



**Intervenor Services**  
*The future is in your hands*

# Intervenor Behavioural Competency Assessment Questionnaire

September 2016

# Introduction

## Purpose

The Behavioural Competency Assessment Questionnaire (BCAQ) is designed to assess an individual's strengths and areas for development relative to the competencies of the individual's role. It can be used as a self-assessment tool or to assess another individual's competencies.

The competencies in this assessment are based on the behavioural competency model for the **intervenor** role. This model was developed with the input from individuals from across the Intervenor Services sector.

## Competency Structure

Each competency includes the following:

- A **definition** – a description of what it means; and
- A **scale of behaviours** – a behavioural scale is a list of related behaviours that increase in sophistication as you move up the scale, with the least complex behaviours at level 1 to the most complex at the highest level (level 4). For each level, there is a **level title** that captures the essence of the level and a series of **illustrative behaviours** (i.e., examples of what the behaviour looks like at that level).

## Assessing Competencies

When assessing behavioural competencies, the key is *consistency* – how consistently a person demonstrates the behaviours associated with a particular competency and competency level.

Performing a behaviour *consistently* means that it is something the individual does routinely in their role (i.e. 75% or more of the time). Exhibiting the behaviour some of the time or having the ability to exhibit the behaviour (but not consistently exhibiting it) does not qualify as consistently.

# Instructions for completing the BCAQ

## How to Complete a Behavioural Competency Assessment

The scale for each competency will provide you with a clear understanding of the progression of behaviours required from one level to the next, which will help you understand not only what is required in your current role, but how you can develop your skills to progress to the next level.

Complete the steps below to assess yourself (or the person you are assessing) against the competencies for the intervenor role:

Step	Action
1	For each competency, start by reviewing the competency definition.
2	Then, beginning at level 1, ask yourself: <ul style="list-style-type: none"><li>• <i>Do I (or the person I am assessing) consistently demonstrate the behaviours at this level?</i></li></ul> Consistently means always or most of the time (i.e. at least 75% of the time). When answering this question, think of examples to support your response. If you answer “yes”, then check the box for that level and move to the next level.
3	Stop when you reach a level where you (or the person you are assessing) do not consistently exhibit the behaviours.  The level demonstrated for that competency becomes the highest level you checked off – this is the highest level at which you (or the person you are assessing) consistently demonstrate the behaviours associated with that level, as well as the levels preceding it. In other words, you cannot rate yourself (or the person you are assessing) at a level 3, if you are not also consistently demonstrating the behaviours associated with levels 1 and 2.  Note: If you cannot check off any of the boxes, this likely means that: <ul style="list-style-type: none"><li>• You (or the person you are assessing) do not demonstrate this competency, or</li><li>• You have not had an opportunity to observe this competency in the person you are assessing.</li></ul>
4	To support your rating, note 2-3 examples (e.g., behavioural evidence) of situations where you (or the person you are assessing) have demonstrated this level in the space provided.
5	When you have completed all the competencies, transfer your rating for each competency to the BCAQ Summary on the final page of this BCAQ.  Be sure to note, in the space provided, what you see as your key competency strengths and areas for development.

Keep the following in mind when completing your self-assessment:

- Be aware that most people tend to overrate rather than underrate their own behaviour;
- Performing a behaviour consistently means that both you and others would agree that this is something you do routinely. Having the ability to exhibit the behaviour or exhibiting the behaviour some of the time does not qualify as consistently exhibiting the behavior;
- Each level represents a jump in the size/scope of behaviour from the preceding level; and
- Be sure to evaluate the behaviours you actually demonstrate on-the-job rather than the behaviours you *intend* to demonstrate or would like to have the opportunity to demonstrate.

# Development Planning

## **Once you have completed your self-assessment...**

Arrange to meet with your manager to discuss your performance and formulate a development plan (if necessary). The purpose of this meeting is to:

- Discuss your perspective versus your manager's perspective of your performance relative to the competencies. Be prepared to discuss your rating for each competency and share the examples you identified;
- Agree on competency strengths and areas for development and begin putting a development plan in place; and
- Determine how your manager can best support you.

## **Complete the following tasks in preparation for meeting with your manager:**

- Review the results of your completed BCAQ, and identify your strengths and potential areas for development; and
- Research possible development activities, and how your manager can support you in your efforts.

