL 2

Manage finances and resources

- Understand that the agency is a business, and therefore requires individuals to demonstrate fiscal responsibility
- Manage finances within the allocated budget, being careful not to waste money or financial resources
- Keep accurate records of costs and expenditures for reporting purposes, and prepare required financial reports
- Treat agency resources as if they are your own – consider how you can make every dollar count
- Control costs and monitor expenditures and individual expenses

LEVEL 3

Seek to improve financial and resource management

- Seek to enhance management of operations and finances without compromising the quality of programs or services
- Consult with other agencies to identify what they are doing well with respect to managing finances and resources
- Share resources and expertise to achieve overall agency objectives and consumer outcomes
- Mobilize resources in the most cost efficient way possible to provide the best services
- Promote the need for, and model the effective use of, resources

LEVEL 4

Make financial and resource management a priority

- Find new ways to maximize financial management and efficiency
- Identify trends and patterns across the agency and/or sector, and make connections when preparing financial plans and managing funding and finances
- Obtain ongoing information and feedback about resource utilization to make timely, effective decisions
- Look up to one year ahead to determine future funding and resource needs

DELIVER EXCELLENCE: Plan and Coordinate

The ability to plan and coordinate work and execute individual and team activities in a way that ensures the achievement of individual, agency, and consumer objectives.

LEVEL 1	Plan own work activities
<ul style="list-style-type: none">• Efficiently use time and complete tasks/projects on schedule by planning your own work• Keep appropriate people informed about progress on tasks or projects• Ensure you have the resources you need to get the work done	
LEVEL 2	Manage multiple priorities
<ul style="list-style-type: none">• Demonstrate the ability to multi-task and prioritize a variety of competing tasks in a fast-paced environment• Determine the relative importance of tasks/activities, and switch gears quickly and efficiently• Ensure things are done using efficient and effective alternatives while maintaining or improving the quality of programs, processes or services• Develop plans for simple projects that involve determining milestones, organizing resources, assessing the impact of the project on others, and communicating progress and updates at appropriate stages	
LEVEL 3	Coordinate activities involving others within one's team
<ul style="list-style-type: none">• Prioritize the team's involvement on several initiatives simultaneously• Organize schedules, work and the environment to maximize efficiency• Be flexible in adjusting schedules to meet consumers' needs (within reason)• Anticipate and be prepared to effectively deal with problems or roadblocks• Seek ways to improve the allocation of resources to better meet consumer needs	
LEVEL 4	Plan and execute broader and more complex projects
<ul style="list-style-type: none">• Develop and implement efficient work plans for complex projects involving multiple groups• Demonstrate an understanding of the relationships between different internal and external stakeholder groups to coordinate involvement in large-scale projects• Coordinate the utilization of cross-agency resources, as appropriate, to deliver agency or sector-wide projects	

DELIVER EXCELLENCE: Show Passion, Enthusiasm and Dedication

The belief in, and passion for, enhancing the lives of individuals who are deafblind, and being a champion for them, enabling them to live rich, meaningful lives. It is about demonstrating through words and actions a true commitment to supporting and promoting the interests and priorities of individuals who are deafblind, the agency and the sector as a whole.

LEVEL 1	Believe in providing service to those who are deafblind
<ul style="list-style-type: none">• Have a working knowledge of the sector, its goals and services• Speak positively about the work, the agency and the sector• Respect the way things are done in the agency and the profession and perform as expected• Act consistently with the agency's values, principles and goals• Understand the link between one's day-to-day activities and the overall purpose of the agency and sector	
LEVEL 2	Do what's right for individuals who are deafblind, the agency and the sector
<ul style="list-style-type: none">• Show passion, commitment and pride in working with individuals who are deafblind• Speak enthusiastically about the intervenor role and one's involvement in improving the lives of others• Make choices and set priorities that fit the agency's needs, values, principles and goals, and work with others toward a common goal• Participate in activities or events to provide consumers with unique experiences	
LEVEL 3	Demonstrate strong personal conviction and commitment
<ul style="list-style-type: none">• Take the initiative to participate in meaningful activities and projects (e.g., charitable event, fundraiser), outside one's role/responsibilities, for the benefit of consumers and their families• Demonstrate strong personal commitment to, and optimism for, individuals who are deafblind and the sector• Motivate others through enthusiasm and commitment to community involvement• Seek opportunities within the community to promote and raise awareness about deafblindness and the services provided	
LEVEL 4	Place the highest priority on moving the sector forward
<ul style="list-style-type: none">• Lobby local government on behalf of the deafblind community (e.g., accessibility, housing, access to services)• Continually explore new ways to increase the impact and reach of programs and services, and to drive the importance of professionalizing the sector• Develop programs and services that are designed to make a difference and encourage, motivate and engage others	

LEAD AND ENGAGE OTHERS: Hold Self and Others Accountable

The ability to hold oneself and others accountable for meeting the highest standards. It involves consistently monitoring one's own and others' performance, and appropriately and effectively taking corrective action to improve performance.

LEVEL 1

Hold self accountable

- Seek guidance/clarity on standards and expectations
- Regularly reflect on your own performance relative to expectations, and identify areas for improvement
- Admit to mistakes and take responsibility for correcting them
- Follow through on commitments

LEVEL 2

Communicate performance expectations

- Clearly communicate performance expectations to staff and stress the importance of honouring commitments
- Regularly engage in dialogue regarding what constitutes positive and negative performance
- Make needs, responsibilities, priorities and requirements clear for team members
- Ensure team members understand the agency's values, programs, policies, and standards
- Link individual accountabilities to agency objectives
- Set specific milestones to measure progress toward targeted objectives, and monitor performance

LEVEL 3

Monitor performance

- Monitor performance against clear standards
- Explain the consequences of under-performance and non-compliance with performance standards
- Give corrective feedback in private when performance is not meeting standards
- Follow through with interim checkpoints so people know how they are performing

LEVEL 4

Address performance issues

- Confront others about performance issues directly, honestly and in private
- Enforce consequences and take action when people are not meeting expectations
- Know when to take a strong stand in dealing with problem behaviours or poor performance
- Implement disciplinary procedures when multiple actions to address ongoing poor performance have failed

LEAD AND ENGAGE OTHERS: Lead and Develop Others

The ability to energize and develop agency staff, creating a climate in which they are motivated to do their best.