## Example: 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.

<b>LEVEL 1</b>	<b>Encourage others using a single approach</b>	
<ul style="list-style-type: none"> <li>• Use facts and logic to encourage others, without adapting to their interests</li> <li>• Make clear, logical and succinct arguments when presenting your own position or speaking on behalf of the consumer</li> <li>• Provide objective and accurate information to professionals</li> <li>• Use concrete examples, visual and tactile aids, demonstrations, etc., to influence others</li> <li>• Outline the pros and cons of different options and approaches</li> <li>• Convey ideas in a way that is easy to understand</li> <li>• Make two or more different arguments or points in a presentation or a discussion</li> </ul>		<input checked="" type="checkbox"/>
<b>LEVEL 2</b>	<b>Adapt your approach to the individual, group, or situation</b>	
<ul style="list-style-type: none"> <li>• Adapt your style, language or content to gently engage, encourage, inform or educate</li> <li>• Anticipate and prepare for others' reactions</li> <li>• Listen and be sensitive to the needs, concerns, interests and views, and adapt your approach accordingly</li> <li>• Change things up when the first attempt to influence or advocate fails – try a different approach</li> <li>• 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</li> </ul>		<input checked="" type="checkbox"/>
<b>LEVEL 3</b>	<b>Carefully plan your approach</b>	
<ul style="list-style-type: none"> <li>• When advocating for others (e.g., for consumers clients who cannot advocate for themselves), prepare an approach that is tailored to the individual or group to be influenced</li> <li>• Anticipate areas where support or encouragement will be required, and work proactively to bring these people on board</li> <li>• For consumers who can self-advocate, help to create the right environment for this to happen</li> <li>• Solicit and engage the support of like-minded individuals or other third parties to help educate or influence others</li> <li>• Use a combination of logical arguments, personal conviction and passion to create a winning case when advocating for others</li> <li>• Collect and provide objective, accurate information to professionals on behalf of the consumer, and collaborate with them as directed</li> </ul>		<input type="checkbox"/>
<b>LEVEL 4</b>	<b>Advocate for the needs of consumers</b>	
<ul style="list-style-type: none"> <li>• Be an advocate for the sector, the agency, the consumer, and the intervenor role, developing deliberate, long-term influence strategies</li> <li>• Build internal and external relationships, networks and alliances, and leverage these to build and sustain support</li> <li>• Move a group towards a specific outcome based on an in-depth understanding of group interactions or dynamics</li> <li>• Build “behind the scenes” support for ideas</li> <li>• Grow and continuously maintain a network of contacts and resources to support initiatives or causes</li> </ul>		<input type="checkbox"/>

## BUILD BONDS: Engage, Influence and Advocate

Provide 2-3 examples to support your competency rating:

*Sample: I took notes during previous conversations with the family of an individual who is deafblind, who were potential new consumers of the Agency, to recall and address issues that they had raised. Once I understood their concerns about the type of care their son would receive and their past experiences with other types of care, I made a point of addressing each of their concerns, one by one, and explained how I planned to address each concern. I spoke softly and slowly to put them at ease as I could see they were somewhat agitated and worried. This also helped them to understand the various services we could provide in terms of the support they required. I was able to convince them that their son would receive the type of care they felt he needed.*

# 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.

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

## BE YOUR BEST SELF: Act with Integrity

Provide 2-3 examples to support your competency rating:



## 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.

<b>LEVEL 1</b>	<b>Accept the need for flexibility</b>	
	<ul style="list-style-type: none"> <li>• Understand and respect differences in needs, perspectives, working style and priorities and the need to tailor your approach accordingly</li> <li>• Acknowledge that people are entitled to their opinions and accept that they are different</li> <li>• Recognize that consumers have very different needs, attitudes and abilities</li> <li>• Project an open mind and attitude to changing situations, taking things as they come</li> </ul>	<input type="checkbox"/>
<b>LEVEL 2</b>	<b>Be responsive in the moment</b>	
	<ul style="list-style-type: none"> <li>• Change your approach to get a job done or meet the team's needs</li> <li>• Adapt to situations when things don't go as planned or to meet changing demands</li> <li>• Respond flexibly to consumers' changing requests and needs (e.g., including changing consumer moods and behaviours)</li> <li>• Juggle multiple tasks, putting one or more on hold to handle an immediate need, and then returning to the original tasks</li> </ul>	<input type="checkbox"/>
<b>LEVEL 3</b>	<b>Adapt your approach</b>	
	<ul style="list-style-type: none"> <li>• Use judgment to decide when a situation requires altering normal procedures or guidelines</li> <li>• Evaluate a situation and decide what approach to take based on the demands of the situation or the needs of the consumer</li> <li>• Explore different possibilities and approaches, rather than defaulting to the standard procedure just the obvious</li> <li>• 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</li> </ul>	<input type="checkbox"/>
<b>LEVEL 4</b>	<b>Adapt overall approach</b>	
	<ul style="list-style-type: none"> <li>• Change the overall plan, goal or project (i.e., what you're trying to accomplish) to fit the situation, when appropriate</li> <li>• 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</li> <li>• Make agency recommendations and/or changes to meet the needs of specific situations (e.g., changes in funding, delivery of services)</li> </ul>	<input type="checkbox"/>

## BE YOUR BEST SELF: Be Flexible

Provide 2-3 examples to support your competency rating:

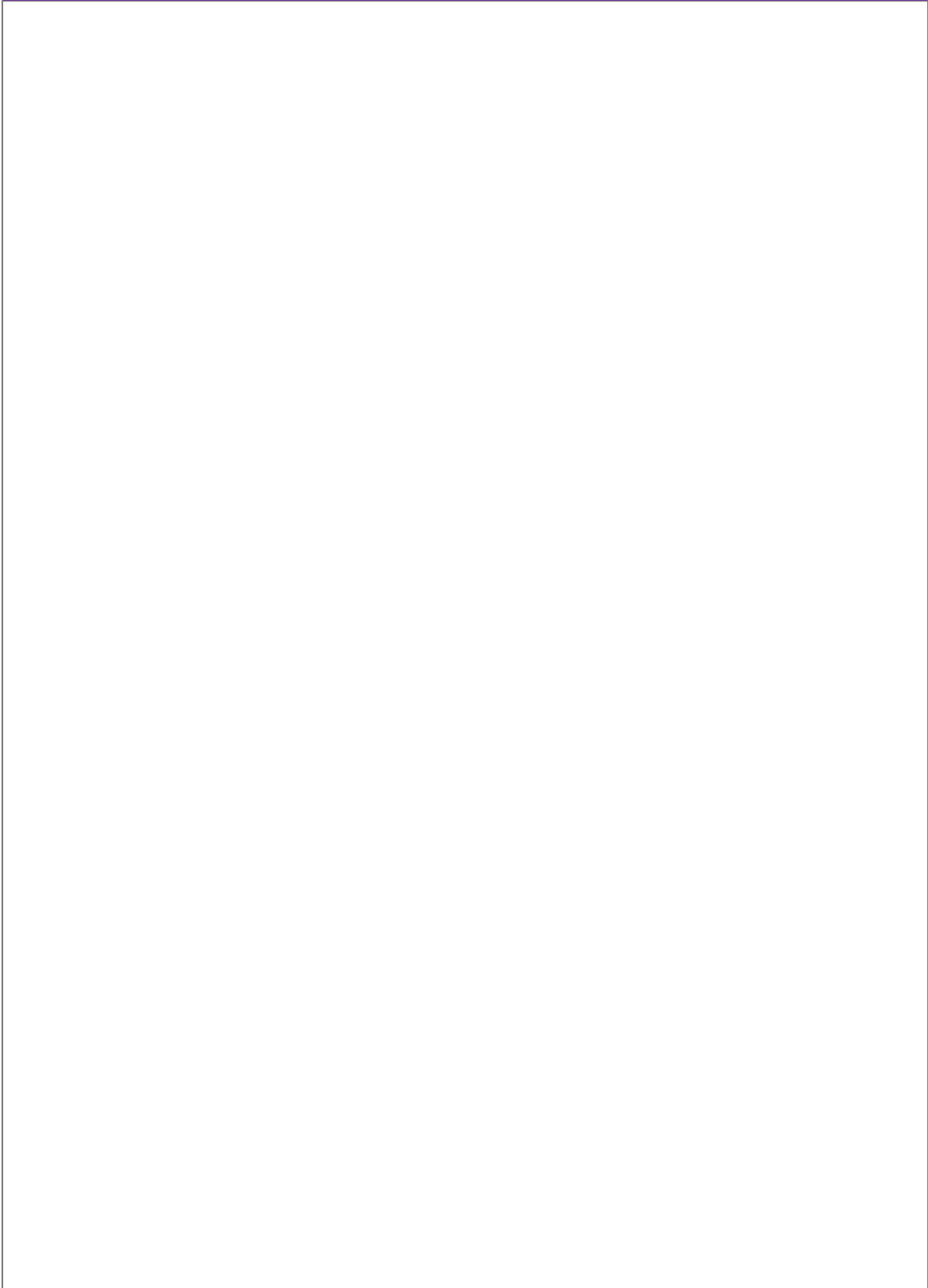
# BE YOUR BEST SELF: Commit to Personal Growth and Development

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.

<b>LEVEL 1</b>	<b>Work to maintain and develop skills and abilities</b>	
	<ul style="list-style-type: none"> <li>• Develop the knowledge, skills and abilities needed to perform the job effectively</li> <li>• Understand the need for ongoing training and learning</li> <li>• Take appropriate steps to update skills and abilities so that you can continue to do your job effectively</li> <li>• Respond positively to feedback and suggestions</li> </ul>	<input type="checkbox"/>
<b>LEVEL 2</b>	<b>Seek opportunities to learn and improve</b>	
	<ul style="list-style-type: none"> <li>• Demonstrate a desire to enhance your knowledge, skills and abilities</li> <li>• Reflect on your performance to understand your strengths and opportunities for development, as well as how you can improve your interactions/intervention with consumers</li> <li>• Regularly seek feedback and suggestions from others to enhance performance</li> <li>• Keep up-to-date with new information, methods, technologies, approaches and best practices (e.g., by reading, liaising with contacts, attending training)</li> </ul>	<input type="checkbox"/>
<b>LEVEL 3</b>	<b>Proactively address development and apply learning</b>	
	<ul style="list-style-type: none"> <li>• Take the initiative to identify and act upon skill and knowledge areas that need to be developed</li> <li>• Prepare a self-development plan to develop skills and improve performance</li> <li>• 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.)</li> <li>• Adapt work habits, routines or approaches to incorporate new learning, training and development to enhance performance</li> <li>• Share what you have learned with others as appropriate</li> </ul>	<input type="checkbox"/>
<b>LEVEL 4</b>	<b>Model a learning orientation</b>	
	<ul style="list-style-type: none"> <li>• Readily critique own abilities and invite the same from others</li> <li>• Focus on enhancing performance, not on “saving face”</li> <li>• Encourage and support others in developing new skills to enhance performance</li> <li>• Create an environment where mistakes are seen as learning opportunities</li> </ul>	<input type="checkbox"/>

# BE YOUR BEST SELF: Commit to Personal Growth and Development

Provide 2-3 examples to support your competency rating:

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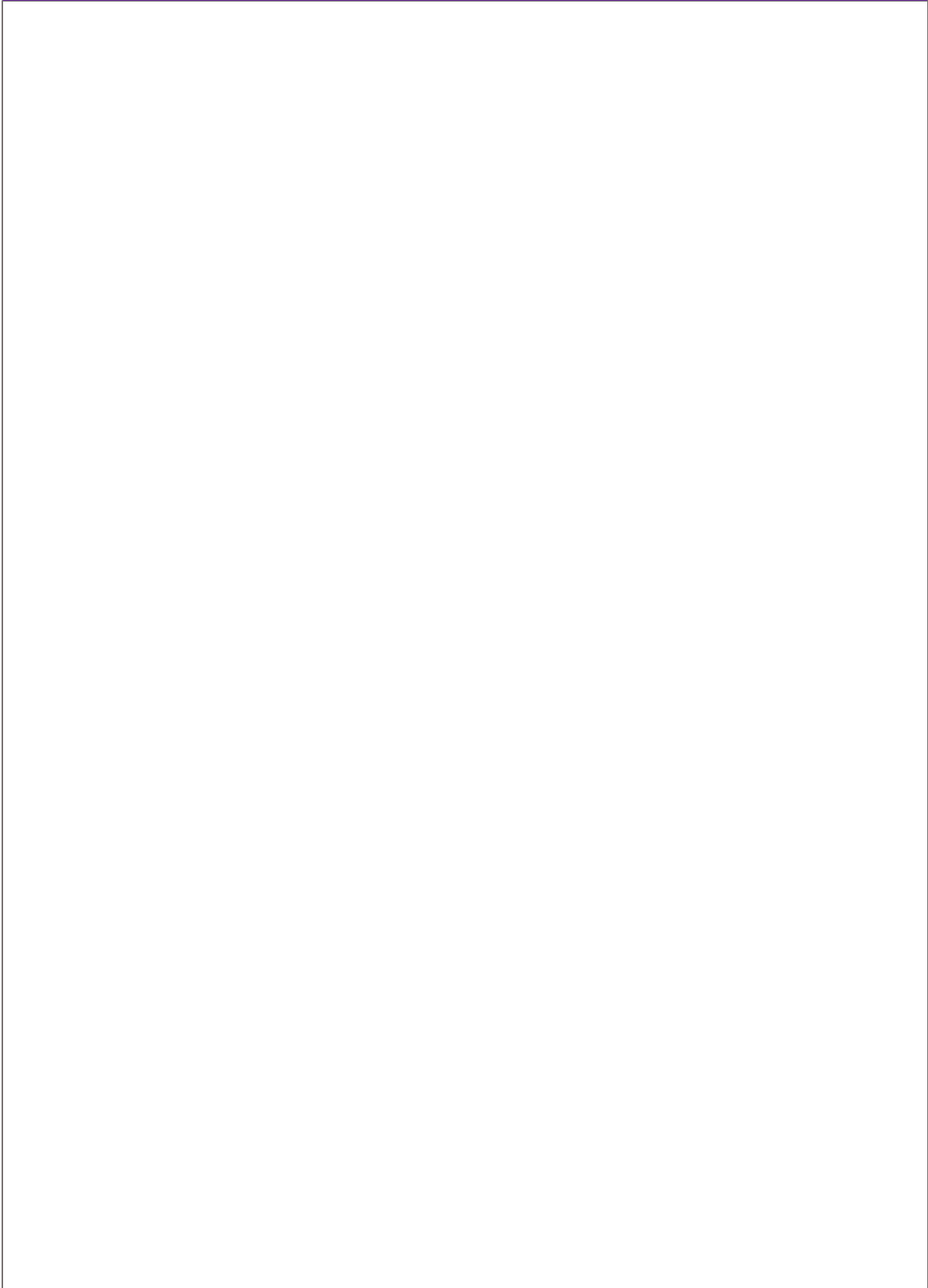
# BE YOUR BEST SELF: Demonstrate Self-Management and Resilience

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.