LEVEL 1	Provide clarity
<ul style="list-style-type: none">Engage in regular communication with staff to give them direction, keep them informed, and provide rationale for decisionsIdentify clear work priorities for the teamMake sure the team understands what is expected of them and how they're performingGive specific instructions and/or on-the-job training	
LEVEL 2	Enable the team to function effectively
<ul style="list-style-type: none">Solicit input from team members, encouraging their ideas and contributionsInvolve the team in planning, problem solving and decision making on matters that affect themIdentify and provide resources required for the team to work effectivelySupport team members, especially during difficult times (e.g., take the time to discuss their concerns and answer their questions)Help others learn new skills and acquire new knowledge, ensuring they receive the required formal or informal trainingGive specific constructive feedback for developmental purposesAssess the strengths and development needs of team members, and work with them to establish development plans based on their needs and interests	
LEVEL 3	Engage and empower the team
<ul style="list-style-type: none">Create a positive environment to enable the team to perform at its best (e.g., hire the right people, conduct team meetings, manage performance and workload)Clearly and consistently communicate the agency's priorities and how they link to the agency's goals and consumer outcomesProvide or secure needed support and development for individuals and the team as a groupGive staff specific opportunities, wherever possible, to grow and stretch their capabilities and practice new skills (e.g., delegate routine tasks)Coach staff on an ongoing basis to support and foster their developmentCreate an environment where mistakes are considered as opportunities for learningFind solutions to alleviate stress and support the team in challenging timesCelebrate success, openly recognizing individuals and the team, giving credit where credit is due	
LEVEL 4	Communicate a compelling vision and sense of purpose
<ul style="list-style-type: none">Communicate a clear vision of future success for the agency and/or the sector that is compelling and engagingBelieve in and inspire confidence in the visionTalk about possibilities; be optimistic about the futureSet a good example by personally modelling the desired behaviourKnow people's aspirations, and hold career discussions to support their growthProvide in-depth mentoring, coaching or training	

Appendix F: Action Plan

Communication	Approximate Timing
1. Meet with the Executive Director (ED) to provide an overview of the implementation plan to ensure the ED is informed and supportive of the requirements of the implementation. See <i>Appendix G: Sample Agenda – ED Meeting</i> . The ED may want to send an email supporting this initiative to all employees if he/she has not done so already.	Prior to initiating any activity
2. Meet with the HR Director or Senior Management after meeting with the ED to provide an overview of the implementation plan. During this meeting, provide him or her with a copy of the <i>Behavioural Competencies Questions and Answers (Q&A)</i> document. The meeting with the HR Director or Senior Management should follow a similar agenda to that of the ED with the exception of issues pertaining to required resources or introduction of Behavioural Competencies to the Board. See the following appendices: <ul style="list-style-type: none"> ➤ <i>Appendix G: Sample Agenda – ED Meeting</i> ➤ <i>Appendix H: Behavioural Competencies Q&A</i> 	
3. For those agencies with unionized staff, the Human Resource representative should meet with the President of the Union or Union Steward to provide an overview of the implementation plan. During this meeting, provide him or her with a copy of the <i>Behavioural Competencies Q&A</i> document. See the following appendices: <ul style="list-style-type: none"> ➤ <i>Appendix I: Sample Agenda – Meeting with the Union President/Union Steward/Employee Representative/Employee Relations Committee</i> ➤ <i>Appendix H: Behavioural Competencies Q&A</i> Note: Please direct any concerns or inquiries related to union representation to MCSS Program Supervisor for Intervenor Services.	Within 2-3 days of establishing the Implementation Team
4. Hold an initial meeting with the Implementation Team to provide an overview of the implementation plan, discuss opportunities to enhance it, and assign tasks. See <i>Appendix J: Sample Agenda – Initial Implementation Team Meeting</i>	Within 3-5 days of establishing the Implementation Team
5. Provide to the Board, in person or in written form, an overview of the implementation plan. The objective is to ensure that the Board understands and is supportive of the implementation of Behavioural Competencies. The Agency Lead is responsible for developing a memo template for the ED to send to the Board.	Prior to any e-mails or announcements to all employees
6. Prepare and send out an “All Employees” e-mail or newsletter to provide employees with an overview of the implementation process, with a focus on the immediate next steps, to give them a sense of what to expect with the implementation of Behavioural Competencies in the agency. Include a copy of the <i>Purpose of Behavioural Competencies</i> document, the <i>Competency Backgrounder</i> and the <i>Behavioural Competencies Q&A</i> document. This will help to: <ul style="list-style-type: none"> ➤ Demonstrate that the implementation of Behavioural 	Within 2 weeks of the first Implementation Team meeting

<p>Competencies has been well considered by the strategy;</p> <ul style="list-style-type: none"> ➤ Establish a tone of “full disclosure”; and ➤ Reduce the volume of questions being directed to you. <p>See the following appendices:</p> <ul style="list-style-type: none"> ➤ <i>Appendix A: Purpose of Behavioural Competencies</i> ➤ <i>Appendix H: Behavioural Competencies Q&A</i> ➤ <i>Appendix N: Sample – Introduction to Behavioural Competencies E-mail to All Employees</i> ➤ <i>Appendix D: Competency Backgrounder</i> 	
<p>7. Prepare and send out a notification to all employees who supervise others to attend the Introduction to Behavioural Competencies and Coaching for Competencies training. The notification package should include the following:</p> <ul style="list-style-type: none"> ➤ The purpose of the training; ➤ Time, date and location for each training session; and ➤ The pre-work to be completed, which involves reviewing the following prior to the training: <ul style="list-style-type: none"> ▪ Competency Backgrounder, to give participants a high level understanding of competencies ▪ Optional: Behavioural Competency Dictionary, to begin to familiarize participants with the Behavioural Competencies. <p>See the following appendices:</p> <ul style="list-style-type: none"> ➤ Appendix D: Competency Backgrounder ➤ Appendix Q: Sample – Training Invitation to Managers/Supervisors ➤ Appendix E: Behavioural Competency Dictionary 	<p>3-5 weeks prior to the first training session for individuals who supervise others</p>
<p>8. Prepare and send out to all remaining employees an invitation to attend the Introduction to Behavioural Competencies training. Their supervisor or manager should be copied on the invitation. The invitation package should include:</p> <ul style="list-style-type: none"> ➤ The purpose of the training; ➤ Time, date and location for each training session; and ➤ The pre-work to be completed, which involves reviewing the following prior to the training: <ul style="list-style-type: none"> ▪ Competency Backgrounder (Appendix D), to give participants a high level understanding of competencies ▪ Optional: Appendix E: Behavioural Competency Dictionary, to begin to familiarize participants with the Behavioural Competencies. <p>These documents are included with the training materials. See Appendix R: Sample – Training Invitation for All Employees.</p>	<p>3-5 weeks prior to the first training</p>
<p>9. Commence Introduction to Behavioural Competencies Training</p>	<p>Within 8 weeks of establishing the Implementation Team</p>

Appendix G: Sample Agenda – Executive Director Meeting

Note: Attendees required may vary by agency. Some agencies may choose to include the entire Senior Team, Board Chairperson, Board Members, etc.

1. Review the objectives of the Behavioural Competency implementation including the *Purpose of Behavioural Competencies* document.
2. Discuss the key elements of the implementation, training, key communications, and reach agreement on timing, etc.
3. Discuss the ED role and the role of the Management Team.
4. Discuss resources required – financial, human resources, etc.
5. Discuss the Agency Implementation Team – its objectives, proposed members and timing of launch meeting for the Agency Implementation Team.
6. Discuss and agree on the involvement of the employee representative for example, standing member of the Agency Implementation Team.
7. Open discussions about the introduction of Behavioural Competencies to the Board.
8. Agree on a schedule for status update meetings.
9. Confirm next steps.

Appendix H: Behavioural Competencies Q&A

The Intervenor Services Human Resource Strategy was formed as a joint partnership between the Ministry of Community and Social Services (MCSS) and the Intervenor Services Sector. This partnership seeks to improve and maintain the quality of human resources in the Intervenor Services Sector. The following questions and answers were developed to assist you in having readily available answers to the most common questions asked during the implementation of competencies at an agency.

Behavioural Competencies (Overview)

1. Were Behavioural Competencies identified for all positions?

- Behavioural Competencies were developed for three positions: intervenor, supervisor, and manager.

2. Do all jobs have the same Behavioural Competencies?

- No. Behavioural Competencies are role-specific. There are seven Behavioural Competencies that apply across all roles: “Act with Integrity”, “Be Flexible”, “Commit to Personal Growth and Development”, “Engage, Influence and Advocate”, “Work as a Team”, “Demonstrate Creative Problem Solving and Decision Making” and “Show Passion, Enthusiasm and Dedication”, but the target level may be different depending upon the specific responsibilities of each individual role.

3. What is a “threshold” competency?

- Threshold (baseline) competencies are those competencies that are required to be considered for a particular role in the sector. They are often based on organization-wide values.

4. What is a Behavioural Competency?

- Behavioural Competencies are the behaviours, demonstrated by an employee, that are important contributors to predicting outstanding performance in a position, within a particular organization. They mark the difference between good/solid/average job performance and outstanding performance.

5. What is a Behavioural Competency model?

- A Behavioural Competency model is a set of predefined developmental Behavioural Competencies required to perform successfully in a specific position or role. Each Behavioural Competency has a set of associated behaviours.
- For each Behavioural Competency a target level, or target “behaviour”, has been identified that defines “excellence” for a specific position.
- Different positions require different Behavioural Competency models since Behavioural Competencies for superior performance are position-specific.
- Behavioural Competency models are housed in an organizing structure called a

Competency Dictionary. This document includes the Behavioural Competency model, target levels for specific positions and examples of behaviours associated with the different levels of each Behavioural Competency.

6. *What if the job titles used in the dictionary are different from the job titles we use?*

- Job titles used in the dictionary are the job titles commonly used in most agencies. If the agency uses different titles, please adjust the dictionary accordingly.

Benefits

1. *Why do we need Behavioural Competencies?*

- Since 2005 the Ministry of Community and Social Services has been improving intervenor services in Ontario. Part of this improvement includes the Intervenor Services Human Resource Strategy (ISHRS), which is focussed on professionalizing intervenor services, increasing the availability of highly skilled staff, and improving the quality of intervention services delivered to adults living with deafblindness in Ontario. (ISHRS website.) This transformation will require new Behavioural Competencies. Most employees already embody these Behavioural Competencies but formal implementation puts a name to desired behaviours and also reinforces the importance of these behaviours.
- The introduction of Behavioural Competencies also provides a clear framework for the hiring of new employees and the development of future employees by the colleges.

2. *How do Behavioural Competencies benefit me?*

- Research has shown that when Behavioural Competencies are effectively introduced into a workplace, within one year, employees feel more capable to perform their assigned duties; find the work more enjoyable; and are viewed more professionally by those who interact with them.

Development Process

1. *How were our Behavioural Competencies developed?*

- As part of the ISHRS, Hay Group was hired to assist in developing the Behavioural Competencies for the sector. Hay Group is a global management consulting firm focused on making change happen and helping people and organizations realize their potential. Hay Group originated the concept of “competencies” based on research conducted jointly by Harvard University and Hay Group.
- Development of the Behavioural Competency models took approximately one year. The key steps in the process were:
 - 1: Understand the context in which Behavioural Competencies would be used,

including understanding the likely impact on agencies. Interviews were conducted with a cross-section of Executive Directors and a representative from the MCSS, Community and Developmental Services Branch.

- 2: Understand the various positions in agencies. Job descriptions for all positions at all levels within the sector were reviewed.
- 3: Based on the above, Hay Group prepared a preliminary Behavioural Competency dictionary with the assistance of the Behavioural Competencies Committee, which was comprised of sector representation. The preliminary *Behavioural Competency Dictionary* consisted of 15 Behavioural Competencies, and included Behavioural Competencies relevant to intervenors, supervisor and management positions.
- 4: A series of 13, one-day focus groups, involving 188 participants across all job categories were conducted. The objectives of the focus groups were two-fold: 1) to understand the behaviours used by superior performers in executing their day-to-day responsibilities; and 2) to examine those behaviours against the preliminary Behavioural Competency models. The models were adjusted as needed and possible target levels, by role, were identified. In addition, separate focus groups were conducted with families.
- 5: The data was analyzed and a draft *Behavioural Competency Dictionary* and Behavioural Competency models were developed:

The draft models were reviewed by the Behavioural Competencies Committee and a series of discussions conducted and revisions made to ensure that the final models accurately reflected the language used in the sector and an understanding of the roles and culture.

Introduction Process for Behavioural Competencies at an Agency

1. How will they be introduced to employees?

- Behavioural Competencies will be introduced through a series of training sessions to all employees beginning with those individuals who supervise other employees. This latter group will also receive training on how to coach for Behavioural Competencies to enable employees to increase their skill development in Behavioural Competencies.

2. We have employees who work different schedules and at different locations. How will Behavioural Competencies be introduced to our employees?

- Introducing Behavioural Competencies across employees that work various shifts can be difficult. In this guide, we recommend several approaches to manage the training of large staff groups with variable work schedules. These include the use of staggered training sessions, e-learning, etc.

Impact on Current Jobs

1. *How will Behavioural Competencies change my job?*

- Behavioural Competencies won't change job duties. Behavioural Competencies recognize how one executes one's job duties.

2. *Will Behavioural Competencies impact the way I am compensated?*

- No.

3. *Will Behavioural Competencies be used for discipline?*

- The primary benefit and intent of the Behavioural Competency model is to enable and facilitate positive professional development, not to be used for disciplinary purposes.

Behavioural Competency Training

1. *How am I going to learn them?*

- *Introduction to Competencies* training sessions will be conducted at all agencies.
- Managers will be taught how to coach for behavioural competencies to support employees interested in developing a higher level of capability in Behavioural Competencies that the individual has identified as a development area.
- Each agency will access *Coaching Resources for Managers and Supervisors* which allows individuals to identify actions they can take to develop a higher level of capability in a specific Behavioural Competency.

2. *How much time do I have to learn them?*

- Learning Behavioural Competencies happens over time. This initial year is an ideal time to become familiar with the Behavioural Competencies and what the behaviours associated with each Behavioural Competency look like in action. Your manager can assist you in this regard by providing you coaching on those Behavioural Competencies that may not be a part of how you typically go about doing your job. This is something you may wish to discuss with your manager.

3. *What happens if I don't develop these Behavioural Competencies?*

- Behavioural Competencies are being introduced to help us better meet the needs of those individuals that we serve. The focus is on personal growth in our roles. Developing a capability to demonstrate the Behavioural Competencies associated with a given role is no different than developing a capability in the technical skills associated with that role. The primary benefit and intent of the Behavioural Competency model is to enable and facilitate positive professional development.

4. *Do I have to develop them all?*

- Yes. It is expected that most employees within the sector are already proficient in the identified Behavioural Competencies.