<b>LEVEL 1</b>	<b>Stay productive in low stress situations</b>	
	<ul style="list-style-type: none"> <li>Stay committed and focused on positive outcomes</li> <li>Accept the need to perform monotonous and routine tasks, and see their value</li> <li>Keep emotions in-check so as not to affect interactions with others (e.g., be patient, upbeat, do not show frustration)</li> </ul>	<input type="checkbox"/>
<b>LEVEL 2</b>	<b>Adapt to higher stress situations</b>	
	<ul style="list-style-type: none"> <li>Perform high quality work and effective interactions despite pressure</li> <li>Express optimism – see the positive side of negative situations</li> <li>Remain patient and motivated in the face of routine or repetitive tasks</li> <li>Maintain energy and stay calm in stressful or challenging situations (e.g., when things do not go as planned)</li> <li>Recognize when to reach out and/or access resources to assist in managing stress (e.g., HR, EAP)</li> </ul>	<input type="checkbox"/>
<b>LEVEL 3</b>	<b>Overcome obstacles and challenges</b>	
	<ul style="list-style-type: none"> <li>Focus on how to successfully meet a challenge rather than on obstacles or constraints</li> <li>Maintain enthusiasm and energy in the face of challenging situations (e.g., emotional outbursts, other challenging behaviours or crises)</li> <li>Persist with tasks even when faced with barriers or resistance</li> <li>Consistently see beyond limitations by expressing optimism in finding a solution</li> <li>Put obstacles into perspective – rise to the challenge</li> <li>Maintain self-control and respond confidently when faced with difficult situations and confrontation</li> </ul>	<input type="checkbox"/>
<b>LEVEL 4</b>	<b>Perform at a high level of consistency over a long period of time</b>	
	<ul style="list-style-type: none"> <li>Demonstrate ongoing commitment to complete routine tasks over the long-term;</li> <li>Persist (over a long period of time) with difficult tasks;</li> <li>Manage own stress effectively, ensuring it does not impact others;</li> <li>Stick with tasks despite meeting frequent and/or repeated rejection and/or frustration;</li> <li>Maintain a positive demeanor and high level of self-motivation, whatever the circumstances; and</li> <li>Reflect on and learn from setbacks or other challenging situations.</li> </ul>	<input type="checkbox"/>

# BE YOUR BEST SELF: Demonstrate Self-Management and Resilience

Provide 2-3 examples to support your competency rating:

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## 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.

<b>LEVEL 1</b>	<b>Pay attention to others</b>	
<ul style="list-style-type: none"> <li>• Pay attention to individuals’ expressed feelings, thoughts and concerns</li> <li>• Be patient when communicating with individuals, giving them time to process and respond to the information</li> <li>• Listen openly, without judging or interrupting</li> <li>• Encourage others to express their feelings and perspectives</li> <li>• Respect others and how they are feeling</li> <li>• Ask questions to clarify understanding</li> </ul>		<input type="checkbox"/>
<b>LEVEL 2</b>	<b>Understand behaviour</b>	
<ul style="list-style-type: none"> <li>• Listen carefully to others, paying attention to their unspoken thoughts or feelings (e.g., non-verbal cues, emotions, facial expressions, etc.)</li> <li>• Demonstrate objective and active listening</li> <li>• Ask questions to truly understand the person’s thoughts and feelings or to gather facts, and respond appropriately</li> <li>• Seek out the facts and pertinent information before drawing conclusions</li> <li>• Acknowledge the experience of others</li> </ul>		<input type="checkbox"/>
<b>LEVEL 3</b>	<b>Demonstrate empathy</b>	
<ul style="list-style-type: none"> <li>• Pick up on non-verbal cues to others’ feelings and emotions, including tone of voice, intonation and choice of words</li> <li>• Recognize underlying concerns, feelings, or interests in others that may not be verbally expressed</li> <li>• Accurately observe and identify the behaviours of others (e.g., body language, facial expressions, questions, nuances) and respond with empathy as appropriate</li> <li>• Demonstrate genuine sensitivity to underlying messages, especially where thoughts, feelings or emotions are poorly expressed</li> <li>• Be able to see things from the other person’s perspective, anticipate their needs and reactions, and respond appropriately</li> <li>• Recognize your own feelings and emotions and their impact on others</li> </ul>		<input type="checkbox"/>
<b>LEVEL 4</b>	<b>Be emotionally “in tune”</b>	
<ul style="list-style-type: none"> <li>• Connect with others through an understanding of the individual’s unique style, personality, and their unspoken thoughts and feelings</li> <li>• 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</li> <li>• Continually update, refresh and check the accuracy of your own understanding of the individual and their needs</li> <li>• Anticipate emotions or reactions in others, and what might trigger them</li> </ul>		<input type="checkbox"/>

## BUILD BONDS: Be Emotionally “In Tune”

Provide 2-3 examples to support your competency rating:



# BUILD BONDS: Build Trusting Relationships

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

<b>LEVEL 1</b>	<b>Build rapport</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Take the time to get to know the individual – their needs, wants, preferences, concerns, life history, etc.</li> <li>• Treat individuals with respect, honesty, dignity and kindness in all situations</li> <li>• Understand the individual’s preferred mode of communication, and communicate in a way that you will be understood</li> <li>• Make the individual feel safe through providing an environment that is secure, reliable and consistent</li> <li>• Use a variety of communication modes to ensure the individual has the best opportunity to understand the communication</li> </ul>	<input type="checkbox"/>
<b>LEVEL 2</b>	<b>Build bonds</b>	<ul style="list-style-type: none"> <li>• 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”</li> <li>• Let the individual explore who you are in a way that is meaningful for them (e.g., let them touch you)</li> <li>• 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)</li> <li>• Follow through on commitments – do what you say you’re going to do</li> <li>• Be a true partner with consumers – work as a team</li> </ul>	<input type="checkbox"/>
<b>LEVEL 3</b>	<b>Develop trusting relationships</b>	<ul style="list-style-type: none"> <li>• Support consumers in staying focused on their priorities and what they want to accomplish (particularly for consumers who are independent)</li> <li>• 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</li> <li>• Use strategies to stimulate interactions with the individual (e.g., talk about things that interest them, do activities that will engage them, etc.)</li> <li>• Provide opportunities for the individual to become directly involved in all aspects of an experience</li> </ul>	<input type="checkbox"/>
<b>LEVEL 4</b>	<b>Facilitate relationship building</b>	<ul style="list-style-type: none"> <li>• Facilitate the individual’s interaction with others including family, peers, healthcare providers and other people in the community</li> <li>• Support individuals in social interactions, helping them to develop meaningful relationships with an ever expanding number of people</li> <li>• Look for common ground between individuals to help them build relationships</li> </ul>	<input type="checkbox"/>

# BUILD BONDS: Build Trusting Relationships

Provide 2-3 examples to support your competency rating:

# BUILD BONDS: Engage, Influence and Advocate

The ability to encourage or influence others (e.g., consumers, team members, community partners, government) in order 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.

<b>LEVEL 1</b>	<b>Encourage others using a single approach</b>	
	<ul style="list-style-type: none"> <li>• Use facts and logic to encourage others, without adapting to their interests</li> <li>• Make clear, logical and succinct arguments when presenting your own position or speaking on behalf of the consumer</li> <li>• Provide objective and accurate information to professionals</li> <li>• Use concrete examples, visual and tactile aids, demonstrations, etc., to influence others</li> <li>• Outline the pros and cons of different options and approaches</li> <li>• Convey ideas in a way that is easy to understand</li> <li>• Make two or more different arguments or points in a presentation or a discussion</li> </ul>	<input type="checkbox"/>
<b>LEVEL 2</b>	<b>Adapt your approach to the individual, group or situation</b>	
	<ul style="list-style-type: none"> <li>• Adapt your style, language or content to gently engage, encourage, inform or educate</li> <li>• Anticipate and prepare for others' reactions</li> <li>• Listen and be sensitive to the needs, concerns, interests and views, and adapt your approach accordingly</li> <li>• Change things up when the first attempt to influence or advocate fails – try a different approach</li> <li>• 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</li> </ul>	<input type="checkbox"/>
<b>LEVEL 3</b>	<b>Carefully plan your approach</b>	
	<ul style="list-style-type: none"> <li>• 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</li> <li>• Anticipate areas where support or encouragement will be required, and work proactively to bring these people on board</li> <li>• For consumers who can self-advocate, help to create the right environment for this to happen</li> <li>• Solicit and engage the support of like-minded individuals or other third parties to help educate or influence others</li> <li>• Use a combination of logical arguments, personal conviction and passion to create a winning case when advocating for others</li> <li>• Collect and provide objective, accurate information to professionals on behalf of the consumer, and collaborate with them as directed</li> </ul>	<input type="checkbox"/>
<b>LEVEL 4</b>	<b>Advocate for the needs of consumers</b>	
	<ul style="list-style-type: none"> <li>• Be an advocate for the sector, the agency, the consumer, and the intervenor role, developing deliberate, long-term influence strategies</li> <li>• Build internal and external relationships, networks and alliances, and leverage these to build and sustain support</li> <li>• Move a group towards a specific outcome based on an in-depth understanding of group interactions or dynamics</li> <li>• Build “behind the scenes” support for ideas</li> <li>• Grow and continuously maintain a network of contacts and resources to support initiatives or causes</li> </ul>	<input type="checkbox"/>

## BUILD BONDS: Engage, Influence and Advocate

Provide 2-3 examples to support your competency rating:

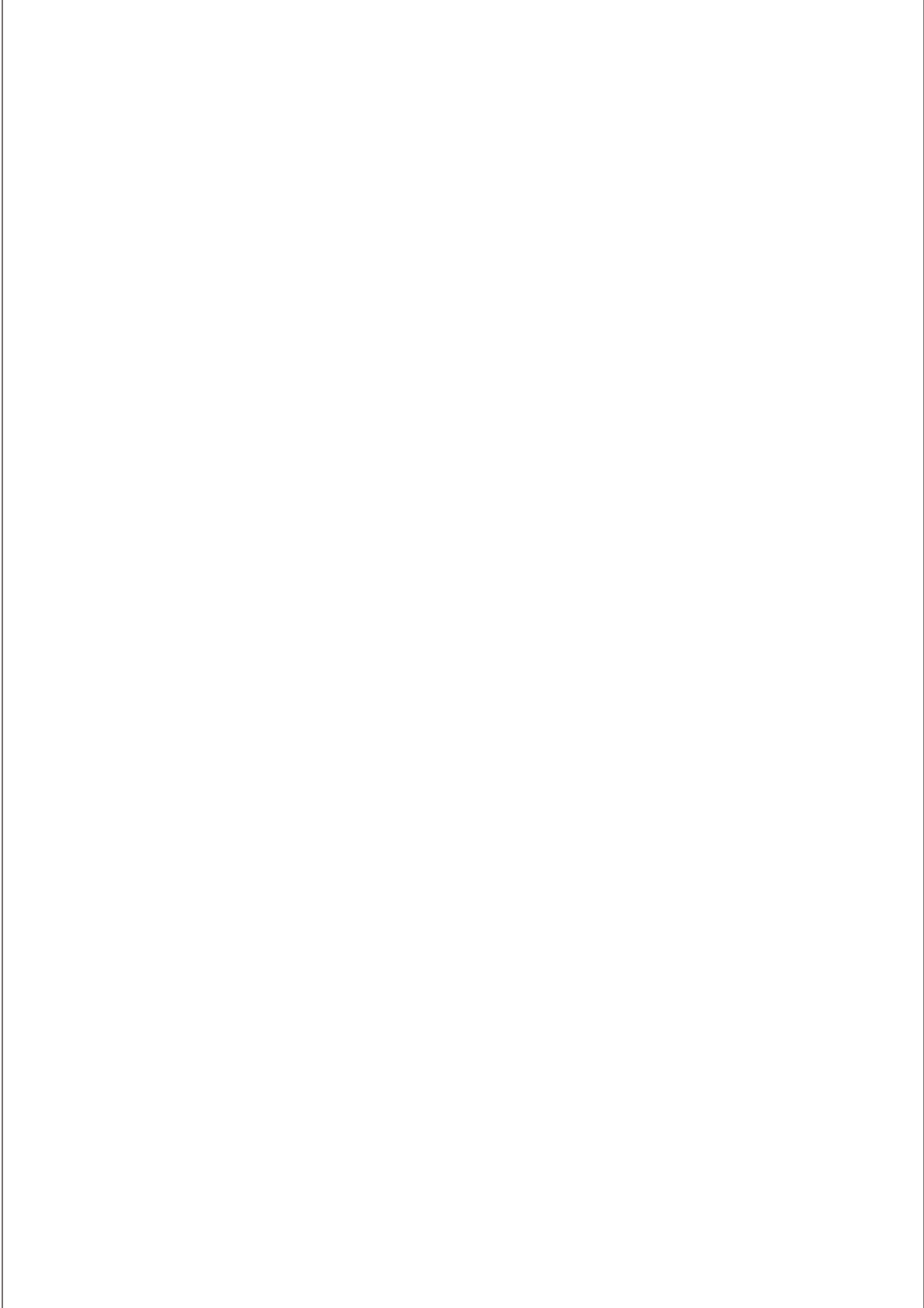
## BUILD BONDS: Foster Independence and Confidence

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”.

<b>LEVEL 1</b>	<b>Provide encouragement</b>	
	<ul style="list-style-type: none"> <li>Recognize the individual’s unique strengths, and work to build on them</li> <li>Promote self-esteem and well-being in the individual by expressing that you believe in their capability and potential</li> <li>Increase the individual’s self-awareness – help them understand their emotions and how their behaviour and demeanor impacts others</li> <li>Encourage the individual to determine how you will spend your time together</li> <li>Understand the “do with, not for” philosophy of intervenor services</li> </ul>	<input type="checkbox"/>
<b>LEVEL 2</b>	<b>Provide training and support</b>	
	<ul style="list-style-type: none"> <li>Give routine tasks to the individual with the purpose of building their capability</li> <li>Assess, adapt and organize the environment to maximize the individual’s opportunity to be self-sufficient</li> <li>Support individuals when they are learning to do new things on their own, incorporating your understanding of their preferred learning style</li> <li>Monitor to ensure tasks are completed successfully, and provide constructive feedback, as appropriate, in a supportive manner</li> <li>Use strategies to help individuals develop their social skills</li> </ul>	<input type="checkbox"/>
<b>LEVEL 3</b>	<b>Build competence and confidence</b>	
	<ul style="list-style-type: none"> <li>Look for opportunities to enable individuals to solve problems and make informed choices for themselves</li> <li>Teach individuals to do tasks in a helpful and supportive manner, and provide them with the necessary information, tools and resources</li> <li>Find learning opportunities and experiences to promote the individual’s learning and growth based on their interests, needs and preferences</li> <li>Determine how to introduce new or complex concepts to individuals in a way that they can understand them</li> </ul>	<input type="checkbox"/>
<b>LEVEL 4</b>	<b>Fully empower individuals</b>	
	<ul style="list-style-type: none"> <li>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</li> <li>Facilitate the individual’s comfort, confidence and control in interactions with others in a variety of environments</li> <li>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)</li> <li>Design, adapt and implement activities and experiences to help the individual achieve their goals and objectives</li> </ul>	<input type="checkbox"/>