5. *Are some Behavioural Competencies more important for some jobs than others?*

- Some Behavioural Competencies are more important than others to a specific role and an individual may want to develop a higher level of proficiency in certain Behavioural Competencies to enhance their ability to meet the needs of the people we serve.

6. *Will the colleges be including Behavioural Competencies in their courses?*

- Agencies have engaged in discussion with local colleges to determine strategies to include Behavioural Competencies in the education of students.

Measuring Success

1. *How will we know if introducing Behavioural Competencies is making a difference?*

- The effectiveness of Behavioural Competencies will be measured in several ways. Some of the ways to measure include:
 - Increase in employee satisfaction measured by before and after surveys;
 - Increase in the satisfaction of people we provide services based on before and after surveys; and
 - Increased interest in working in the sector based on an increase in college enrollment.
 - Decrease in employee turn over

Appendix I: Sample Agenda – Meeting with the Union President/ Union Steward/ Employee Representative/ Employee Relations Committee

1. The objectives of the Behavioural Competency implementation including the *Purpose of Behavioural Competencies* document.
2. Discuss the key elements of the implementation, training, key communications, and timing, etc.
3. Discuss the Implementation Team (its objectives and membership).
4. Discuss the role of the union representative on the Implementation Team and throughout the roll-out.
5. Agree on a schedule for status update meetings.
6. Confirm next steps.

Appendix J: Sample Agenda – Initial Implementation Team Meeting

1. Review the objectives of the Behavioural Competency implementation including the *Purpose of Core Competencies* document.
2. Discuss the Executive Director's role.
3. Discuss and agree on the objectives of the Implementation Team and the Terms of Reference for the team.
4. Discuss and agree on the Terms of Reference for the team e.g. frequency of meetings; protocol for decision making; etc.
5. Discuss the key elements of the implementation, training, key communications, and suggested timing of events, etc.
6. Discuss and agree upon individual responsibilities of each member of the team.
7. Provide an overview of resources available.
8. Agree on a methodology to measure the progress of the implementation effort.
9. Establish a meeting schedule and key objectives of each meeting.
10. Confirm next steps.

Appendix K: Agency Implementation Team – Guidelines

INTERVENOR SERVICES HUMAN RESOURCE STRATEGY

Size and structure

Agencies should establish a team structure that best reflects an appropriate change management strategy for their local context. Agencies that have been through accreditation or similar process of organizational renewal or change should consider the lessons learned from those experiences. These experiences can be very helpful in forming the Implementation Teams. Implementing Behavioural Competencies will be a process of change, experimentation, successes. Committees should be large enough to represent the diversity of employees and programs at the agency, but small enough to manage change efficiently.

The foundational principle of committee membership is that it is a collaborative effort led by a manager responsible for human resource training and organizational development and a direct support employee responsible for representing the perspectives of employees. These partners will share responsibilities and provide leadership for the committee throughout the implementation process. There should be an equal number of managers and intervenors involved in the team.

At unionized agencies, the direct support employee representative should be selected by their union. At all agencies, direct support representatives can receive additional support as appropriate, from their corporate union representatives or a designated leader from a non-union agency.

Local agency structure

- Lead, facilitate, and manage the integration of Behavioural Competencies into the organizational culture of the local agency;
- Introduce the training, tools and resources indicated in this *Implementation Guide*; and
- Identify and introduce other initiatives, as required, to fully support the implementation of Behavioural Competencies in your agency.

Planning

The members of the Implementation Team should work together to plan how best to deliver training and information about Behavioural Competencies to agency employees. Ideas such as “lunch and learns” or self-directed online training may be a consideration. A first step for the team will be to meet and brainstorm plans for how best to introduce Behavioural Competencies at their agency.

Information sharing and communication

The free flow of information and ideas is essential to the success of the implementation effort. Implementation Team members should share and review training materials, communications and any other information that relates to Behavioural Competencies.

Implementation Team members should develop and ensure strategies for effective communication and transparency with all stakeholders in the organization as it relates to the implementation of Behavioural Competencies. This may include articles in the agency newsletter, special bulletins, or “lunch and learns”.

Consultation

Like any major change, flexibility and responsiveness will be required to learn and grow during this implementation process. Transparency, consultation with the ISHRs Behavioural Competencies Trainer connected to the agency, and constant communication within the agency is vital to the effective implementation of Behavioural Competencies within the agency. Each agency should develop a plan of support with their ISHRs Behavioural Competencies Trainer specific to the needs of their agency.

Collaborative training

While employee training is generally the responsibility of managers at many agencies, the collaborative nature of this process means that Implementation Teams will share in the development and delivery of Behavioural Competency training. This does not mean that all members of an Implementation Team will be involved in all training, nor would co-chairs necessarily have the same role in the training process. The appropriate level of involvement will be determined by the Implementation Team. Rather, collaborative training means that there is a foundational partnership between managers and direct support employees in developing and delivering trainings on Behavioural Competencies. Such partnerships have proven to enhance the ability of organizations to successfully manage change.

Enhancing collaboration and resolving concerns

Joint collaboration between direct support employees and managers is key to success in the implementation of Behavioural Competencies. Joint teams will generate creative solutions, provide more comprehensive feedback, and ensure realistic assessment of progress. Enhancing collaboration requires that teams are sensitive to possible concerns and disagreements among team members.

Disagreements may arise during the process, but this should not be surprising given that the process of organizational change often involves such challenges. Indeed, the point is not to avoid disagreements, but to ensure that appropriate procedures and supports are available to assist the Implementation Team in working through and resolving differences of opinions. An important reason for piloting Behavioural Competencies was to identify the common sources of disagreement and develop the best practices for resolving differences of opinion before rolling it out to the entire sector. Those “best practices” are contained in this Implementation Guide. In any case, the Implementation Team should adopt a conflict resolution process that includes the following principles:

Concerns must be raised in a respectful and constructive manner

Trust and respect are foundational principles for any teams. One important way to ensure this is to “de-personalize” discussions of challenges.

Team members should feel free to raise concerns without hesitation

Effective communication and the free flow of information means that concerns should not be allowed to fester. The Implementation Team should provide a safe space for candid and constructive discussions about Behavioural Competencies and the implementation.

Processes external to the Implementation should not interfere with team activities

While it may not be entirely realistic that we can all leave our external baggage at the door, members of the Implementation Team should work hard to insulate the implementation of Behavioural Competencies from external sources of disagreements.

Timing and frequency of team meetings

The frequency and timing of Implementation Team meetings will vary by the particular circumstances in each agency. At a minimum, local teams should hold monthly meetings. Team leaders may need to meet much more often to plan and share information.

Team leaders should take steps to ensure effective and efficient functioning of the Implementation Team. This should include collaboratively developing agendas before the meeting, having a designated note taker, and ensuring plans to follow-up decisions made at each meeting.

Turning the overall project into manageable components

The complexity and scale of the implementation of Behavioural Competencies can seem like a daunting task. The *Implementation Guide* will focus on specific areas, organized into logical steps for introducing Behavioural Competencies to your agency. We recommend focusing on the following three items:

- Recognizing the professional nature of current direct support employees;
- Introductory training, including the coaching and personal development of all employees; and
- Recruitment and selection of new employees.

Appendix L: Agency Implementation Team – Sample – Terms of Reference

Note: Below is a sample “Implementation Team Terms of Reference” and may require modification to best address the culture of the agency.

Objectives of the Behavioural Competencies Implementation:

- Recognize the professional nature of direct support work;
- Recruit the right people;
- Provide job enhancement opportunities and make career paths more transparent;
- Engage and inspire direct support employees to remain in the sector; and
- Provide a strength-based approach to developing and enhancing direct support work.

Implementation Team Mandate

This Implementation Team’s initial focus will be on the implementation of Behavioural Competencies training to direct support employees, supervisors and managers. The tools and resources developed during the pilot phase of the project will guide the Implementation Team.

Objectives

1. To plan for and schedule dates for management/supervisors and direct support professionals to be trained in Behavioural Competencies.
2. To promote and make all employees aware of Behavioural Competencies and generate enthusiasm through the newsletter, and other forms of communication.
3. To work collaboratively, with all members of the Implementation Team, to ensure that Behavioural Competencies are embedded in the culture of the agency.

Agreement

The members of the Agency Implementation Team will:

- Be appointed as a member of the committee and will be compensated for time spent in meetings.
- Support knowledge and understanding of the *Appendix E: Behavioural Competencies Dictionary* document.
- Meet as a team to discuss, plan and implement Behavioural Competencies.
- Initially meet as frequently as is required, reducing the number of meetings to one per month once the initial training, *Introduction to Competencies*, has begun; meeting dates to be determined by the Implementation Team; the lead pilot member and lead direct support member will prepare the meeting agendas.
- Receive and review agendas in advance of each meeting.
- Attend all scheduled Implementation Team meetings, and come prepared with tasks assigned.

- Remain focused on the implementation of Behavioural Competencies as it relates to the roll-out of employee training. Other labour/management issues, grievances, or complaints will not be discussed at this meeting.
- Provide feedback, in a constructive and collaborative manner, during the course of the implementation of Behavioural Competencies.
- Focus on the task of training employees on Behavioural Competencies.
- Collaborate on the design of any messaging to employees regarding the implementation of Behavioural Competencies.
- Be prepared and ready to present the status of any assigned work/tasks related to this Implementation Team, at each meeting.
- Direct support members will co-facilitate the training of direct support staff onsite at locations –each member will be responsible to participate in training, as lead or co-facilitator, during the implementation.

Membership

There will be equal representation of direct support employees and management on the Implementation Team, which will be comprised, of 6-8 members:

(For example: Four management representatives and four direct support representatives)

- The members of the Implementation Team will each bring a specific area of expertise to this table in order to enhance the delivery of the Behavioural Competencies implementation. Each member of the Implementation Team will represent a different role; (and geographic area, if appropriate) in order to bring forth a diverse perspective to the implementation. For example:
 - The four management members will represent specific program areas that will enhance the deliverables of this Team: (i) Human Resources Manager; (ii) Manager of Training and Development; (iii) Manager of Core Residential; and (iv) Supervisor.

Purpose/Scope

- The Implementation Team will ensure that the Behavioural Competencies are embedded into the culture of the agency.
- The Implementation Team will work towards consensus; this is not a decision-making team.
- Where members of the Implementation Team disagree and are unable to reach a consensus, the Implementation Team will document and forward the issue to the Regional Trainer for input.
- All members of the Implementation Team will be expected to demonstrate a clear understanding of the Behavioural Competencies as well as understanding their important role as a member of the team.

Meetings

- Initially Implementation Team meetings will be frequent to get the plans in order. Once the initial training, *Introduction to Competencies*, has begun meetings will take place once per month to ensure that the committee is on track around implementation guidelines.
- The Implementation Team will review the needs around frequency of meeting dates once this process is underway.
- Meetings will run for a maximum of two hours, allowing members enough time for other work-related obligations. Discussion should confirm any scheduling changes that may need to be accommodated.
- The committee term will be two years.
- The Implementation Team reports to the Executive Director.

Appendix M: Agency Implementation Team – Roles

Role	Description
Executive Director	The role of the Executive Director (ED) is to visibly support the implementation of Behavioural Competencies in the agency. It is the responsibility of the ED to identify resources and funds that are available to support the implementation.
ISHRS Behavioural Competencies Trainers	The role of the trainer is to provide the Agency Lead with guidance, support, training and mentoring as he/she rolls out Behavioural Competencies in the agency. The trainers provide Intro to Competencies to intervenors, supervisors, and managers, and Coaching for Competencies for supervisors, and managers within agencies. If a trainer is not available within your agency, please see Page 8-9 for the list of ISHRS Behavioural Competencies Trainers in Ontario.
Agency Lead	The Agency Lead is a management representative selected by the agency to be responsible for implementing Behavioural Competencies within the agency. This role includes ensuring everyone is trained, and working with HR and managers in other departments to ensure Behavioural Competencies are embedded into HR processes, such as recruitment and selection, and employee development.
Intervenor Lead (union and non-union, if applicable)	The foundational principle of committee membership is that it is a joint effort led by a manager responsible for human resource training and organizational development, and a front-line employee responsible for representing the perspective of employees. These partners will share responsibilities and provide leadership for the committee throughout the process.
Supervisors/Managers (including HR Management)	The role of supervisors and managers within your agency – those individuals who have people reporting to them – is to support and reinforce the Behavioural Competencies, and provide coaching to employees on Behavioural Competency development.

Appendix N: Sample – Introduction to Behavioural Competencies E-mail to All Employees.

PLEASE ATTACH:

- APPENDIX A: PURPOSE OF BEHAVIOURAL COMPETENCIES
- APPENDIX D: COMPETENCY BACKGROUNDER;
- APPENDIX E: BEHAVIOURAL COMPETENCY DICTIONARY
- APPENDIX H: BEHAVIOURAL COMPETENCIES Q&A

To: All Staff

CC: Executive Director

Re: Introduction of Behavioural Competencies in the Agency

The Intervenor Services Human Resource Strategy was formed as a partnership between the Ministry of Community and Social Services (MCSS) and the deafblind sector. This partnership seeks to improve human resource practices and support an accessible, fair and sustainable intervenor service in Ontario.

The objectives in introducing Behavioural Competencies to the agency are to:

- Recognize the professional nature of intervenor services;
- Recruit the right people;
- Provide job enhancement opportunities and make career paths more transparent;
- Engage and inspire employees to remain in the sector; and
- Provide a strength based approach to developing and enhancing intervenor services.

To lead the implementation efforts, an Implementation Team has been established to plan and coordinate all activities. The members of the Team are: (***names of team members and position***).

The approach to implementing the Behavioural Competencies is based on the “best practices”. Efforts will be supported by an ISHRS Behavioural Competencies Trainer, (***name of individual***), and the agency lead who led the implementation of competencies in (***name of agency***).

The plan of action for year one of the roll-out of Behavioural Competencies in the agency is as follows:

1. Commencement of Behavioural Competency training for all individuals who supervise staff (commencement date, further information to follow).
2. Commencement of Behavioural Competency training for all other staff members (commencement date, further information to follow).