# BUILD BONDS: Foster Independence and Confidence

Provide 2-3 examples to support your competency rating:

A large, empty rectangular box with a thin black border, intended for the user to provide 2-3 examples supporting their competency rating. The box is currently blank.

## 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.

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

## BUILD BONDS: Work as a Team

Provide 2-3 examples to support your competency rating:



# 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.

<b>LEVEL 1</b>	<b>Use a common sense approach to solve problems</b>	
	<ul style="list-style-type: none"> <li>• Use common sense and past experience to assess problems or issues</li> <li>• Recognize when a problem or situation calls for a decision or approach that is different than usual</li> <li>• Break problems down into simple lists, activities or tasks</li> <li>• Participate in the development of viable solutions or recommendations to typical problems</li> <li>• Recognize the cause and effect relationship between aspects of a problem or situation</li> </ul>	<input type="checkbox"/>
<b>LEVEL 2</b>	<b>Analyze problems or decisions and propose solutions</b>	
	<ul style="list-style-type: none"> <li>• Do research to gather information to solve problems and make decisions</li> <li>• Identify the cause-and-effect relationship between two aspects of a situation</li> <li>• Identify the pros, cons and impacts of different solutions to make decisions in the best interests of consumers and the agency</li> <li>• Look beyond the facts to understand less obvious implications</li> <li>• When looking at information, see patterns, trends, or missing pieces and what is relevant to the problem or decision</li> <li>• Seek the input of others, incorporating creative suggestions and ideas to solve problems or make decisions</li> </ul>	<input type="checkbox"/>
<b>LEVEL 3</b>	<b>Think creatively to identify options and solutions</b>	
	<ul style="list-style-type: none"> <li>• Generate multiple alternative solutions, evaluating the risks and benefits to choose the best one, and then implement</li> <li>• Think imaginatively – “outside the box” – to develop creative solutions or options</li> <li>• Try out different solutions, ensuring you maintain a safe environment</li> <li>• Modify and apply concepts, ideas or solutions that have been used in other environments</li> <li>• Analyze relationships among several parts of a problem or situation (i.e., anticipate obstacles and think ahead about next steps)</li> </ul>	<input type="checkbox"/>
<b>LEVEL 4</b>	<b>Solve complex problems</b>	
	<ul style="list-style-type: none"> <li>• Think beyond the immediate issues and consider the implications that decisions may have over the long-term</li> <li>• Use several analytical or creative techniques to break down and solve complex problems</li> <li>• Consistently make sound decisions in the face of competing and ambiguous priorities</li> <li>• Generate imaginative or unique solutions to problems facing consumers or the agency</li> <li>• Create new approaches or ways of thinking that are not obvious to others and that will lead to changes in approaches, processes, direction, etc.</li> </ul>	<input type="checkbox"/>

## DELIVER EXCELLENCE: Demonstrate Creative Problem Solving and Decision Making

Provide 2-3 examples to support your competency rating:

# 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.

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

## DELIVER EXCELLENCE: Show Passion, Enthusiasm and Dedication

Provide 2-3 examples to support your competency rating:

## BCAQ Summary

Transfer your competency rating for each competency to create an overall summary of competency strengths and areas for development. Indicate whether the competency is a strength (i.e. the rating is at the target level or higher) or an area for development (i.e. the rating is below the target level for the role).

Competency	Level assessed	Target level for the role	Competency strength or area for development?
<b>Be Your Best Self:</b>			
Act with Integrity		3	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Be Flexible		3	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Commit to Personal Growth and Development		2	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Demonstrate Self-Management and Resilience		4	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
<b>Build Bonds:</b>			
Be Emotionally “In Tune”		3	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Build Trusting Relationships		4	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Engage, Influence and Advocate		3	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Foster Independence and Confidence		4	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Work as a Team		3	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
<b>Deliver Excellence:</b>			
Demonstrate Creative Problem Solving and Decision Making		3	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development
Show Passion, Enthusiasm and Dedication		2	<input type="checkbox"/> Competency strength <input type="checkbox"/> Area for development

Which competencies do you see as your key strengths (or those of the person you are assessing)?

Which 2-3 competencies do you see as your key areas for developmental focus (or those of the person you are assessing)?