3. Ongoing coaching of staff to help build an understanding of, and ability to use, Behavioural Competencies in the day-to-day execution of one's job duties.
4. Introduction of Behavioural Competencies into the hiring process via training in *Behavioural Based Interviewing* for all individuals involved in the hiring of new staff. (Suggested commencement date, e.g., "Target Date - the beginning of June".)

To help you better understand the importance of this initiative, attached is the *Purpose of Behavioural Competencies* document. Also attached is the *Behavioural Competencies Questions and Answers* document that will address many of your questions concerning Behavioural Competencies and the implementation of Behavioural Competencies in the agency. If you have any other questions please contact any member of the Implementation Team.

Thank you for your support of this very important initiative.

Sincerely,

(Agency Implementation Team)

Appendix O: Introduction to Behavioural Competencies – General Training Information

Topic	Description/Rationale
Who to train first	<p>We recommend cascading the training, beginning with the training of the Agency Implementation Team so they can be prepared to provide support, answer any employee questions, provide insight into any concerns that the intervenors may have, and, as appropriate, support/facilitate the ongoing training process. The next groups to be trained are the union executive (if a union is in place) and those who supervise others.</p> <p>We strongly recommend that the training follow this order for the following reasons:</p> <p>Executive Directors, Directors, manager and supervisors receive training first, as they are responsible for coaching and supervising.</p> <p>When employees receive their training and have questions, they can go to their managers and supervisors who will have already received the training and will be able to respond appropriately.</p> <p>Since those with supervisory responsibilities will be expected to coaching their employees on the Behavioural Competencies, they must have a clear understanding of them. It takes time to become familiar with the Behavioural Competencies and to be able to recognize them in action. Providing training first to those who supervise others will provide them with time to become familiar with the concepts before being called upon to support and provide coaching on Behavioural Competencies to others.</p>
Length of training	<i>Introduction to Competencies</i> requires one half-day session to deliver – 3.5 hours.
Location of training	Whenever feasible, use the agency's resources (e.g., boardrooms, training rooms or meeting rooms) to keep costs down.
Number of participants per session	The training is designed for approximately 16-20 participants. Depending on space available and the number of employees in your agency, you may need to modify group sizes accordingly. Larger groups may require two trainers/facilitators to effectively manage and support the participants. Ensure, however, that the number of participants and trainers/facilitators is always at a level that provides sufficient opportunity for all participants to have their questions answered.
Materials required	<p>When you attend the train-the-trainer session, you will receive a USB that contains the electronic files of all of the training materials. Some of the materials are for the trainers and others for participants. Following is a list of the materials.</p> <p>Note: You will be required to print/prepare the training materials for each training session.</p> <p>Facilitator Materials:</p> <p><u>Facilitator's Guide</u> – This guide includes all of the information you will need to</p>

	<p>set up and deliver the training, including:</p> <ul style="list-style-type: none"> ➤ Materials you will need; ➤ Equipment and facilities; ➤ Pre-work to be completed by participants; ➤ An agenda; ➤ Pictures of each slide along with scripted speaking notes. <p>Carefully review the guide so that you are comfortable with the content, and feel free to adapt the speaking notes to match your own style and those you are training – make the material your own. Familiarity with the Behavioural Competencies is critical for successful implementation within your agency. The more examples and scenarios you can share with employees, the easier and faster it will be for them to develop their understanding.</p> <p><u>Training Slides</u> – These are the PowerPoint presentation slides to be used in the training.</p> <p><u>Matching Game Slides or Card Set, and Worksheet</u> – This is a game that will help participants practice identifying the Behavioural Competencies you. You will need one Matching Game Worksheet per participant. You may want to revise some of the behavioural examples in the Matching Game to better reflect roles in your agency. At the beginning of the game, set clear timelines so that the training stays on time.</p> <p><u>Training Feedback Form</u></p> <p>Participant Materials:</p> <p>Note: You may decide to alter some of the recommended approaches based on the needs of your agency.</p> <p><u>Pre-work Materials</u> – Approximately 2 weeks in advance of the training, you will need to send pre-work out to participants. This pre-work includes:</p> <ul style="list-style-type: none"> ➤ The Purpose of Behavioural Competencies document (Appendix A); ➤ The Competency Backgrounder – a brief introduction to Behavioural Competencies (Appendix D); and ➤ The Behavioural Competency Dictionary (Appendix E) <p>These can either be sent out to participants by e-mail, or provided in hard copy format. The purpose of the pre-work is to help participants develop familiarity with the Behavioural Competencies prior to attending the training.</p> <p><u>Participant Agenda</u> – A one-page agenda should be provided to participants so that they can see the timing and flow of the training. The agenda for this can be found in the facilitator’s guide for the Introduction to Competencies.</p> <p><u>Training Slides</u> – A copy of the slides should be provided to participants so that they have a record of the information presented and can refer to it after the training.</p> <p>Other Materials:</p> <p><u>Competency Assessment Questionnaires (CAQs)</u> – You will need to have copies of the Competency Assessment Questionnaire for each participant for the purposes of completing a self-assessment at the end of the training. The CAQs</p>
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	<p>are role-specific, so you will need to know the roles of those attending each training session and have sufficient copies of the appropriate CAQs for all participants.</p> <p>Note: Some people may be reluctant to complete a CAQ. While this is not a mandatory process, provide encouragement for them to do so. Remind participants that completing a self-assessment is a rich and valuable self-development opportunity. In addition, let them know that management has received the training and are working on their self-assessments to alleviate concerns that Behavioural Competencies are just another way to monitor performance.</p> <p><i>Coaching Resources for Managers and Supervisors (to follow)</i></p> <p>This is a practical tool to support people in the development of Behavioural Competencies. For each Behavioural Competency, the Coaching Resources for Managers and Supervisors provides a series of development activities/exercises, books to read and videos/movies to watch. It is helpful to have a hard copy of at least one section of the Coaching Resources for Managers and Supervisors on hand so that participants can see what it looks like. The number of copies to have on hand will depend on the size of the group you are training.</p>
Learn from each session	Listen to, and document, employee feedback raised during the training, and use this information to enhance future sessions.

Appendix P: Coaching for Behavioural Competencies – General Training Information

Topic	Description/Rationale
When to deliver the training	<p>There are a couple of options for scheduling the delivery of this training:</p> <ol style="list-style-type: none"> 1. Ideally, if managers can devote a full day to training, you should deliver the <i>Introduction to Behavioural Competencies</i> training in the morning and the <i>Coaching for Competencies</i> training in the afternoon. 2. You can choose to run the <i>Coaching for Competencies</i> training at a later date following the <i>Introduction to Competencies</i> training. The benefit of doing it this way is that it will give participants more time to develop a comfort level with the Behavioural Competencies before learning how to coach to them. If choosing this option, it is important to deliver it within a reasonable period of time, for example, within 4-6 weeks following the <i>Introduction to Competencies</i> training.
Length of training	The <i>Coaching for Behavioural Competencies</i> training requires one half-day session to deliver – 3.5 hours.
Number of participants per session	The training is designed for approximately 10 participants. Depending on space available and the number of supervisory staff in the agency, you may need to modify group sizes accordingly, but avoid inviting too many people to a session as you want participants to be able to have adequate time to practice with the materials and to have all of their questions answered.
Materials required	<p>When you attend the train-the-trainer session, you will be provided with a USB that contains the electronic files of all of the training materials. Some of the materials are for the trainers/facilitators, and others for participants. Following is a list of the materials.</p> <p>Note: You will be required to print/prepare the training materials for each session.</p> <p>Trainer Materials:</p> <p><u>Trainer's Guide</u> – This guide includes all of the information you will need to set up and deliver the training, including:</p> <ul style="list-style-type: none"> ➤ Materials you will need; ➤ Equipment and facilities; ➤ An agenda for the session; and ➤ Each slide deck along with scripted speaking notes. ➤ Scenarios relating to your participants taking training <p>Carefully review the guide so that you are comfortable with the content, and feel free to adapt the speaking notes to match your own style and those you are training – make the material your own.</p> <p><u>Training Slides</u> – These are the PowerPoint presentation slides to be used in the training.</p> <p><u>Handouts:</u></p>

	<p>➤ Competency Assessment Questionnaires (CAQs) – These are the assessment documents that employees will use to assess their strengths in the competencies for their role. There is a CAQ for each of the key roles: intervenors, supervisors, and managers.</p> <p>You will need to have the CAQs ready to distribute to each participant for the purposes of completing a self-assessment at the end of the training. As the CAQs are role-specific, you will need to know the roles of those attending each session.</p>
Required trainers/facilitators material from the Coaching for Competencies training	<p>Behavioral Competencies Discussion Planner – This is a tool to help employees who supervise others prepare for a coaching discussion to come to agreement on Behavioural Competency ratings, identify areas of strength and areas for development, and prepare a Behavioural Competency development plan. There are two versions of the planner – one for those who supervise others, and one for employees.</p> <p><u>Training Feedback Form</u> – This form is to be given to participants at the end of the training to capture their feedback about the training.</p> <p>Participant Materials:</p> <p><u>Agenda</u> – A one-page agenda should be provided to participants so that they can see the timing and flow of the training.</p> <p><u>Slides</u> – A copy of the training slides should be provided to participants so that they have a record of the information presented and can refer to it after the training. If you will not be providing a hard copy, post the file online and let employees know where/how to access it for future reference.</p> <p>Other Materials:</p> <p><u>Coaching Resources for Managers and Supervisors (to follow)</u></p> <p>We are currently in the process of creating a Coaching Resources for Managers and Supervisors. The Coaching Resources for Managers and Supervisors is a practical tool to support employees in the development of Behavioural Competencies. For each Behavioural Competency, the Coaching Resources for Managers and Supervisors provides a series of development activities/exercises and recommendations of books to read and videos/movies to watch. It is helpful to have a hard copy of a Coaching Resources for Managers and Supervisors on hand so that participants can see what it looks like. The number of copies to have on hand will depend on the size of the group you are training.</p>

Appendix Q: Sample – Training Invitation for Managers/Supervisors

PLEASE ATTACH:

- APPENDIX A: PURPOSE OF BEHAVIOURAL COMPETENCIES
- APPENDIX D: COMPETENCY BACKGROUNDER
- APPENDIX H: BEHAVIOURAL COMPETENCIES Q&A

To: All Supervisors

Re: Introduction to Behavioural Competencies - Training Dates and Logistics

The implementation of Behavioural Competencies will commence with the training of all individuals who supervise staff. Please make whatever arrangements are necessary to ensure your attendance at the session. There will be (number of sessions). Attached is a listing of the date, time and place of each session and the individuals who will be attending. If you are unable to attend the assigned session please arrange to switch with someone in another group and advise me of the changes made.

At this time you should have completed your reading of the *Purpose of Behavioural Competencies* document and the *Behavioural Competencies Questions and Answers* document.

Prior to attending the training please read the attached document, *Competency Backgrounder*, and be sure to bring all 3 documents with you to the training session:

- *Purpose of Behavioral Competencies*
- *Behavioural Competencies Questions and Answers*
- *Competency Backgrounder*

Once all supervisors have been trained we will commence the training of all other employees. This training will likely commence approximately 2 weeks after the conclusion of training for supervisors. A notification will be sent out to all employees advising them of the time and place of their training. Attached is an advance copy of this notification to give you sufficient opportunity to plan schedules accordingly. Notification of training and the attached “all employees” training schedule will be sent to all employees by the end of next week.

Thank you for your assistance in helping to implement Behavioural Competencies in the agency. We are proud to have the opportunity to work together with you to further develop a consistent level of professionalism across the sector. If you have any questions, please contact any member of the Implementation Team.

Sincerely

(Agency Implementation Team)

Appendix R: Sample – Training Invitation for All Employees

PLEASE ATTACH:

- APPENDIX A: PURPOSE OF BEHAVIOURAL COMPETENCIES
- APPENDIX D: COMPETENCY BACKGROUNDER
- APPENDIX H: BEHAVIOURAL COMPETENCIES Q&A

To: All Employees

Re: Introduction to Behavioural Competencies – Training Dates and Logistics

On (**date**) we will commence the implementation of Behavioural Competencies with the training of all employees.

Attached is the training schedule which indicates the date, time and place of the various training sessions and who will be attending which sessions. Please check the attached carefully and note when you will be attending this very important training, and make any arrangements necessary to ensure you can attend.

At this time you should have completed reading of the Purpose of Behavioural Competencies and the Behavioural Competencies Questions and Answers documents. If not, please ensure that you have read them prior to attending the training.

Prior to attending the training, please also read the attached, Competency Backgrounder, and be sure to bring all three documents with you to the training session:

- Purpose of Behavioural Competencies
- Behavioural Competencies Questions and Answers
- Competency Backgrounder

Thank you for your assistance in helping us to implement Behavioural Competencies in the agency. We are proud to have the opportunity to work together with you to further develop a consistent level of professionalism across the sector. If you have any questions, please contact any member of the Implementation Team.

Sincerely

(Agency Implementation Team)

Appendix S: Training Feedback Survey

Training Feedback Survey Intervenor Services Human Resource Strategy

Purpose

The purpose of the Training Feedback Survey is to gather feedback from participants of the Introduction to Behavioural Competencies and the Coaching for Behavioural Competencies Training sessions, which will inform improvements to future training sessions. Further, this information will be used to report on the progress of implementation.

Instructions

1. Fill out the below table on general training information and provide any comments.
2. Give each participant one copy of the survey to fill out at the end of the training session.
3. Give participants about 5-10 minutes to complete the survey.
4. Collect completed surveys from participants.
5. Within 2 weeks, please email this covering page & the completed surveys to Beverly Morris, Chair of the ISHRS Behavioural Competencies Sub-Committee: **Beverly.Morris@cnib.ca**

Note: Do not ask participants to write their name on the feedback surveys. Be sure to let participants know that their feedback is anonymous and confidential.

Training (<i>please select one</i>):	<input type="checkbox"/> Introduction to Behavioural Competencies <input type="checkbox"/> Coaching for Behavioural Competencies
Date:	
Time:	
Agency(s) that Received Training:	
Trainer(s):	
Number of Participants:	

Comments:

THANK YOU!!!



Training Feedback Form

Instructions: Please indicate your level of agreement with the following statements:

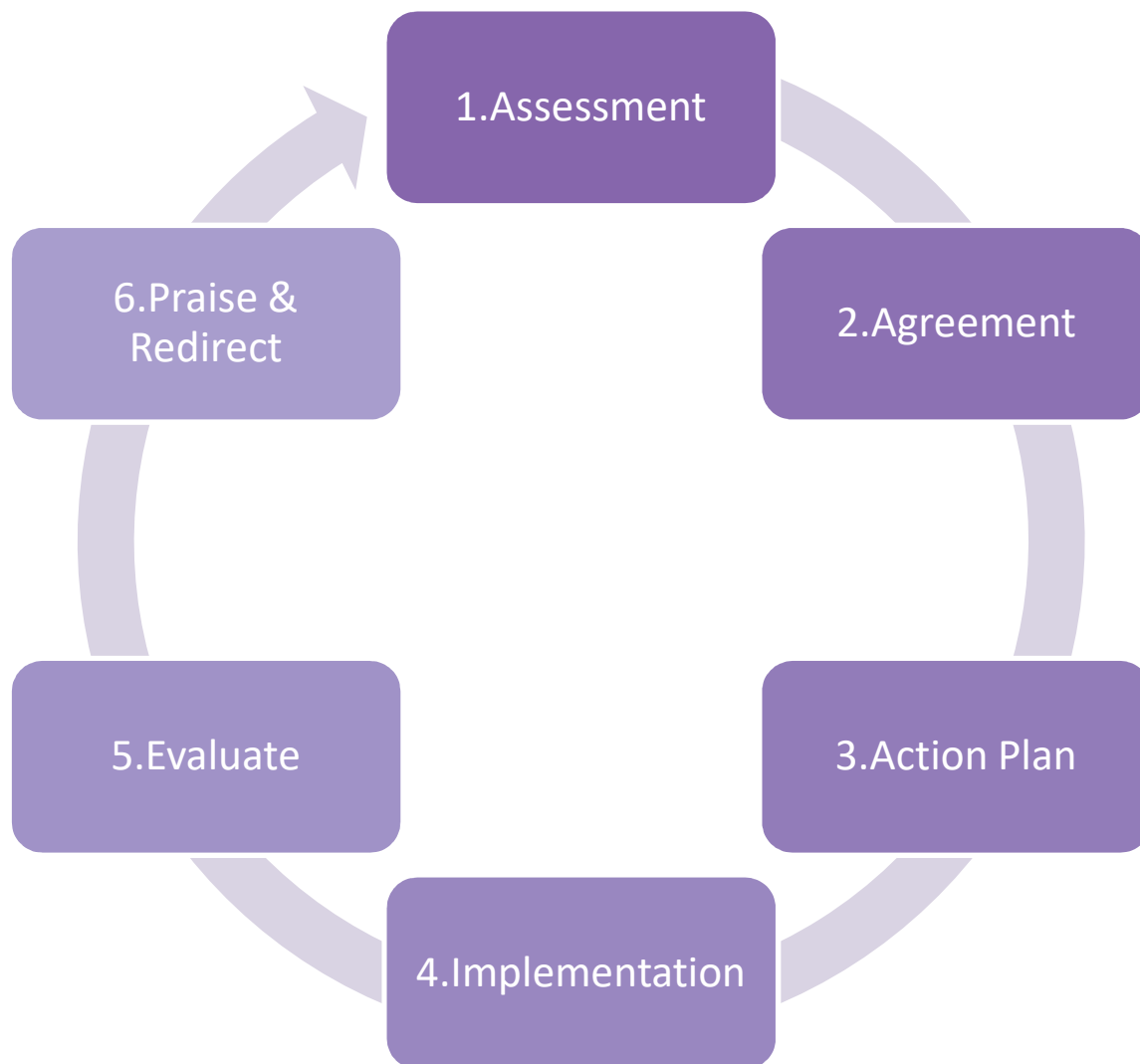
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The objectives of the training were clearly defined.					
2. Participation and interaction were encouraged.					
3. The topics covered were relevant to me.					
4. The content was organized and easy to follow.					
5. The materials distributed were helpful.					
6. The training experience will be useful in my work.					
7. The trainer was knowledgeable about the training topics.					
8. The trainer was well prepared.					
9. The training objectives were met.					
10. The time allotted for the training was sufficient.					
11. The meeting room and facilities were adequate and comfortable.					

What did you like most about this training?

What aspects of the training could be improved?



Appendix T: Sample – Coaching Model



Appendix U: Recommended Implementation Activities

The following is a brief description of ongoing activities that the Implementation Team may want to introduce in your agency, once training has commenced. Put a checkmark (✓) next to those ideas you think will work well in your agency.

Please note: You may decide to alter some of the recommended approaches based on the needs of your agency.

Activity	✓
<p>To gain support for Behavioural Competencies, it is important to clearly communicate their benefits. Consider “lunch and learn” events to present information to employees on such topics as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understanding the <i>Competency Backgrounder</i>; <input type="checkbox"/> How to ensure the application of <i>The Purpose of Behavioural Competencies – Outlining the Principles</i>; <input type="checkbox"/> Providing the highest quality of service to individuals with deafblindness; <input type="checkbox"/> Career development; and <input type="checkbox"/> Personal growth. 	
Include a discussion on Behavioural Competencies in team meetings. Have employees review one Behavioural Competency at a time and provide examples of that Behavioural Competency in action in the agency.	
Include a “Behavioural Competencies” column in the agency newsletter or Staff portal/ database announcements focus on a different Behavioural Competency for each publication.	
On a regular basis send out announcements through staff portal/database or e-mail to encourage people to participate in “Identify the Behavioural Competency”. Provide an example of a competency-related behaviour and have employees identify which Behavioural Competency is being demonstrated in the example. Offer a (small) prize to the first employee who provides a correct response. This can be turned into a team competition by tracking “team” wins each week and awarding a team prize at the end of the quarter. Each agency should determine the email frequency based on their needs.	
Have a monthly contest (e.g., “Behavioural Competency Challenge”) in which one Behavioural Competency is the focus. Have employees identify a co-worker who exemplifies that Behavioural Competency and provide a short story submission that you can send to the Behavioural Competencies Sub-Committee for adjudication. Offer a (small) prize to both the nominee and nominator. Also consider including a photo of the winning nominee, and have his or her photo displayed on an agency billboard as “Employee of the Month”.	
Upload the <i>Introduction to Competencies</i> training slides to the agency’s intranet/database or portal so employees can review them anytime.	
Collect employee questions/concerns raised during training and post frequently asked questions and provide answers on the agency’s intranet/database or portal.	

Hold a pizza lunch for anyone interested in sharing ideas on how to build knowledge around Behavioural Competencies throughout the agency. Collect the ideas and implement them.	
Put a Behavioural Competency quiz / Crossword/word search in the agency newsletter.	
Prepare and hang posters with supportive slogans, e.g., <i>"Know your Behavioural Competencies. Create your own success."</i>	
Other ideas: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	